



Agenda of Regular Meeting September 21, 2020 5:45 PM Public Hearing /7:00 PM Open Session

A Regular Meeting of the Board of Trustees of Georgetown ISD will be held September 21, 2020, beginning at 5:45 PM in the GISD Hammerlun Center for Leadership & Learning at 507 E University Avenue. Immediately after opening, the Board of Trustees will convene in Closed Session and will return to Open Session following the completion of Closed Session. The Board will not reconvene in Open Session before 7:00 p.m.

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

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

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

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

comments from any member of the public who has complied with District procedures for signing up to speak.

- I. Determination of Quorum, Call to Order, and Pledges of Allegiance
- II. **5:45 PM** Public Hearing Regarding 2019-2020 FIRST Report
 - Pam Sanchez
- III. Closed Session (authorized by TX Gov't Code Section 551.071, 551.074, 551.082, 551.0821)
 - A. Personnel: Consider Appointment, Employment, Evaluation, or Duties of Professional Employees
 - B. Discussion of the Purchase, Exchange, Lease, or Value of Real Property
- IV. Recognitions
- V. Presentations
 - A. Bond Projects Update
 - David Biesheuvel
- VI. Information Items
 - A. COVID-19 Update
 - Courtney Acosta
 - B. Out of District Student Transfer Process Proposal
 - Courtney Acosta & Pam Sanchez
 - C. Review of 2020-2021 Student Handbook
 - Courtney Acosta
 - D. Equity Planning Process Update
 - Cynthia Pike
 - E. TASB Policy Update 115
 - Lisa Napper
 - F. Update to Board Policy FNA (local) Student Rights and Responsibilities
 - Wes Vanicek
- VII. Superintendent's Report
- VIII. Hearing of Citizens Who Desire to Come Before the Board
- IX. Consent Items
 - A. Financial Reports
 - B. Budget Amendment #2
 - C. Annual Investment Report for 2019-2020
 - D. Resolution Adopting the Investment Strategy and Designation of Investment Officers
 - E. Resolution Adopting Authorized Broker/Dealer List
 - F. Resolution Approving Williamson County 4-H Organization as an Extracurricular Activity
 - G. Change Order #1 - Replace Fire Alarm Systems at Multiple Facilities
 - H. Change Order #1 - Ford ES Classroom Addition
 - I. 2020-2021 T-TESS Appraiser List
 - J. Minutes of Previous Board Meetings
 - K. 2020-2021 SHAC Membership Approval
- X. Action Items
 - A. Consideration and Possible Action on Appointment, Employment, Evaluation, or Duties of Professional Employees

Lisa Napper

B. Consideration and Possible Action to authorize the Superintendent to negotiate and execute a contract to purchase a tract of land in GISD's northwest quadrant for a future educational facility.

David Biesheuvel

C. Consideration and Possible Action to Approve the GISD Asynchronous Learning Plan for submission to TEA

Terri Conrad

XI. Closed Session (authorized by TX Gov't Code Section 551.071, 551.129, 551.074)

XII. Adjourn



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/9/2020 13:13:33

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

Presentation

Name of Person Responsible:

David Biesheuvel

Department or Campus:

Construction & Development

Title of Agenda Item:

2018 Bond Projects Update

Background Information:

Update of active projects funded in the 2018 bond program

Attachments:

https://drive.google.com/open?id=1PIgWVlfxa50g32EAJdknFJ7S_AsDIFo

Superintendent's Recommendations:

For information only

PROGRESS UPDATE

2018 BOND PROJECTS

21 September 2020



COMPLETED PROJECTS

Renovate Classrooms - East View HS



TIPPIT ATHLETIC WING RENOVATION/ADDITION

- Gyms - Complete
- Locker Rooms & Showers - Complete (except lockers)
- Bldg Addition:
 - Roof - In progress
 - Substantial Compl: Late Oct



GEORGETOWN HS SECURE WALKWAY

- Canopy - Complete
- Fence - In progress
- Electrical & Security - In progress
- Walkway Secured & Usable - 10 Sep
- Project completion - Late Sep



OTHER PROJECTS IN PROGRESS

- Upgrade Technical Systems - Performing Arts Center; ECD: Oct 2020
 - Stage rigging: In progress
 - New lighting and controls: In progress
- Install Security Upgrades - District-wide; ECD: Apr 2021
 - Work in progress at:
 - EVHS
 - Georgetown HS
 - GHS Annex/RHS
 - Cooper ES
 - Wagner MS
 - Forbes MS
 - Tippit MS
 - Benold MS





BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 12:09:39

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

Information Only

Name of Person Responsible:

Courtney Acosta

Department or Campus:

Operations, Human Resources

Title of Agenda Item:

COVID-19 Update

Background Information:

This update will provide information on different aspects of how the District is addressing needs and creating practices related to COVID-19. Human Resources, Campus Operations, and Support Services will each share updates.

Attachments:

Superintendent's Recommendations:

This item is for information only.



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 12:01:13

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

Information Only

Name of Person Responsible:

Courtney Acosta and Pam Sanchez

Department or Campus:

Operations and Finance

Title of Agenda Item:

Out of District Student Transfer Process Proposal

Background Information:

For years the District has been discussing the possibility of creating a process to allow out of district (interdistrict) transfers into the district. Now that we are in a remote platform that allows for online learning, we have an opportunity to reevaluate this concept. Allowing interdistrict transfers would increase our enrollment at campuses with capacity and effectively increase efficiency of those campuses. This increase in enrollment increases our average daily attendance (ADA) and would decrease our recapture payments to the State. Keeping more local revenue within the district would further support the educational needs of all learners.



BOARD AGENDA ITEM

Attachments:

https://drive.google.com/open?id=1amGaOEYa7CrGnFHVKpNU3L3m0I2_aDTI,
https://drive.google.com/open?id=1esZBy0_Dn7YREH8Sm3UEav4b0EJRPV8o

Superintendent's Recommendations:

This item is for information only.

No Interdistrict Transfers Authority ~~A nonresident student shall not be permitted to attend District schools except as provided below.~~

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

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

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

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

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

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

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

GISD Student Out of District Transfer Procedures and Guidelines

General Transfer Information

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

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

Types of Transfers

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

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

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

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

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

Space Availability

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

GISD Student Out of District Transfer Procedures and Guidelines

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

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

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

Student Transfer Application Timeline

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

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

GISD Student Out of District Transfer Procedures and Guidelines

Important Student Transfer Information

Request Procedures

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

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

Processing Procedures

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

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

Approved Requests for Transfers

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

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

GISD Student Out of District Transfer Procedures and Guidelines

Denied Requests for Transfers

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

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

The following will apply to denied requests for transfers:

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

Appeal Procedure

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

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

Transfer Revocation for Permissive Transfers

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

GISD Student Out of District Transfer Procedures and Guidelines

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

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

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

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

UIL Eligibility for Transfers

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

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



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 16:34:36

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

Information Only

Name of Person Responsible:

Courtney Acosta

Department or Campus:

Operations

Title of Agenda Item:

Review of 2020-2021 Student Handbook

Background Information:

We submit the Student Handbook each year for review by the board. We have submitted both the handbook as well as the changes for your review.

Attachments:

https://drive.google.com/open?id=1He3i21_IHS5bXSBWuSHgQvjCgSv84pej,
<https://drive.google.com/open?id=15KUvBzW3nxET1Q20YgcvwTOcBn6aiaCB>

Superintendent's Recommendations:

This information is for review only.



Georgetown ISD Student Handbook

2020-2021

If you have difficulty accessing the information in this document because of disability, please contact the district at 512-943-5000.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. *COVID-19 specific modifications are denoted in non-bolded italics, however, these are changing regularly as the impact on public education due to the pandemic evolves.* The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Table of Contents

Preface	5
Accessibility	6
Section I: Parental Rights	7
Consent, Opt-Out, and Refusal Rights	7
Participation in Third-Party Surveys	11
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	12
Right of Access to Student Records, Curriculum Materials, and District Records / Policies	14
A Student with Exceptionalities or Special Circumstances	19
Section II: Other Important Information for Parents and Students	27
Absences / Attendance	27
Accountability under State and Federal Law (All Grade Levels)	32
Armed Services Vocational Aptitude Battery Test	33
Bullying (All Grade Levels)	33
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)	35
Celebrations (All Grade Levels)	36
Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)	36
Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)	39
Rank Used for Automatic Admission	42
Richarte High School Ranking	42
Class Schedules (Secondary Grade Levels Only)	46
College and University Admissions and Financial Aid (Secondary Grade Levels Only)	46
College Credit Courses (Secondary Grade Levels Only)	47
Communications—Automated	48
Complaints and Concerns (All Grade Levels)	48
Conduct (All Grade Levels)	49
Counseling	50
Course Credit (Secondary Grade Levels Only)	52
Credit by Examination <i>If a Student Has Taken the Course / Subject</i> (Grades 6-12)	53
Credit by Examination for Advancement / Acceleration <i>If a Student Has Not Taken the Course / Subject</i>	53
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	54
Discrimination	55

Distance Learning	57
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)	58
Dress and Grooming (All Grade Levels)	59
Electronic Devices and Technology Resources (All Grade Levels)	60
End-of-Course (EOC) Assessments	62
English Learners (All Grade Levels)	62
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	63
Fees (All Grade Levels)	64
Fundraising (All Grade Levels)	66
Gang-Free Zones (All Grade Levels)	66
Gender-Based Harassment	66
Grade-Level Classification (Grades 9–12 Only)	66
Grading Guidelines (All Grade Levels)	66
Graduation (Secondary Grade Levels Only)	69
Harassment	75
Hazing (All Grade Levels)	75
Health-Related Matters	76
Homework (All Grade Levels)	87
Illness	76
Immunization (All Grade Levels)	76
Law Enforcement Agencies (All Grade Levels)	87
Leaving Campus (All Grade Levels)	88
Lost and Found (All Grade Levels)	90
Makeup Work	90
Medicine at School (All Grade Levels)	77
Nondiscrimination Statement (All Grade Levels)	91
Parent and Family Engagement (All Grade Levels)	93
Physical Examinations / Health Screenings	81
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	84
Prayer (All Grade Levels)	91
Promotion and Retention	95
Release of Students from School	88
Report Cards / Progress Reports and Conferences (All Grade Levels)	97
Retaliation	98

Safety (All Grade Levels)	98
SAT, ACT, and Other Standardized Tests	100
Schedule Changes (Middle / Junior High and High School Grade Levels)	101
School Facilities	101
School-sponsored Field Trips (All Grade Levels)	103
Searches	103
Sexual Harassment	105
Special Programs (All Grade Levels)	105
Standardized Testing	106
Steroids (Secondary Grade Levels Only)	78
Students in Foster Care (All Grade Levels)	108
Students Who are Homeless (All Grade Levels)	108
Student Speakers (All Grade Levels)	108
Substance Abuse Prevention and Intervention (All Grade Levels)	79
Suicide Awareness and Mental Health Support (All Grade Levels)	79
Summer School (All Grade Levels)	108
Tardies (All Grade Levels)	109
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	109
Transfers (All Grade Levels)	109
Transportation (All Grade Levels)	110
Vandalism (All Grade Levels)	111
Video Cameras (All Grade Levels)	111
Visitors to the School (All Grade Levels)	112
Volunteers (All Grade Levels)	113
Voter Registration (Secondary Grade Levels Only)	113
Withdrawing from School (All Grade Levels)	113
Glossary	115
Appendix: Freedom from Bullying Policy	118
Student Welfare: Freedom from Bullying	118
APPENDIX II: Acknowledgment Form—Amendment	120
APPENDIX III: Technology Responsible Use Policy for Students	121
Technology Resources	121
Student Responsibilities	121

Preface

Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Georgetown ISD Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is **not** meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Georgetown ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.georgetownisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested through your campus administration.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

For questions about the material in this handbook, please contact the campus principal.

Complete and return to the student’s campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information,
- Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** for more information.]

Note: References to board policy codes are included for ease of reference. The district’s official policy manual is available for review at <https://www.georgetownisd.org/domain/48>.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the district at 512-943-5000.

Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

Georgetown ISD has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The campus counselor is the liaison for identified students. A student who is referred to a counselor following a report of suicidal ideation is screened by the counselor with a non-medical assessment instrument. Parent contact is made following the screening of any student. Parent involvement is required for any further interventions, which may include contact with the Williamson County Mobile Outreach Team. Georgetown ISD promotes the prevention of suicide through the Comprehensive Guidance Curriculum and through the support for campus activities and groups that promote the well-being of our students. Georgetown Independent School District Faculties are provided access to a Gatekeeper Training to recognize signs that may indicate the need for early mental health intervention, as well as a compulsory training based on the Question, Persuade, Refer (QPR) Suicide model.

Georgetown Independent School District has established procedures for staff to notify the school counselor regarding a student who may need intervention. The campus school counselor can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see Mental Health Support.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,

- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a co curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may not be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the district's policy manual.

Limiting Electronic Communications between Students and District Employees

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class

that has information related to class work, homework, and tests. Parents are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

If parents prefer their child not receive any one-to-one electronic communications from a district employee or if parents have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and
2. Items for all other purposes.

For school-sponsored purposes, including all district publications and announcements - directory information includes:

- A student’s name
- A student’s address, telephone, and email address
- A student’s photograph (for publication in the school yearbook);
- A student’s name and grade level (for communicating class and teacher assignments);
- A student’s field of study, degrees, honors and awards received
- A student’s dates of attendance
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period).

For all other purposes, directory information consists of student name only. Directory information will be released to anyone who follows procedures for requesting it. (FL Local)

However, a parent or eligible student may object to the release of this information for school-sponsored purposes or for other purposes. Any objection must be made using the releases and signatures form in the student enrollment/registration process or in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

If parents object to the release of the student information included on the directory information response form, the decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

Note: Review **Authorized Inspection and Use of Student Records**.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

See a document in the online registration form for this purpose.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

A student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;

- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in or receive financial assistance under a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [See policy EF(LEGAL) for more information.]

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child's participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

Big Decisions is an evidence-informed, all-inclusive, trauma sensitive curriculum for 7th and 8th grade students. *Big Decisions* embeds basic sexual health education in a program that provides safe, inclusive and respectful group experience that helps young people to value respect, connect healthy decisions to achieving their personal goals and dreams, set and defend personal limits, practice refusal skills, and to anticipate challenges and how to overcome them. *Choosing the Best Way* is a research-based, holistic program designed for 6th grade students. This is an abstinence centered program that strongly promotes delaying sexual involvement as the best and healthiest choice, while also teaching students about goal setting, healthy relationships, refusal skills, and character building.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,

- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student’s teacher.]

Right of Access to Student Records, Curriculum Materials, and District Records / Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child’s misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child’s participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 3, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;

- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student:

- When district officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include:
 - Board members and employees, such as the superintendent, administrators, and principals;

- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a school committee to support the district’s safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

“Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information.**]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal is custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is 507 E. University Avenue, Georgetown, TX 78626.

The address of the principal's office can be found at: www.georgetownisd.org under "Our Schools".

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conference** , and **Complaints and Concern** .]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at <https://www.georgetownisd.org/domain/48>.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
 - Called to active duty,
 - On leave, or
 - Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL).]

Safety Transfers / Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** and policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

- Request the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Student Use of a Service / Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration Course Credit**, and **A Student in Foster Care** for more information.]

A Student Who Is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students who are Homeless** for more information.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on the MultiTiered System of Support (MTSS). The implementation of MTSS has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is your child's campus administrator.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is your child's campus administrator.

[See **A Student with Physical or Mental Impairments Protected under Section 504** .]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)
- Guide to the ARD Process, English-
http://framework.esc18.net/Documents/ARD_Guide_ENG.pdf
- Guide to the ARD Process, Spanish-
http://framework.esc18.net/Documents/ARD_Guide_SPAN.pdf
- Procedural Safeguards, English-
http://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

- Procedural Safeguards, Spanish-
http://framework.esc18.net/Documents/Pro_Safeguards_SPAN.pdf

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page for more information.]

Section II: Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the campus principal.

Absences / Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence

does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Carlos Cantu. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL).]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, who allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.

- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines.

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness (All Grade Levels)

Upon returning to school, a student absent for more than three (3) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences will be excused or unexcused.

Additional documentation may be required when students are absent due to COVID-19 related reasons. Please see the [GISD District Back to School Plan 2020-2021](#).

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver's license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver's license.

Accountability under State and Federal Law (All Grade Levels)

Georgetown ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district's website at www.georgetownisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Please contact the CCMR Specialist for information about this opportunity.

Bullying (All Grade Levels)

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying at: <https://www.georgetownisd.org/Page/18759>.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** .]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments Dating Violence, Discrimination, Harassment, and Retaliation Hazing** , policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

Career and Technical Education in Georgetown I.S.D. is focused on meeting the individual needs of all students by providing curricula to meet the demands of our 21st Century global economy. It is the goal of Georgetown's Career and Technical Education Program to provide relevant, career-related experiences and rigorous, high-quality academic instruction to ensure that each and every student attains mastery of the knowledge and skills necessary to achieve a lifetime of success. Georgetown I.S.D. aligns with the Achieve Texas initiative to provide students with a rigorous and relevant high school experience based upon high academic standards and cutting-edge technical instruction supported through real-world connectivity and hands-on experience.

The district offers career and technical education programs in the following areas: Agriculture Food and Natural Resources; Arts/AV Technology and Communication; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Security, and Corrections; Manufacturing; and Transportation, Distribution, and Logistics. Admission to these programs is based on student interest, and programs are open and available to all students.

It is the policy of the district 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.

The district 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.

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** .]

Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.georgetownisd.org. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. 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. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. 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 to law enforcement or to Child Protective Services (CPS). Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse (All Grade Levels)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. 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. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** .]

Warning Signs of Trafficking (All Grade Levels)

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child’s community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;

- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student’s caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

Anyone who suspects that a child has been or may be abused, sex trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal are able to provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor’s Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)

Class rank shall be determined by the Texas school or school district from which the student graduated or are expected to graduate. *19 TAC 5.5(d)* A class rank is computed for students each semester beginning in the ninth grade; however, class ranking for college admission purposes, weighted academic class ranking, shall be based on the end of eleventh grade, middle of twelfth grade, or at high school graduation, whichever is most recent at the application deadline. The final official rank in class for college admission purposes shall be determined at the end of the senior year after all grades have been calculated.

1. Senior class standing for inclusion of the student names in the commencement program for honor designations (e.g., valedictorian, salutatorian, and top ten percent) shall be made at the end of the last progress report period during the final semester of the senior year. Final designation of valedictorian and salutatorian shall be recalculated at the end of the semester, and rank order could change at that time. Weighted academic rank in class shall be used for college admissions, for scholarship applications, and in the determination of valedictorian and salutatorian. It is also used to determine the exact top ten percent of the class as reported to state universities. Grade weights for the purpose of class ranking shall be described in the course guide.
2. Class rank shall be determined by descending order of students' weighted GPAs earned in the following curriculum categories as defined by the district course guide:
 1. Eight semesters in English;
 2. Eight semesters in mathematics;
 3. Eight semesters in science;
 4. Eight semesters in social studies; and
 5. Up to four semesters in Languages other than English (LOTE).

If a student completes more than the number of semesters listed within the five categories specified above, the student's weighted GPA used for class rank shall be calculated using the student's grades within each category with the highest grade point value.

Grades earned in the following courses shall be excluded when calculating the weighted academic class rank:

1. Credit earned by correspondence, distance, or online courses taken outside the district;
2. Summer school courses;

3. Credit by examination;
4. Credit for acceleration;
5. Credit recovery courses;
6. Homeschool courses;
7. High school courses taken while the student is in middle school prior to the 2014–15 school year;
8. Pass/fail courses;
9. Audited courses or courses not taken for credit;
10. Private school courses and/or non-accredited school courses;
11. Any local credit courses; and
12. Courses taken in foreign countries with the exception of courses taken at U.S. Department of Defense Education Activity (DoDEA) schools.

Beginning with the 2014–15 school year, high school courses taken by a middle school student shall count for credit on the student’s high school transcript, shall count for class rank where applicable, and shall be calculated in the student’s high school GPA.

All incoming students’ GPAs shall be converted to the system used by the District to determine the GPA and rank in class.

A student’s rank in class shall be determined within the graduating class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school.

The valedictorian and salutatorian shall be selected at the end of the last progress report period during the final semester of the senior year. The valedictorian and salutatorian shall be the two graduating seniors with the highest rank in class (weighted GPA). To be eligible, a student shall have been enrolled in the District by the first school day and must have completed the entire last four semesters prior to graduation at the same District high school. In addition, the student shall have accrued at least 24 units of state-approved or equivalent credit from a public school.

A student suspended from school, assigned to a disciplinary alternative education program (DAEP), or expelled from school at the time of graduation may be designated the class valedictorian or salutatorian but shall not be permitted to participate in the graduation activity, resulting in forfeiture of the privilege of giving a speech at the graduation ceremony.

To qualify for valedictorian or salutatorian honors, a student must graduate in no more than or no fewer than four years.

In case of a tie, the following methods shall be used to determine who shall be recognized as valedictorian or salutatorian:

1. The weighted GPA shall be computed to the maximum number of decimal places in the District computer system to break the tie.
2. If a tie still occurs, the student with the most AP courses shall be considered valedictorian or salutatorian.
3. If a tie still occurs, the student with the highest numerical weighted grade averages of all AP courses taken shall be valedictorian or salutatorian.

All students whose rank in class make up the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized. Eligibility standards required for the local procedure for determining valedictorian and salutatorian shall not apply to the procedure for determining top ten percent.

Final official rank in class for college admission purposes shall be determined at the end of the senior year after all grades have been calculated.

Senior class standing for inclusion of student names in the commencement program shall be made at the end of the last progress report period during the final semester of the senior year.

In case of a tie for the top ten percent, the method for breaking a tie for valedictorian or salutatorian shall apply.

For more information, please see Board Policy EIC (Local).

Rank Used for Automatic Admission

High school rank for students seeking automatic admission to a general teaching institution on the basis of their class rank is determined and reported as follows:

1. Class rank shall be based on the end of the eleventh grade, middle of the twelfth grade, or at high school graduation, whichever is most recent at the application deadline.
2. The top ten percent of a high school class shall not contain more than ten percent of the total class size.
3. The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.

Richarte High School Ranking

The valedictorian and salutatorian for RHS shall be selected at the end of the second semester of the senior year. The valedictorian and the salutatorian shall be the two graduating seniors with the highest weighted GPAs. To be eligible, a student shall have been enrolled in the District for at least two entire consecutive semesters, shall have been enrolled as a student at RHS for a

minimum of one entire semester, and shall have accrued at least 24 units of state-approved or equivalent credit from a public school.

A student suspended from school, assigned to a disciplinary alternative education program (DAEP), or expelled from school at the time of graduation may be designated the class valedictorian or salutatorian but shall not be permitted to participate in the graduation activity, resulting in forfeiture of the privilege of giving a speech at the graduation ceremony.

To qualify for valedictorian or salutatorian honors, a student must graduate in no more than or no fewer than four years.

[For further information, see policy EIC.]

Class Rank Calculation and Weighted GPA

A Weighted GPA (WGPA) is used to determine a class rank for each student. Class rank indicates the student's academic standing relative to his/her peers (valedictorian, salutatorian, top ten percent, top quarter, second quarter, third quarter and fourth quarter). An exact numerical class rank is reported for each student.

The WGPA is determined by the semester grades earned in the courses specified in the GISD class rank policies. Course choice has an impact on class ranking. Students earn grade points for each class they take. The number of grade points earned in the class is determined by the numerical grade earned and by the weighted levels of rigor of specific courses.

Note: The GPA will not necessarily predict a student's class rank. A student may have a lower GPA, but a higher Weighted GPA class rank than another student due to the courses included and weighted grades for specified courses used in calculating class rank.

Weighted Grade Point Average (GPA)

Each course is coded in the course guide to show its weight based on the following categories:

- **Advanced Courses:** These courses include academic courses specifically designated for students identified as Gifted and Talented, College Board Advanced Placement Courses, Pre-Advanced Placement Courses, dual credit, college courses, OnRamps, and other appropriate advanced courses as designated in the course guide. Advanced courses receive an additional grade point for calculation of a student's GPA.
- **Core Courses:** Core courses provide grade-level instruction in 100% of the Texas Essential Knowledge and Skills (TEKS) as outlined in the State Board approved well-balanced curriculum. GISD core courses exceed the minimum expectations through various curricular and instructional strategies. These courses are designed for college-bound as well as career-bound students.
- **Modified Courses:** These courses provide instruction in less than 100% of the TEKS. Modifications are provided through content as well as methodology, pacing, and materials.
- **Local Courses:** No weight is assigned for local courses.

For purposes of class rank, a six-point system shall be used to calculate the student’s Weighted GPA. The Weighted GPA determines a student’s rank in class. Students receiving credit for advanced courses will receive an additional grade point. This is reflected in the chart in the column labeled Advanced.

Courses that have been modified by the student’s ARD committee as to the required content of the TEKS shall not earn the same number of grade points as core or advanced. This is reflected in the chart below in the column labeled Modified Curriculum.

Please see chart below for a calculation example.

WGPA for Class Rank Calculation Example:

1. Look at the semester average for each course.
2. Determine if the course counts in the WGPA.
3. If so, find that grade on the following chart.
4. Determine whether the course is Modified, Core, or Advanced and use the appropriate grade point for that course.
5. Total the grade points and divide by the number of semester courses counted.

This will give you the WGPA that is used in Class Rank.

Semester Grade	Advanced	Core	Modified
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6

Georgetown ISD Student Handbook

85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

WGPA for Class Rank Calculation Example

Course	Semester	Grade	WGPA Points
Pre-AP English 1	Sm 1	92	5.2
Pre-AP English 1	Sm 2	96	5.6
Pre-AP Biology	Sm 1	86	4.6
Pre-AP Biology	Sm 2	95	5.5
AP Human Geography	Sm 1	95	5.5
AP Human Geography	Sm 2	89	4.9
Geometry	Sm 1	88	3.8
Geometry	Sm 2	94	4.4

PE	Sm 1	P	
Band 1	Sm 1	99	
Band 2	Sm 2	100	
Digital Media	Sm 1	92	
Digital Media	SM 2	89	

Total WGPA Points: 39.5

WGPA Semester Credits: 8

WGPA = 39.5 WGPA Points/8 WGPA Credits = 4.9375

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

Adjustments to schedules may become necessary as local, state, and federal guidance changes in response to the COVID-19 pandemic.

[See **Schedule Changes** for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (Secondary Grade Levels Only)

For two school years following graduation, a district student who graduates as valedictorian in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the valedictorian or the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), UT OnRamps, or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Austin Community College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at www.georgetownisd.org. A copy of the complaint forms may be obtained in the superintendent's office.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed on campus website.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

In GISD, the school counselor provides a comprehensive school guidance program based on a multi-tiered system of support (MTSS). This includes the following elements to the program:

Tier I: A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;

Tier II: A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;

Tier III: An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development;

In addition to this approach, counselors work at the systems level to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The comprehensive program begins with an annual needs assessment. This tool can be found on the district Counseling Services website under the Social Emotional Learning category. Questions as well as the opportunity for a student to opt-out is located here. Additionally, the Counseling Services department sends information out to families regarding this survey through the GISD Communications Department annually.

The information received from this needs assessment informs the school counselor's approach to his/her comprehensive counseling program. The approach will be unique and based on the needs of the campus and aligned with the Texas Model of Comprehensive Guidance competencies. Regardless of which tier the counselors is operating, alignment with the Texas Model assures that the approach is developmentally appropriate. Campus counselors provide a preview of the campus needs and their approach on each tier of the MTSS to parents annually upon request.

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and academic planning. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor and the college, career, and military readiness (CCMR) specialist can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. Additionally, the school counselor and the CCMR specialist can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the counseling office at the student's home campus. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page , and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence.**]

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student’s grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student’s combined average be less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Transfer Credits

Other Texas Public Schools

The district shall accept all credits earned toward state graduation requirements by students in accredited Texas school districts, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at a district's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended.

A district shall grant a student credit toward the academic course requirements for high school graduation for courses the student successfully completes in TJJD educational programs.

Each district shall consider course credit earned by a student while in a juvenile justice alternative education program as credit earned in a district school.

Nonpublic Schools

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. A district may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. 19 TAC 74.26(a)(2)

Credit by Examination If a Student Has Taken the Course / Subject (Grades 6-12)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement /Acceleration If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2020–21 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than two weeks prior to the scheduled testing date. [For further information, see policy EHDC.]

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available on the district's website. [See policy FFH.]

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. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a 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; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

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, but not be limited to, 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.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Distance Learning All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations.**] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus principal.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

The school newspaper and the yearbook are available to students.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus [See policy FNAA].

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See FNG(LOCAL) for student complaint procedures.]

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Students must adhere to the following:

- Shirts must cover from shoulder to waistline.
- Sheer or see-through clothing is not permitted.
- Sleepwear/pajamas of any kind are not permitted.
- Visible undergarments (standing or sitting) will not be permitted.
- Leggings, tights, jeggings, and other form fitting pants will be allowed when worn with a shirt, dress, skirt, or tunic (using the guidelines applied to those).
- Shorts, pants, skirts, dresses, etc. must touch the thigh. Holes in pants are acceptable with the same guidelines.
- Offensive items will not be permitted. This includes the visible display of any of the following: provocative slogans that are offensive to ethnic, religious, or racial groups, and displays promoting nudity, weapons, gangs, drugs, alcohol, tobacco or violence.
- Shoes must be worn at all times (no house slippers, etc.).
- Hats, caps, or other headgear may not cover the head in the building.
- Cloth face masks may be required to mitigate the spread of disease.

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

If the principal determines that a student's grooming or clothing violates the school's dress code, or is distracting to the learning environment, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an

acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing** .]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation**.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the

UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) course; or an advanced or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities .

In addition, the following provisions apply to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. For list, please contact your campus principal.

Fees (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
 - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
 - A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
 - In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policy FP.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Grades for Transfer Students

Before granting credit, the District shall validate, by testing or other evidence, that any course taken by a student at a non-accredited public, private, or parochial school meets State Board requirements. [See Board Policy EHDB]

For students who transfer in with a six-week, nine-week, or semester average below 50, the six-week, nine-week, or semester average will be recorded as the grade recorded by the classroom teacher.

Transfer students' averages and report card nine-week averages:

0-3 Weeks The nine-week average for students who transfer in during the first three weeks of a nine-week grading period will be issued by the GISD teacher. The transfer grades from the sending school will not be used to calculate the nine-week average.

4-6 Weeks The nine-week average for students who transfer in between weeks 4-6 of the nine-week grading period will include the average from the sending school. The average will be the grade average from the sending school calculated in each of the assignments for the missing weeks or if the GISD teacher allows the student to make up the first three, first four or first five weeks work, then the make-up grades will be used in calculating the nine-week average.

7-9 Weeks Students who transfer into the school during the last 10 days (2 weeks) of the nine-week period will not be issued a report card for that nine-week period. The average from the sending school will count as that nine-week grade.

Grades for students transferring from private, public, in state or out of state or home school with a transcript and grades will use the following guidelines:

A+ = 98	A = 95	A- = 90
B+ = 88	B = 85	B- = 80

Georgetown ISD Student Handbook

C+ = 78	C = 75	C- = 70
F = 69		

(+)	= 95-100	SIS equivalent 97
(✓+)	=90-94	SIS equivalent 94
(✓)	=80-89	SIS equivalent 85
(✓-)	=70-79	SIS equivalent 70
(-)	=69 & below	SIS equivalent 60

E	= 95-100	SIS equivalent 97
S+	=90-94	SIS equivalent 94
S	=80-89	SIS equivalent 85
S-	=75-79	SIS equivalent 76
N	=70-74	SIS equivalent 70
U	=69 & below	SIS equivalent 60

P (Pass)	=70-100	P
F (Fail)	=69 & Below	F

+	Mastered	SIS equivalent 95
✓	Making Progress/Satisfactory	SIS equivalent 85
\	Having Difficulty/Improvement Needed	SIS equivalent 70
NA	Not Assessed	SIS equivalent NA

Holistic Scoring Equivalent

4	SIS equivalent 95
3	SIS equivalent 85

2	SIS equivalent 75
1	SIS equivalent 69

[See **Report Cards/Progress Reports and Conferences** section for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE).
- Receive instruction in Cardiopulmonary Resuscitation (CPR)
- Receive instruction in proper interaction with Peace Officers during traffic stops and other in-person encounters.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met.

This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Locally required courses	.5 Health	.5 Health
Electives	4.5	6.5
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics,

science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates 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. (EI Local)

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

Graduation Activities

Graduation activities will include:

- Baccalaureate
- Senior class meeting to discuss graduation
- Practice

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

The following students and student groups shall be recognized at graduation ceremonies:

- Top 10%
- NJHS and club officers
- Valedictorian
- Salutatorian

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers**]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees**]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Hazing (All Grade Levels)

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** and policies FFI and FNCC.]

Health-Physical and Mental

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Please see GISD's 2020-2021 COVID-19 Return to School Plan at <https://www.georgetownisd.org/Page/22766> for the most up to date information on student illness.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements.](#)]

Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom without identifying the student with lice.

Medicine at School (All Grade Levels)

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.

- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is able to do so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;

- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

Georgetown ISD implements several programs that support these efforts as a whole. We recognize that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. We accept our role in promoting positive youth development in the following areas:

- Through the implementation of Social Emotional Learning (SEL) within the classroom, students receive integrated and explicit instruction on interpersonal, intrapersonal, and cognitive regulation. This effort provides a baseline approach to youth development and supporting the overall school climate.
- Through the comprehensive school counseling program, campus counselors address the developmentally appropriate Texas Model Competencies that are based on the needs of the campus. They conduct this work through large group, small group, and individual student meetings.
- Through Trust Based Relational Intervention (TBRI), GISD implements trauma-informed care practices throughout the educational experience of the child.
- Through an early intervention system of recognizing the verbal, non-verbal, and situation clues, students can be referred to a school counselor and be screened for suicide using the Columbia Screener. With parent involvement, students can receive a formal assessment through services provided by the community-based Mobile Outreach Team (MOT).
- Through postvention planning, the framework for campus-wide communication and coordination is aimed at maintaining community stability and assuring effective outreach during a crisis. Maintaining this sense of security is more likely to avoid destabilizing outcomes after the crisis.
- Through re-entry planning, a student who has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, is provided procedures to support the student's return to school. Please contact the campus school counselor for further information.
- Through partnerships, GISD maintains a system to refer families to community-based mental health resources that eliminate as many obstacles as possible for the family and/or individual.
- Through school-based therapy, students who can benefit from short-term, solution focused therapy can receive this service free of charge.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please see the principal.

Junior High / Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the district's requirements and programs regarding junior high and middle school student physical activity requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus principal to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

Physical Examinations / Health Screenings

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

For more information, see the UIL’s explanation of [sudden cardiac arrest](#).

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings
(All Grade Levels)

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

[See policy FFAA.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis

Please see the district's website at <https://www.georgetownisd.org/Page/17093> for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed [here](https://www.georgetownisd.org/cms/lib/TX01001838/Centricity/Domain/2832/FOOD%20AND%20SEVERE%20ALLERGY%20MANAGEMENT%20PLAN.pdf) or at <https://www.georgetownisd.org/cms/lib/TX01001838/Centricity/Domain/2832/FOOD%20AND%20SEVERE%20ALLERGY%20MANAGEMENT%20PLAN.pdf>.

[See Celebrations and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

For more information, see “A Student with Physical or Mental Impairments Protected under Section 504” on page .

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The Georgetown ISD Community Resource Guide located on the GISD Counseling Services department website
- The community-based social care network located at www.auntbertha.com
- Care Solace: Through a partnership with GISD can provide students and their immediate family members with referrals to community-based mental health supports. Information about Care Solace is located on the GISD Counseling Services department website
- The district nurse, Mindy Petty at 512-947-4266.
- The campus full-time school counselor (or the GAP and RHS part-time counselor) can be located at each campus website.
- School-based therapists are available K-12 in all GISD schools. Information about this service can be found through the campus counselor.
- The local public health authority, Williamson County and Cities Health District, which may be contacted at 512-574-3210.

The local mental health authority, Bluebonnet Trails, which may be contacted at 1-844-309-6385 or the 24 hours crisis hotline at 1-800-841-1255.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [district's Policy On Line URL].

- 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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. [Provide a substantive description of the strategies in the DIP that address the list of required components in the editorial notes.]

Strategies in the DIP that address the mental health of students include:

- The implementation of social emotional learning (SEL) practices in all GISD schools.
- The implementation of a comprehensive school counseling program.
- The implementation of Trust Based Relational Intervention (TBRI) as our trauma sensitive/trauma informed approach.

- The implementation of school-based therapy services for students in grade K-12.
- The implementation of a referral system to support students and families who seek community-based mental health supports.
- The implementation of a suicide prevention gatekeeper program (QPR) that informs both staff and community stakeholders.
- The implementation of a suicide prevention program that informs students as stakeholders and includes a peer-to-peer component.
- The implementation of a school-based health clinic for both physical and behavioral health

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact [administrator responsible for health-related inquiries] at [telephone, email, or both] for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held six meetings. Additional information regarding the district's SHAC is available from the district website at <https://www.georgetownisd.org/Page/419>.

Student Wellness Policy / Wellness Plan (All Grade Levels)

GISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the campus principal with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters (All Grade Levels)

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Kirby Campbell, the district's IPM coordinator, at campbellk2@georgetownisd.org

Homework (All Grade Levels)

For questions and concerns regarding homework please consult with campus principals.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview,, including without parental consent, if necessary, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation

officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

Leaving Campus (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Georgetown ISD is a closed campus district and students are to remain on campus during lunch.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade.**]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) and Out-of-School-Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: [name, title, physical address, phone number, and email]. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

Heather Stoner

Title IX Coordinator, GISD
507 East University Ave
Georgetown, Tx 78626
stonerh@georgetownisd.org
titleix@georgetownisd.org
512-943-5000 extension 6036

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

Sherri Ogden
Section 504 Coordinator, GISD
507 East University Ave
Georgetown, Tx 78626
ogden@georgetownisd.org
512-943-5008 Extension 6012

For all other concerns regarding discrimination, see the superintendent:

Dr. Fred Brent
Superintendent, GISD
507 East University Ave
Georgetown, Tx 78626
brentf@georgetownisd.org
512-943-5000 Extension 1892

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.

- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See **Academic Counseling** .]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conference**.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** .]
- Participating in campus parent organizations. Parent organizations include: PTA, Athletic Booster Clubs, Fine Arts Booster Clubs.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** .]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver’s license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle / Junior High Grade Levels

In grades 2–8, promotion to the next grade level shall be based on:

1. 1. A 70 percent yearly average in language arts;
2. 2. A 70 percent yearly average in mathematics;
3. 3. A 70 percent combined yearly average in language arts, mathematics, social studies, and science;
4. 4. Compliance with the state attendance requirements.

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 STAAR assessment in English or Spanish.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 STAAR assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** .]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

In light of past and anticipated impacts of the COVID-19 pandemic, the commissioner of education is exercising his authority under Texas Education Code (TEC), Section 7.056, to waive the requirements of TEC, Section 28.0211 regarding grade promotion requirements for students in fifth and eighth grade for the 2020–2021 school year.

Students enrolled in grades 5 and 8 are still required to take the appropriate State of Texas Assessments of Academic Readiness (STAAR®) tests once. Regardless of their score, retest opportunities will not be provided. Districts will have local discretion on whether these students should advance to the next grade, just like students in grades 3, 4, 6, and 7. These decisions should be based on local criteria that reflect a student's academic achievement and mastery of subject matter and should include STAAR assessment results, along with other relevant information. Districts are still responsible for providing accelerated instruction and support for students that fail to perform satisfactorily on STAAR. Furthermore, although students in grades 5 and 8 will not be retained solely on the basis of STAAR results, school districts and open-enrollment charter schools will remain accountable for student performance.

As a part of this waiver, there will only be one administration of the STAAR grades 5 and 8 mathematics and reading assessments for the 2020–2021 school year. This administration will be in May to coincide with the administration of other STAAR grades 3–8 assessments.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** .]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification**.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing** for more information about EOC assessments.]

Report Cards / Progress Reports and Conferences (All Grade Levels)

Report cards with each student’s grades or performance and absences in each class or subject are issued at least once every 9 weeks.

Interim progress reports shall be issued for all students in grades 6–12 after the third week and the sixth week of each grading period. Interim progress reports shall be issued for all students in kindergarten–grade 5 during the fourth week of each quarter. Supplemental progress reports may be issued at the teacher’s discretion.

Conferences may be requested by a teacher or parent as needed.[See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** .]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page .]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by reporting online at www.georgetownisd.org.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification. The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security’s Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child’s school when a phone number previously provided to the district has changed.

If severe weather conditions occur (rain, flooding, snow, ice, etc.) the Georgetown ISD Web Site will be updated as quickly as possible, an email alert will be sent to parents subscribed to the district communication list, and an alert will be sent through GISD’s social media platforms. When adverse weather occurs during the night, Georgetown ISD administrators make a decision as soon as possible but generally by 5:00 AM regarding whether or not to close the district. **An important rule of thumb to be aware of is, if there is no announcement from Georgetown ISD, then classes will be held on a normal schedule.** In addition to Georgetown ISD’s communication network, parents and staff may tune their radios to the following stations: KLBJ (590 AM) or KUT (90.5 FM). Television stations who will be informed of any school emergency closing situation include: KEYE (CBS-Austin), KTBC (FOX-Austin), KVUE (ABC-Austin), KXAN (NBC-Austin), , and Spectrum News (Time Warner). The Austin American Statesman, Community Impact Newspaper, and The Williamson County Sun newspapers will also be informed.

The district’s procedures for communicating for inclement weather are also posted on the district website at <https://www.georgetownisd.org/domain/3070>.

[See **Communications-Automated, Emergency** for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** .]

Schedule Changes (Middle and High School Grade Levels)

Schedule change deadlines are at the discretion of the campus principals. Elective schedule changes should be completed prior to the end of the previous school year or preceding semester. For questions and concerns contact the campus principal.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the Facilities Maintenance Department, the district's designated asbestos coordinator, at 512-943-5129.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the campus registrar to apply for free or reduced-price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the district website www.georgetownisd.org. [See policies at CO and FFA.]

Use of Hallways during Class Time (All Grade Levels)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

Searches

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to

district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** for more information.]

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

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

See the Student Code of Conduct for Drug Testing Guidelines.

[See **Steroids** .]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** .]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus counselor or principal.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

Standardized Testing

Secondary Grade Levels

SAT / ACT

(Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course graduation requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course graduation requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** for additional information.]

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II

- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** for additional information.]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Laura Antoine, who has been designated as the district's foster care liaison, at (512)943-5000 EXT 5175 with any questions.

[See **Students in the Conservatorship of the State** for more information.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison Laura Antoine at (512)943-5000 EXT 5175 with any questions [See **Students Who Are Homeless.**]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events:

1. Football games; and
2. Opening announcements and greetings for the school day.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** for information related to student speakers at graduation ceremonies.]

Summer School (All Grade Levels)

Certain courses are offered during summer school for credit recovery and/or STAAR remediation. Selected students (based upon their performance on their most recent STAAR tests) should enroll in summer school. The number of students enrolled determines actual courses offered. Contact the campus principal's office for more information. Summer school information should be available at campuses in April, prior to the June start date. Courses taken during summer school are counted for credit only and are recorded as a P (Pass) or F (Fail).

Tardies (All Grade Levels)

A student who is tardy to class by more than 5 minutes may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and

technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments , Bullying , and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** , for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact 512-943-5000 Ext 7604.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.

- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may

make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Because of the impact of COVID-19, campus staff should consider utilizing virtual meeting options to limit campus visitors. All visitors who enter the building will be required to wear a face mask and those who proceed beyond the reception area will follow specific guidelines for visitors. Non-essential visitors will not be allowed to enter campus. When students return to campus, and we are prepared to allow essential visitors, they will be admitted by appointment only. All essential visitors must be directly related to the social-emotional or academic growth of students. As health and safety forecasts improve, we will open up campuses to a wider variety of volunteers and visitors.

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district often invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact Community Relations for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district. Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit policy FFI. Below is the text of GISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on March 2, 2012

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited. Bullying occurs when a student or group of students engages 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 and that: 1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or 2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. This conduct is considered bullying if it: 1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and 2. Interferes with a student's education or substantially disrupts the operation of a school. Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism. 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 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. 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. Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct. 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, counselor, principal, or other District employee. Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee. A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, 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. The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent

bullying during the course of an investigation, if appropriate. 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. 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.

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. 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. 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 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 bullying has occurred, and reaffirming the District's policy against bullying. The principal or designee shall refer to FDB for transfer provisions. 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. 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. 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. A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. Retention of records shall be in accordance with CPC(LOCAL). 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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX II: Acknowledgment Form—Amendment

My child and I have received a copy of the Georgetown ISD Student Handbook.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

APPENDIX III: Technology Responsible Use Policy for Students

In Georgetown ISD, students use technology resources to learn skills, knowledge, and behaviors they need to succeed in an increasingly interconnected global community.

Technology Resources

Students are provided with district-owned technology resources which may include but are not limited to desktop computers, laptop computers/Chromebooks, tablets, and access to printers. All district-owned devices are connected to internal network resources and have Internet access. Students may also be granted access to district-provided learning resources via the Internet or district network.

Student Responsibilities

Students are expected to demonstrate digital citizenship by conducting themselves in a safe, legal, and ethical manner at all times when using district systems and resources. Students are held to these standards of conduct when accomplishing school-related tasks regardless of whether they are accessing resources from inside or outside GISD using district-owned, personal, or public equipment. Responsible conduct keeps students and staff safe, helps ensure the integrity and functionality of the district network to maximize learning opportunities, and complies with State of Texas learning standards.

As a Student, You are Required to Respect and Protect the:

Privacy of Yourself and Others

- Use usernames and passwords that are assigned to you.
- Do not share your username or password for any system with anyone else or try to discover or use anyone else's username or password for any system.
- Do not try to access, view, or use data or network resources for which you do not have permission through hacking or any other means.
- Do not post personal information about yourself or others without explicit permission from a teacher and the parents of all students involved. Personal information includes a person's full name, phone number, address, or birth date, or an identifiable photo.
- Do not sign up for an account with an online service/website/etc. using your district-issued email unless the account is for school-related purposes and you have the express permission of a teacher. Follow the service/website Terms of Use, including age restrictions, when creating and using an account.

Integrity, Availability, and Security of all Technology Resources

Georgetown ISD Student Handbook

- Use technology resources, including district-issued accounts such as email, productively and appropriately and only for school assignments and learning related purposes. For example, do not store personal music files, pictures, or software/games in your home folder.
- Use technology resources in a way that does not disrupt the teaching or learning of other users. For example, do not continuously listen to or watch (stream) music, radio, news, or video from the Internet unless it is related to a learning activity.
- Do not intentionally modify computers or other equipment attempting to install software, hacking, spreading viruses or malware, or making physical changes to or damaging technology equipment.
- Do not attempt to bypass Internet filters by using proxy sites, hacking, or any other means. Request unblocking of educationally necessary Internet resources using established District procedures.
- You may connect one personal mobile device at a time to the district's wireless network as part of our student bring your own device (BYOD) program. However, do not connect other personally-owned equipment to district computers, to other wireless networks, or to the wired network without prior approval from the Technology Department. Immediately report problems or security violations, such as broken equipment or inappropriate technology or password use, to a teacher or administrator.

Learning Community

- Use communication tools only in ways that are kind and respectful. This includes email, blogs, discussion boards, wikis, chat/instant messaging, texting, websites, and virtual learning environments.
- Report threatening or discomfoting content that you receive or access via the Internet or any digital source (website, text, chat, etc.) to a teacher.
- Do not intentionally access, copy, share, or create material that violates the school's code of conduct, including material that is pornographic, threatening, rude, discriminatory, or meant to harass.
- Do not intentionally access, copy, share, or create material that violates the laws of the State of Texas or United States, including libelous/false content, obscenity, stolen materials, or illegal copies of copyrighted works.
- Do not create, send, or post spam, chain letters/texts, or other mass quantities of unsolicited material.
- Do not make online purchases, sales, advertisements, or engage in other personal business transactions unless approved as a school project.

Intellectual Property of Others

- Assume all materials available on the Internet or in other digital resources are protected by copyright unless otherwise labeled. This includes text, graphics, photos, music, videos, and software.

Georgetown ISD Student Handbook

- Follow Fair Use guidelines when using materials from the Internet or other digital resources in your own work. Follow posted usage policies or ask permission of the original creator and give proper credit/attribution to the original source.
- Avoid plagiarism by always giving credit to the original source of ideas you use or words you quote in your own work.

Supervision and Monitoring

The district network, technology equipment, and district-issued accounts are the property of Georgetown ISD. Anything that is done on or with these systems is not private and can be monitored by district staff. Authorized Georgetown ISD employees monitor the use of technology resources to help ensure that users and data are secure and conform to district policy. Georgetown ISD reserves the right to examine, use, and disclose any data found on the district's networks or in accounts provided by or overseen by the district in order to further the health, safety, discipline, or security of any student, employee, or other person, or to protect property. Georgetown ISD may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement.

Consequences for Violation

Use of Georgetown ISD technology resources is a privilege, not a right, and may be revoked if abused. Violations of this policy may result in disciplinary action, including the loss of a student's privileges to use the district's information technology resources. Other consequences may also occur under the Student Code of Conduct and other legal action may be taken in accordance with applicable laws.

Index

- absences
 - doctor's note, 34
 - excused, 30
 - extenuating circumstances, 32
 - for college visits, 30
 - for competition, 55
 - for playing "Taps", 31
 - for students in foster care, 30
 - makeup work, 73
 - military families, 22, 30
 - parent's note, 33, 34
 - unexcused, 31
 - See also* attendance.
- academic programs
 - nontraditional, 76
 - parent involvement, 77
- accelerated instruction
 - attendance, 29, 31
 - failure to meet passing standards on state assessment, 29
 - reading instruction, 29
- accident insurance, 82
- accountability of the school district, 34
- ADA/Section 504 coordinator, 76
- admission, review, and dismissal (ARD) committee, 62
- admissions
 - college and university, 40, 59
 - University of Texas at Austin, 40
- Advanced Placement (AP) courses, 41
- anaphylaxis, 75
 - See also* food allergies.
- Armed Services Vocational Aptitude Battery test, 35
- asbestos, 69
- assistance animals, 23
- attendance, 29
 - college visits, 30
 - compulsory, 29
 - doctor's note, 34
 - driver license, 34
 - extenuating circumstances, 32
 - for credit, 32
 - for final grade, 32
 - military families, 22
 - official attendance-taking time, 33
 - parent's note, 33
 - principal's plan, 32
 - students 19 or older, 29
 - students with disabilities, 31
 - truancy court, 31
 - truancy prevention measures, 31
 - unexcused absences, 31
 - warning letter, 31
- attendance review committee, 32, 45
- automatic admission, 40
- automatic admissions, 59
- awarding credit, 45
- awards, 35
- bacterial meningitis, 64
 - communicability, 65
 - defined, 64
 - prevention, 65
 - symptoms, 65
 - See also* contagious diseases.
- bilingual programs, 27, 54
- bullying, 35
 - counseling, 36
 - cyberbullying, 35
 - policy, 99
 - school safety transfer, 23
 - See also* hazing.
- bus rules, 92
- buses
 - hazardous route pickup, 91

- pickup and drop-off locations, 92
 - required conduct, 92
 - routes and schedules, 91
- Buses, 91
- cafeteria, 84
 - campus behavior coordinator, 43
 - career and technical education (CTE), 36
 - college credit courses, 41
 - counseling, 44
 - nondiscrimination statement, 37
- Celebrate Freedom Week, 16
- celebrations, 37
 - cell phones, 52
 - certificate of attendance, 62
 - certificate of coursework completion, 62
- Child Sexual Abuse
- sexual abuse of a child, 37
- class changes, 91
- class rank, 39
 - class schedules, 40
 - partial vs. full-time, 40
 - schedule changes, 83
- classroom parties, 37
- clubs. *See* extracurricular activities.
- college
- admissions, 40
 - admissions, 59
 - credit, 41
 - University of Texas at Austin, 40
 - visits, 30
- communicable diseases
- See* contagious diseases.
- communications, automated, 42
- emergency, 42
 - nonemergency, 42
- complaints, 21, 42
 - conduct, 43
 - at social events, 44
 - before and after school, 84
 - campus behavior coordinator, 43
 - disrupting school operations, 43
 - on school buses, 92
 - on school transportation, 44
 - use of hallways, 84
 - when school rules apply, 43
- contagious diseases, 64
- bacterial meningitis, 64
 - excluding from school, 64
 - leaving campus in case of illness, 72
- corporal punishment, 12
- correspondence courses. *See* distance learning.
- counseling
- academic, 44
 - grades 7 and 8, 44
 - at elementary and middle/junior high school, 44
 - personal, 45
 - postsecondary education, 44
- credit
- by exam, 45
 - for acceleration or advancement, 46
 - with prior instruction, 45
 - without prior instruction, 46
 - credit recovery, 45
 - for coursework, 45
 - partial credit, 45
- CTE insurance, 82
- dating violence, 47
- Declaration of Independence

- excusing a student from reciting, 16
- deliveries, 43
- Department of Public Safety (DPS), 34
- diabetes, 75
- directory information, 10, 13
- disabled students, 27
- discrimination, 47
- distance learning, 49
- distribution, 50
 - nonschool materials
 - by others, 51
 - by students, 50
 - school materials, 50
- doctor's appointments, 30
- dress code, 51
- driver license, 34
 - verification of enrollment form, 34
- drug testing, 87
 - See also* steroids.
- dual-credit programs, 41
- early mental health intervention, 90
- earning credit, 45
- e-cigarettes. *See* electronic cigarettes.
- elections for student clubs and organizations, 56
- electronic cigarettes, 69
- electronic media
 - contact between student and staff, 12
- end-of-course (EOC) assessments, 88
- English as a second language, 27, 54
- English learner, 27, 54
- exams. *See* tests.
- extracurricular activities, 54
 - conduct, 56
 - eligibility, 54
 - fees, 56
 - meetings, 85
 - offices and elections for student clubs and organizations, 56
- fees, 56
 - graduation, 63
 - waivers, 57
- field trips, 85
- financial aid, 59
- fire drills, 82
- Fitnessgram. *See* physical fitness assessment.
- food allergies, 66
 - management plan, 66
 - See also* anaphylaxis.
 - See also* celebrations.
- foster care liaison, 89
- foster students. *See* students in foster care.
- foundation graduation program
 - distinguished level of achievement, 59
 - endorsements, 59
 - personal graduation plans (PGP), 61
 - See also* graduation programs.
- fundraising, 57
- gang-free zones, 57
- gender-based harassment, 48
- grades, 58
 - classification by credits, 57
- grading guidelines, 58
- graduation, 58
 - activities, 62
 - certificates of coursework completion, 62
 - end-of-course (EOC) assessments, 58
 - expenses, 63
 - individual graduation committee (IGC), 59, 62
 - individualized education program (IEP), 62
 - personal graduation plan (PGP)

- for middle school or junior high, 80
- under the foundation graduation program, 61
- programs
 - advanced/distinguished level of achievement, 40
 - foundation program, 59
 - requirements, 58
 - for automatic college admissions, 40
 - student speakers, 63
 - students with disabilities, 62
 - See also credit; grades; standardized tests.
- grants, 59, 63
- grievances. *See* complaints.
- grooming standards, 51
- hall pass, 84
- harassment, 47
 - gender-based, 48
 - investigation, 49
 - reporting, 48
 - retaliation, 48
 - sexual, 48
- hazing, 63
 - See also* bullying.
- head lice, 66
- health education
 - School Health Advisory Council, 77
- health instruction, 11
- health screenings, 78
- health-related matters, 64
 - asbestos, 69
 - electronic cigarettes, 69
 - food allergies, 66
 - pest management, 69
 - physical fitness, 67, 68
 - sunscreen, 75
 - tobacco, 69
 - vending machines, 68
- homeless students, 24
 - diplomas, 24
 - school of origin, 24
- homelessness, 89
- homework, 69, 77
 - electronic and social media, 12
 - See also makeup work.
- honors, 35
- human sexuality instruction, 16
 - curriculum, 16
 - removing a child from class, 16
 - reviewing materials, 16
- illness
 - leaving campus, 72
 - See also* contagious diseases.
- immunization, 70
 - exemptions for reasons of conscience, 70
 - medical exemptions, 70
 - required immunizations, 70
- individual graduation committee (IGC)
 - graduation, 59, 62
- individualized education program (IEP)
 - and eligibility for extracurricular activities, 55
 - graduation, 62
- instructional materials, 18, 19, 91
- International Baccalaureate (IB) courses, 41
- joint high school and college programs, 41
- laptops, 52
- law enforcement, 70

- notification of law violations, 71
- questioning of students, 70
- students taken into custody, 71
- verification of officer's identity and authority, 71
- learning difficulties, 25
- leaving campus, 72
 - during lunch, 73
 - in case of student illness, 72
 - signing a student out, 72
- legal guardian
 - defined, 9
- liaison for students in conservatorship of the state, 89
- liaison for students who are homeless, 89
- library, 85
- lice. *See* head lice.
- limited English proficiency (LEP). *See* English learner
- lost and found, 73
- makeup work, 73
 - during in-school suspension, 74
 - for absences, 73
 - in DAEP, 74
 - penalties, 74
- medical emergency, 82, 85
- medicine, 74
 - allergies, 75
 - asthma, 75
 - diabetes, 75
 - herbal or dietary supplements, 75
 - insect repellent, 75
 - nonprescription, 75
 - prescription, 75
 - psychotropic drugs, 76
 - sunscreen, 75
- meditation, 79
- meetings of noncurriculum-related groups, 85
- mental health, 90
 - early intervention, 90
- mental health support, 90
- metal detectors, 86
- Military Aptitude test, 35
- military recruiters, 14
- minute of silence, 17, 79
 - in observance of September 11, 2001, 79
- mobile phones, 52
- multiple birth siblings, 23
- National School Lunch Program, 84
- netbooks, 52
- newspaper (school newspaper), 50
- no pass, no play, 50, 55
- nondiscrimination, 76
- organizations, student. *See* extracurricular activities.
- parent
 - access to student records, 19
 - being involved, 76
 - defined, 9
 - organizations, 77
 - rights, 11
 - volunteering, 77, 94
- parenting and paternity awareness, 11
- pediculosis. *See* head lice.
- personal appearance, 51
- personal graduation plan (PGP)
 - for middle school or junior high, 80
 - under the foundation graduation program, 61
- pest management, 69
- physical activity, 67
- physical examinations, 15
 - athletic participation, 77
- physical fitness assessment, 68
- pledges of allegiance, 78

- excusing a student from reciting, 17
- police. *See* law enforcement.
- police dogs, 86
- prayer, 79
- privacy
 - and personal telecommunications devices, 52
 - during an investigation of prohibited conduct, 49
 - on district-owned equipment and networks, 86
 - student records, 19, 21
- programs
 - before and after school, 83
- progress reports, 81
- prohibited conduct, 46
 - investigation, 49
 - reporting, 48
 - See also* bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.
- promotion and retention, 79
 - personal graduation plan (PGP) for middle school or junior high, 80
 - STAAR, 79
 - See also* credit; grades; standardized tests.
- protected information, 15
- psychological evaluation, 11
- published material
 - from outside sources, 51
 - from students, 50
 - school materials, 50
- recording
 - permission, 11
 - without parental consent, 11
- release of students from school. *See* leaving campus.
- religion
 - and immunization, 70
 - and surveys, 15
 - holy days, 30
 - nondiscrimination, 76
- religious or moral beliefs
 - and removal from the classroom, 17
- report cards, 81
 - parent's signature, 81
 - parent-teacher conferences, 81
 - See also* grades.
- retaliation, 36, 48
- rights
 - parental, 11
 - student, 15
- safety, 82
 - emergency medical treatment and information, 82, 85
 - emergency preparedness, 82
 - emergency school closing, 83
 - fire, tornado, and severe weather drills, 82
 - football helmets, 55
 - insurance, 82
 - on campus, 82
 - on district vehicles, 82
 - preparedness drills, 82
 - student conduct, 82
 - UIL rules, 54
 - video cameras, 93
- SAT/ACT, 87
- schedules. *See* class schedules.
- scholarships, 59, 63
- School Breakfast Program, 84
- school closings, 83
- school dances, 44
- school facilities, 83

- before and after school, 83
- cafeteria, 84
- meetings, 85
- School Health Advisory Council, 16
 - SHAC, 67
- school nurse, 66, 70, 72, 75, 76
 - emergency medical treatment and information, 83
 - sending a student home in case of illness, 72
 - student exemption from immunization, 70
- searches, 86
 - desks and lockers, 85
 - district-owned equipment and networks, 86
 - drug testing, 87
 - metal detectors, 86
 - personal electronic devices, 52, 53, 87
 - trained dogs, 86
 - vehicles, 86
- Section 504. See students with disabilities.,
See students with disabilities.
- seizure recognition, 68
- service animals, 23
- sex education. See human sexuality instruction.
- sexting, 53
- sexual abuse of a child
 - counseling options, 39
 - reporting, 39
 - warning signs, 37
- sexual harassment, 48
- SHAC. See School Health Advisory Council.
- signing a student out. See leaving campus.
- special education, 25, 27, 68
 - graduation, 62
 - special programs, 87
 - coordinator, 87
- Spinal Screening Program, 78
- standardized tests, 87
 - end-of-course (EOC) assessments, 88
 - English learner, 54
 - SAT/ACT, 87
 - STAAR, 88
 - TSI assessment, 88
 - tutoring, 17
 - See also credit; grades; graduation; promotion and retention.
- State of Texas Assessments of Academic Readiness (STAAR), 88
 - promotion and retention, 79
 - retaking, 80
 - STAAR Alternate 2, 89
- steroids, 89
 - See also drug testing.
- Student Code of Conduct, 9, 18, 43, 51, 52, 53, 56, 64, 69, 82, 84, 92, 93
- student groups, 56, 57, 85
 - See also extracurricular activities.
- student illness
 - leaving campus, 72
 - See also contagious diseases.
- student records, 18
 - accrediting organizations, 20
 - colleges and postsecondary schools, 20
 - confidentiality, 19
 - copies, 21
 - corrections, 21
 - court orders, 20
 - custodian, 21
 - directory information, 13

- driver license attendance verification, 34
 - financial aid, 20
 - government agencies, 20
 - institutions of higher education, 14
 - military recruiters, 14
 - released with permission, 21
 - school officials, 20
 - students age 18 or older, 19
- student speakers, 90
- See also* graduation, student speakers.
- student work
- display of, 11
 - publishing, 11
- students in conservatorship of the state, 24
- students in conservatorship of the state. *See* students in foster care.
- students in foster care, 24, 89
- diplomas for students in conservatorship of the state, 24
 - educational services, 89
 - enrollment assistance, 89
 - enrollment of students in conservatorship of the state, 24
 - exemptions to compulsory attendance, 30
 - foster care liaison, 89
- students with disabilities, 27
- graduation, 62
 - nondiscrimination, 76
 - Section 504 of the Rehabilitation Act, 28, 76
- students with learning difficulties, 25
- substance abuse prevention and intervention, 90
- suicide awareness, 90
- summer school, 90
- surveys, 15
- inspecting, 15
 - opting out, 15
- tablets, 52
- tardiness, 90
- teacher and staff qualifications, 22
- technology, 52
- acceptable use of district resources, 53
 - confiscated devices, 52
 - instructional use of personal electronic devices, 53
 - personal electronic devices, 52
 - personal telecommunications devices, 52
 - prohibited uses of district resources, 53
 - recording still and video images prohibited, 52
 - searches of personal devices, 52
 - unauthorized use, 52
- test preparation. *See* tutoring.
- tests, 17, 18
- confidentiality, 19
 - credit by exam, 45
 - exams for acceleration or grade advancement, 46
 - personal electronic devices, 52
 - scores, 18
 - See also* standardized tests.
- Texas Success Initiative (TSI) assessment, 88
- Texas Virtual School Network (TXVSN), 41, 50
- textbooks, 18, 91
- Title IX Coordinator, 76
- tobacco prohibited, 69
- top 25 percent, 40
- top ten percent, 40
- tornado drills, 82
- transfers, 91
- multiple birth siblings, 23
 - safety reasons, 23
 - special education, 27
 - students who are victims of bullying, 36
 - students who engage in bullying, 23, 36
 - unsafe schools, 23
 - victims of bullying, 23

- transportation, 91
 - school-sponsored trips, 91
- truancy, 31
 - prevention measures, 31
 - truancy court, 31
- tutoring, 17
 - removal from classroom, 17
 - school services, 17
- UIL. *See* University Interscholastic League.
- unexcused absences, 31
- university admissions. *See* college admissions., *See* college admissions.
- University Interscholastic League (UIL), 54
 - condition of football helmets, 55
 - safety rules, 54
- use of school facilities, 83
- vandalism, 93
- vaping. *See* electronic cigarettes.
- vending machines. *See* health, vending machines.
- video cameras, 93
- visitors, 93
 - business, civic, and youth groups, 94
 - career day, 94
 - classroom observation, 93
 - parents, 93
 - patriotic societies, 94
 - unauthorized persons, 94
- vocational education. *See* career and technical education (CTE).
- volunteers, 77, 94
- voter registration, 94
- withdrawing from school, 94
- yearbook, 50

Page Number	19-20 Version	20-21 Version	Reason for Change
Cover	New	The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. COVID-19 specific modifications are denoted in non-bolded italics, however, these are changing regularly as the impact on public education due to the pandemic evolves. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.	Included the disclaimer that changes may be made due to COVID-19 and explained that COVID-19 changes in the handbook are italicized.
7	New	Georgetown ISD has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The campus counselor is the liaison for identified students. A student who is referred to a counselor following a report of suicidal ideation is screened by the counselor with a non-medical assessment instrument. Parent contact is made following the screening of any student. Parent involvement is required for any further interventions, which may include contact with the Williamson County Mobile Outreach Team. Georgetown ISD promotes the prevention of suicide through the Comprehensive Guidance Curriculum and through the support for campus activities and groups that promote the well-being of our students. Georgetown Independent School District Faculties are provided access to a Gatekeeper Training to recognize signs that may indicate the need for early mental health intervention, as well as a compulsory training based on the Question, Persuade, Refer (QPR) Suicide model. Georgetown Independent School District has established procedures for staff to notify the school counselor regarding a student who may need intervention. The campus school counselor can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus. For further information, see Mental Health Support on page 79-80.	Beginning with the 2020-21 school year, HB 18 (86th Legislative Session) requires a district to include in its student handbook the procedures for providing notice to a parent recommending intervention for a student regarding mental health, substance abuse, or risk of attempting suicide. The district may, but is not required to, develop an internal reporting mechanism and designate at least one person to act as a mental health liaison.
12	A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her child.	A parent may inspect: • Protected information surveys of students and surveys created by a third party; • Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and • Instructional material used as part of the educational curriculum.	Recommended verbiage change from TASB.
13	Replaced Baylor Scott and White Wellness and Sexual Health Program Information.	Big Decisions is an evidence-informed, all-inclusive, trauma sensitive curriculum for 7th and 8th grade students. Big Decisions embeds basic sexual health education in a program that provides safe, inclusive and respectful group experience that helps young people to value respect, connect healthy decisions to achieving their personal goals and dreams, set and defend personal limits, practice refusal skills, and to anticipate challenges and how to overcome them. Choosing the Best Way is a research-based, holistic program designed for 6th grade students. This is an abstinence centered program that strongly promotes delaying sexual involvement as the best and healthiest choice, while also teaching students about goal setting, healthy relationships, refusal skills, and character building.	Updated to Reflect new Sexual Health curriculum chosen by the district.
21	New	The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.	If the board wishes to transfer a student who engaged in bullying to another campus in the district, state law requires that the student's parent be consulted.
25	New	Added websites to access ARD process and procedural safeguards.	Recommendation by GISD Special Education Department.

Page Number	19-20 Version	20-21 Version	Reason for Change
32	The number of days a student must attend to receive credit or a final grade depends on whether the class is for a full semester or for a full year.	All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:	Atty. Gen. Op. JC-398 (2001)
32	The district will take official attendance every day at (time a.m./p.m.) , during the second Or fifth instructional hour as required by state rule.	A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.	Removed to reflect TEA allowances for varied attendance taking procedures for remote learners.
33	New	Additional documentation may be required when students are absent due to COVID-19 related reasons. Please see the GISD District Back to School Plan 2020-2021.	Added to reflect changes or possible changes due to COVID-19.
37	New	Trafficking includes both sex and labor trafficking.	State law requires that districts address sexual abuse, trafficking, and other maltreatment of children in their district improvement plan and the student handbook.
38	New	Labor trafficking involves forcing a person, including a child, to engage in forced labor or services	Addition of labor trafficking definition.
39	New	Additional warning signs of labor trafficking in children include: • Being unpaid, paid very little, or paid only through tips; • Being employed but not having a school-authorized work permit; • Being employed and having a work permit but clearly working outside the permitted hours for students; • Owning a large debt and being unable to pay it off; Penal Code 20A.02 https://safesupportivelearning.ed.gov/human-trafficking-american-schools/child-labor-trafficking 2020-2021 TASB Model Student Handbook © 2020 by Texas Association of School Boards, Inc. All rights reserved. 47 Text Editorial Notes and References • Not being allowed breaks at work or being subjected to excessively long work hours; • Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss; • Not being in control of his or her own money; • Living with an employer or having an employer listed as a student's caregiver; and • A desire to quit a job but not being allowed to do so.	Penal Code 20A.02
47	New	Adjustments to schedules may become necessary as local, state, and federal guidance changes in response to the COVID-19 pandemic.	Added to reflect changes or possible changes due to COVID-19.

Page Number	19-20 Version	20-21 Version	Reason for Change
51	New	In GISD, the school counselor provides a comprehensive school guidance program based on a multi-tiered system of support (MTSS). This includes the following elements to the program: Tier I: A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; Tier II: A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk; Tier III: An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; In addition to this approach, counselors work at the systems level to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students. The comprehensive program begins with an annual needs assessment. This tool can be found on the district Counseling Services website under the Social Emotional Learning category. Questions as well as the opportunity for a student to opt-out is located here. Additionally, the Counseling Services department sends information out to families regarding this survey through the GISD Communications Department annually. The information received from this needs assessment informs the school counselor's approach to his/her comprehensive counseling program. The approach will be unique and based on the needs of the campus and aligned with the Texas Model of Comprehensive Guidance competencies. Regardless of which tier the counselors is operating, alignment with the Texas Model assures that the approach is developmentally appropriate. Campus counselors provide a preview of the campus needs and their approach on each tier of the MTSS to parents annually upon request.	State law requires the district to provide an annual preview of its comprehensive counseling program to parents. Education Code 33.005 BQ(H), FFEA(H)
52	New	The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.	State law requires that a school counselor in an elementary, middle, or junior high school advise students and their parents regarding the importance of
53	New	Other Texas Public Schools: The district shall accept all credits earned toward state graduation requirements by students in accredited Texas school districts, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at a district's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. A district shall grant a student credit toward the academic course requirements for high school graduation for courses the student successfully completes in TJJD educational programs. Each district shall consider course credit earned by a student while in a juvenile justice alternative education program as credit earned in a district school. Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. A district may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. 19 TAC 74.26(a)(2)	New verbiage added by Counseling department to help explain the credit transfer policy to families coming from out of district.
53	required to retake the semester he or she failed	awarded credit only for the half (semester) with the passing grade.	Recommended verbiage change from TASB.
61	New	Cloth face masks may be required to mitigate the spread of disease.	Added to reflect changes or possible changes due to COVID-19.
71		A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.	19 TAC 74.11 was amended to allow a student who completes the core curriculum of a public Texas institution of higher education while in high school to earn a high school diploma with the distinguished level of achievement.

Page Number	19-20 Version	20-21 Version	Reason for Change
77	New	Please see GISD's 2020-2021 COVID-19 Return to School Plan at https://www.georgetownisd.org/Page/22766 for the most up to date information on student illness.	Added to reflect changes or possible changes due to COVID-19.
80	New	Added Mental Health Support (All Grade Levels) as its own section	Beginning with the 2020-21 school year, state law (amended by HB 18) requires the district to develop and include in the student handbook practices and procedures that address each of the areas listed in the handbook text and that address notice to parents of recommended mental health or substance abuse interventions, providing information to parents about available counseling alternatives, and supporting students returning to school following hospitalization or residential treatment for mental health issues or substance abuse.
81	Psychotropic Drugs was its own header.	Combined Psychotropic Drug Information with Mental Health Services section.	Recommended verbiage change from TASB.
82	To participate in a district athletics program governed by the UIL, a student must submit certification from a health-care provider authorized under UIL rules that states the student has been examined and is physically able to participate.	For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including: • A district athletics program. • District marching band. • Any district extracurricular program identified by the superintendent.	Coordinate and reflect provisions from FFAA(LOCAL) on examinations required for UIL participation.
78	Notice will also be provided to parents of elementary school students in the affected classroom.	Notice will also be provided to parents of elementary school students in the affected classroom without identifying the student with lice.	Added clause about not identifying the student.
83	Long description of meningitis and its spread, symptoms, etc.	Bacterial Meningitis Please see the district's website at https://www.georgetownisd.org/Page/17093 for information regarding meningitis.	Reference to the district's web posting eliminates the need for detailed information on meningitis in the student handbook.
84	New	Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed here or at https://www.georgetownisd.org/cms/lib/TX01001838/Centricity/Domain/2832/FOOD%20AND%20SEVERE%20ALLERGY%20MANAGEMENT%20PLAN.pdf .	State law requires the district to request information about food allergies upon enrollment.

Page Number	19-20 Version	20-21 Version	Reason for Change
85	New	Added Physical and Mental Health Resources (All Grade Levels)	Beginning with the 2020-21 school year, HB 18 (86th Legislative Session) requires the district to publish in the student handbook and on the district's website: <ul style="list-style-type: none"> • The policies and procedures adopted to promote the physical and mental health of students; • The physical and mental health resources available at each campus; • Contact information for the nearest providers of essential public health services, such as a county Health and Human Services Department; • Contact information for the nearest local mental health authority, such as a county center for mental health; and • A statement of whether the campus has a full-time nurse or full-time school counselor.
86	New	Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)	Beginning with the 2020-21 school year, HB 18 (86th Legislative Session) requires districts to publish in the student handbook and on the district's website a statement of the policies and procedures adopted to promote the physical and mental health of students. Most districts have (LOCAL) policies at the codes listed here, but the developer should check the district's policy manual and edit the list accordingly
87	Included the list of duties of the Student Health Advisory Committee.	During the preceding school year, the district's School Health Advisory Council (SHAC) held six meetings. Additional information regarding the district's SHAC is available from the district website at https://www.georgetownisd.org/Page/419 .	The list of SHAC duties has been deleted since districts are not required to include this information in the handbook.
92	Completion of Course Work	<i>Opportunity to Complete Courses</i>	Changed from Completion of Course Work
93	New	Added required verbiage regarding Title IX regulations and contacts for coordinators.	New requirement of Title IX, effective August 14, 2020.

Page Number	19-20 Version	20-21 Version	Reason for Change
97	New	In light of past and anticipated impacts of the COVID-19 pandemic, the commissioner of education is exercising his authority under Texas Education Code (TEC), Section 7.056, to waive the requirements of TEC, Section 28.0211 regarding grade promotion requirements for students in fifth and eighth grade for the 2020–2021 school year. Students enrolled in grades 5 and 8 are still required to take the appropriate State of Texas Assessments of Academic Readiness (STAAR®) tests once. Regardless of their score, retest opportunities will not be provided. Districts will have local discretion on whether these students should advance to the next grade, just like students in grades 3, 4, 6, and 7. These decisions should be based on local criteria that reflect a student’s academic achievement and mastery of subject matter and should include STAAR assessment results, along with other relevant information. Districts are still responsible for providing accelerated instruction and support for students that fail to perform satisfactorily on STAAR. Furthermore, although students in grades 5 and 8 will not be retained solely on the basis of STAAR results, school districts and open-enrollment charter schools will remain accountable for student performance. As a part of this waiver, there will only be one administration of the STAAR grades 5 and 8 mathematics and reading assessments for the 2020–2021 school year. This administration will be in May to coincide with the administration of other STAAR grades 3–8 assessments.	Added to reflect changes or possible changes due to COVID-19.
100	New	Preparedness Training: CPR and Stop the Bleed. The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification. The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security’s Stop the Bleed and Stop the Bleed Texas.	State law requires the district to develop a bleeding control station protocol for employees and volunteers and to annually offer instruction on the use of bleeding control stations to students in grade 7 or higher. A sample protocol is available in the RRM.
102	Cafeteria Services	Food and Nutrition Services	Name change
113	New	Because of the impact of COVID-19, campus staff should consider utilizing virtual meeting options to limit campus visitors. All visitors who enter the building will be required to wear a face mask and those who proceed beyond the reception area will follow specific guidelines for visitors. Non-essential visitors will not be allowed to enter campus. When students return to campus, and we are prepared to allow essential visitors, they will be admitted by appointment only. All essential visitors must be directly related to the social-emotional or academic growth of students. As health and safety forecasts improve, we will open up campuses to a wider variety of volunteers and visitors.	Added to reflect changes or possible changes due to COVID-19.



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/14/2020 16:22:00

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

Information Only

Name of Person Responsible:

Cynthia Pike

Department or Campus:

College, Career & Military Readiness (CCMR)

Title of Agenda Item:

Equity Planning Process Update

Background Information:

Our equity planning process is underway, and this update will focus on what has happened to this point and what is coming next.

Attachments:

Superintendent's Recommendations:

N/A



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/16/2020 9:37:22

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

Information Only

Name of Person Responsible:

Lisa Napper

Department or Campus:

Human Resources

Title of Agenda Item:

TASB Policy Update 115

Background Information:

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

Attachments:

<https://drive.google.com/open?id=1RVEaNTLb31F29Q-3CfKPQS2lwLgflEIX>,
https://drive.google.com/open?id=1W5yJTqc-CbXSFw2aDVH0cQ4WvRbbja_R,
https://drive.google.com/open?id=1yKWC0bKkaCzrBw_iGoJBoFfkTPTbFzxZ,



BOARD AGENDA ITEM

https://drive.google.com/open?id=1tmSq3Y0kqRUMXoeGKQJuSd53LyPol8_5,
https://drive.google.com/open?id=1acQZ9L_p26AnwOa-fythW117swmSFRcb

Superintendent's Recommendations:

This policy update was presented for information only in September.



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/18/2020 10:31:28

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

Information Only

Name of Person Responsible:

Wes Vanicek

Department or Campus:

Assessment and Feedback

Title of Agenda Item:

Update to board policy FNA (local) Student Rights and Responsibilities

Background Information:

During an earlier policy revision to EIC (local), one paragraph was identified as misplaced with guidance from TASB and our attorney. This paragraph was specific to disciplinary action relative to graduation honors and speaking at graduation with a concurrent DAEP or JJAEP placement. The language is as follows: "A student suspended from school, assigned to a disciplinary alternative education program (DAEP), or expelled from school at the time of graduation may be designated the class valedictorian or salutatorian but shall not be permitted to participate in the graduation activity, resulting in forfeiture of the privilege of giving a speech at the graduation ceremony." To clarify we are not adjusting language, simply moving the paragraph from one policy document to the more appropriate policy document. We are sharing for information only at this point that we are recommending adding this paragraph to FNA (local). The revised policy is attached for your review. We anticipate seeking your approval at the October board meeting.



BOARD AGENDA ITEM

Attachments:

<https://drive.google.com/open?id=1yAAcWgtdpyHQYLXNYXBoN17jGkGzQDZH>

Superintendent's Recommendations:

Information Only.

PROPOSED REVISIONS

**Student Expression
of Religious
Viewpoints**

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

**Student Speakers at
Nongraduation
Events**

The District hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

*Introductory
Speakers*

Student speakers shall introduce:

1. Football games; and
2. Opening announcements and greetings for the school day.

The forum shall be limited in the manner provided by this section on nongraduation events.

*Eligibility and
Selection*

Only those students in the highest two grade levels of the school at which the student is publicly speaking and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the football team, and club or organization representatives.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the principal or designee during an announced period of not less than three days.

The announced period shall occur at the beginning of each semester. The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn.

*Assignment of
Introductory
Speakers*

Each selected student shall be matched chronologically to the event for which the student shall be giving the introduction. Each student may speak for one week at a time for all introductions of events that week. The list of student speakers shall be chronologically repeated as needed, in the same order. The District may repeat the selection process each semester rather than once a year.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION

FNA
(LOCAL)

*Content of
Student
Introductions*

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event. A student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Disclaimer

For as long as there is a need to dispel confusion over the non- sponsorship of the student's speech, at each event in which a student shall deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, "The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the District."

**Other Student
Speakers**

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions.

The District shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

**Student Speakers at
Graduation
Ceremonies**

Opening and
Closing Remarks

The District hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION

FNA
(LOCAL)

	<p>The forum shall be limited in the manner provided by this section on student speakers at graduation. [See also FMH(LEGAL)]</p>
Eligibility	<p>Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: class officers of the graduating class.</p> <p>A student who shall otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. The names of the eligible volunteering students shall be randomly drawn. The first name drawn shall give the opening, and the second name drawn shall give the closing.</p>
Content of Opening and Closing Remarks	<p>The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event.</p>
Other Student Graduation Speakers	<p>In addition to the students giving the opening and closing remarks, the valedictorian may have a speaking role at graduation ceremonies.</p> <p>A student suspended from school, assigned to a disciplinary alternative education program (DAEP), or expelled from school at the time of graduation may be designated the class valedictorian or salutatorian but shall not be permitted to participate in the graduation activity, resulting in forfeiture of the privilege of giving a speech at the graduation ceremony.</p> <p>For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the District creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.</p> <p>The student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious</p>

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT EXPRESSION

FNA
(LOCAL)

viewpoint expressed by the student on an otherwise permissible subject.

Disclaimer

A written disclaimer shall be printed in the graduation program that states, "The students who shall be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the District or the board of trustees, or the District's administration, or employees of the District, or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the District refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects."

**Religious
Expression in Class
Assignments**

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

**Freedom to Organize
Religious Groups
and Activities**

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. [See FNAB(LOCAL)] Religious groups must be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the groups' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of noncurricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

SUPERINTENDENT REPORT



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

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

WE BELIEVE PUBLIC EDUCATION IS THE FOUNDATION OF OUR COMMUNITY.

OUR ACTIONS SHOULD BE STUDENT-CENTERED. [relationships]

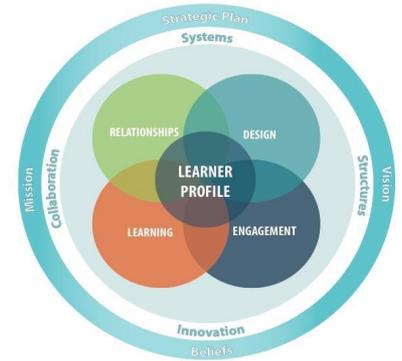
IT IS OUR RESPONSIBILITY TO PREPARE STUDENTS FOR THEIR FUTURE. [innovation]

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

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

COMMUNITY ENGAGEMENT ENHANCES EDUCATIONAL EXPERIENCES. [collaboration + engagement]

STRATEGIC FRAMEWORK



First Day of On Campus Learning - September 10



Georgetown ISD

Covid-19 Tracker

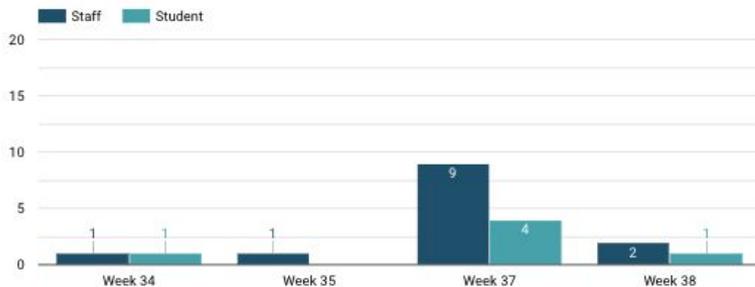


The data displayed in this dashboard represent newly reported and lab confirmed Covid-19 cases for students and staff in Georgetown ISD. The dashboard is refreshed daily every 15 minutes. Weekly totals are calculated from Monday - Sunday. Please note that parents are notified of any lab confirmed case at their student's home campus.

Number of Lab Confirmed Cases - Current Week Total (Mon-Sun)



Number of Lab Confirmed Cases by Week



Current Week = Week 38 - Sep 14, 2020 - Sep 20, 2020

164



Academic Help Desk

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

Tuesday, Wednesday & Thursday
11:30 a.m. - 1 p.m.

www.georgetownisd.org/students

2020-21 1:1 Technology



166



Williams and Wolf Ranch Elementary Schools are open

Visit each campus website to view a virtual walking tour



www.georgetownisd.org/williams

www.georgetownisd.org/wolfranch





Georgetown
Chamber of Commerce



Cornerstone award

The Georgetown Chamber of Commerce Thursday presented Georgetown ISD nurses with the Cornerstone Award for healthcare, a prestigious recognition of the team's commitment to serving the district's families and staff and lending their expertise to the greater Georgetown community during the pandemic.



Georgetown ISD Named District of Distinction

The Texas Art Education Association (TAEA) announced the 42 winners of the 2020 District of Distinction Award. Among the list of honorees is Georgetown ISD. GISD received the honor for its outstanding leadership in promoting the arts in the school district and the wider community.



Top 10 Tips for Growing Readers(Grades: elementary)
Elementary Reading & Writing Supports (Grades: elementary)
Speech to Text Grammar and Spelling from Co-writer (Grades: All)

www.georgetownisd.org/ParentU



Important Dates

- **NWEA MAP Assessment** window opened September 14 (K-8)
- **Update enrollment preferences** starting September 21 (remote or on campus learning)
- **Future Readiness Week** - September 28 through October 3
- **Fall Break** - October 9-12
- **October board meeting** - October 19
- **Early Voting** - October 13 -30

Athletic competition is in full swing. Please note that capacity at events is limited and tickets should be purchased online in advance. Visit ¹⁷¹www.georgetownisd.org/athletics for details on how to purchase tickets or live stream events.

THANK YOU



BOARD AGENDA ITEM

Board Meeting Date:9/16/2019

Submitted Date: 9/12/2019 9:23:28

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

Consent Agenda

Name of Person Responsible:

Pam Sanchez, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Financial Reports

Background Information:

Reports showing activity and balances through August 31, 2019 for tax collections and General Fund, Food Service Fund and Debt Service Fund budgets.

Attachments:

<https://drive.google.com/open?id=1SoogM1Vf4OsOGH-FjYu0kfS-sK3Pq82N>

Superintendent's Recommendations:

Approval of the Financial Reports



LEAD | GROW | SERVE

Financial Reports August 31, 2020

Table of Contents

General Fund Year-to-Date Budget Report	1
Food Service Year-to-Date Budget Report	2
Debt Service Year-to-Date Budget Report	3
Tax Assessor/Collector's Report	4

LOCAL MAINTENANCE
YTD MONTHLY REVENUE/EXPENDITURES
August 31, 2020
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	318,795	113,095,095	-	1,377,775	111,717,320	1.2%
5800	State Revenues	-	15,547,614	-	501,201	15,046,413	3.2%
5900	Federal Revenues / Other	443	1,435,000	-	443	1,434,558	0.0%
	TOTAL	319,238	130,077,709	-	1,879,418	128,198,291	1.4%
<u>EXPENDITURES</u>							
11	Instructional	1,044,952	71,843,976	480,591	2,161,817	69,201,568	3.0%
12	Instructional Resources & Media	13,598	1,129,861	22,833	25,940	1,081,088	2.3%
13	Curriculum & Instructional Development	165,228	2,081,773	14,503	389,542	1,677,727	18.7%
21	Instructional Administration	231,780	3,146,594	13,554	453,734	2,679,306	14.4%
23	School Leadership	522,915	7,645,587	19,712	761,977	6,863,898	10.0%
31	Guidance & Counseling	279,205	4,887,911	132,487	411,556	4,343,868	8.4%
32	Social Work Services	11,004	212,891	-	23,062	189,829	10.8%
33	Health Services	32,677	1,318,518	6,119	47,628	1,264,771	3.6%
34	Student Transportation	168,086	4,655,824	214,136	408,688	4,033,000	8.8%
35	Child Nutrition	-	-	-	-	-	-
36	Co-Curricular Activities	154,386	3,570,148	169,091	283,073	3,117,984	7.9%
41	General Administration	313,365	3,990,209	212,571	623,463	3,154,175	15.6%
51	Plant Maintenance & Operations	988,916	13,012,476	3,532,971	2,163,175	7,316,330	16.6%
52	Security & Monitoring	601	397,750	6,199	2,561	388,990	0.6%
53	Data Processing Services	422,117	3,370,182	944,425	1,061,651	1,364,106	31.5%
61	Community Services	5,407	498,589	8,388	11,637	478,564	2.3%
71	Debt Administration	-	-	-	-	-	-
81	Facilities Acquisition & Construction	-	-	-	-	-	-
91	Contracted Instructional Services Between Public Schools	-	7,057,420	-	-	7,057,420	0.0%
95	Payments to JJAEP	465,906	433,000	-	465,906	(32,906)	107.6%
99	Appraisal Services	-	885,000	-	-	885,000	0.0%
	TOTAL	4,820,143	130,137,709	5,777,580	9,295,410	115,064,718	7.1%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(4,500,905)	(60,000)	(5,777,580)	(7,415,992)	13,133,572	
7900	Other resources	720	60,000	-	31,797	28,203	53.0%
8900	Other uses	(3,896)	-	-	(3,896)	3,896	
	NET	(3,176)	60,000	-	27,901	32,099	46.5%
NET INCREASE/(DECREASE) IN FUND BALANCE			-				
BEGINNING FUND BALANCE (unaudited)			27,978,256				
ENDING FUND BALANCE (estimated)			27,978,256				

176

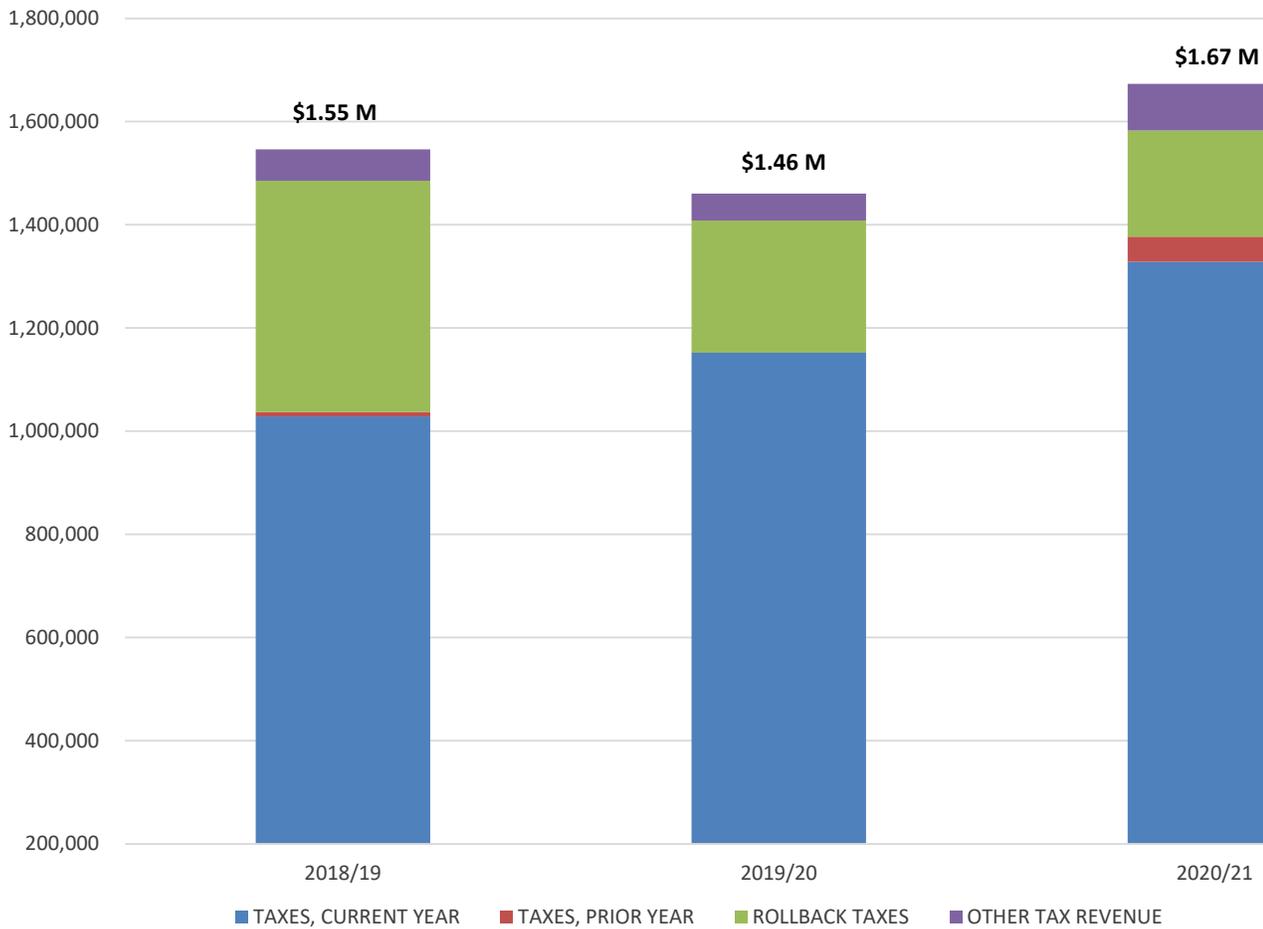
FOOD SERVICE FUND
YTD MONTHLY REVENUE/EXPENDITURES
August 31, 2020
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	858	2,249,917	-	858	2,249,059	0.0%
5800	State Revenues	-	200,682	-	13,707	186,975	6.8%
5900	Federal Revenues / Other	51,853	2,992,662	-	51,853	2,940,809	1.7%
	TOTAL	52,711	5,443,261	-	66,418	5,376,843	1.2%
<u>EXPENDITURES</u>							
35	Child Nutrition	173,897	5,392,477	61,162	255,460	5,075,856	4.7%
51	Plant Maintenance & Operations	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
	TOTAL	173,897	5,392,477	61,162	255,460	5,075,856	4.7%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(121,186)	50,784	(61,162)	(189,042)	300,987	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		50,784				
	BEGINNING FUND BALANCE (unaudited)		333,278				
	ENDING FUND BALANCE (estimated)		384,062				

DEBT SERVICE FUND (Bonds)
YTD MONTHLY REVENUE/EXPENDITURES
August 31, 2020
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	100,789	38,677,114	-	417,585	38,259,529	1.1%
5800	State Revenues	-	300,000	-	-	300,000	0.0%
5900	Federal Revenues / Other	-	-	-	-	-	0.0%
	TOTAL	100,789	38,977,114	-	417,585	38,559,529	1.1%
<u>EXPENDITURES</u>							
71	Debt Service	16,467,136	32,450,880	-	22,460,163	9,990,717	69.2%
	TOTAL	16,467,136	32,450,880	-	22,460,163	9,990,717	69.2%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(16,366,347)	6,526,234	-	(22,042,579)	28,568,813	
7900	Other resources	-	-	-	1,072,832	(1,072,832)	
8900	Other uses	-	-	-	(915,000)	915,000	
	NET	-	-	-	157,832	(157,832)	
	NET INCREASE/(DECREASE) IN FUND BALANCE		6,526,234				
	BEGINNING FUND BALANCE (unaudited)		35,673,931				
	ENDING FUND BALANCE (estimated)		42,200,165				

Georgetown ISD
Combined Tax Report
July - August 2020



Budgeted Totals
Collection Rate

\$137.65 M
1.12%

\$143.99 M
1.01%

\$149.70 M
1.12%

2020/21 TAX COLLECTIONS						
	Rate	Current	Prior	Rollback	Other	Total
M&O	0.9781	1,002,506	37,409	158,268	68,603	1,266,786
Debt Service	0.3290	326,120	10,948	47,731	21,627	406,426
Total	1.3071	1,328,626	48,356	205,998	90,231	1,673,212

Projected Recapture	(7,057,420)
Net	(5,790,634)



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 8:05:03

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

Consent Agenda

Name of Person Responsible:

Pam Sanchez, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Budget Amendment #2

Background Information:

General Fund

The budget amendment for the General Fund is shown by functional category and detailed on the attached summary page. The detailed transfers were requested by District staff to account for increases or decreases to expenditure categories as indicated. The current budget column reflects the revised budget; the increase/(decrease) column total reflects all of the increases or decreases to revenue/expenditure categories; and the amended budget column reflects no change to year end unaudited fund balance. Thus, ending unaudited fund balance is expected to be \$27.98 million by June 30, 2021.

Debt Service

The debt service Other Resources account had activity of \$1,072,832, Other Uses account had activity of \$915,000 and Other Fees had an increase of \$152,708 in activity



BOARD AGENDA ITEM

due to the July 2020 remarketing of Series 2016-B variable rate bonds. The debt service expenditures increased by \$5,000,000 for early repayment of bond principal of Series 2016-B variable rate bonds. The amended budget reflects an overall decrease of \$4,994,876 to year end unaudited fund balance. Thus, ending unaudited fund balance is expected to be \$37.2 million by June 30, 2021.

Attachments:

<https://drive.google.com/open?id=14QSq7K4nKe-UIVHzPZzvpRlowWdlQOQ0>

Superintendent's Recommendations:

Approval of budget amendment #2 for 2020-21

GENERAL FUND
BUDGET AMENDMENT
September 21, 2020

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<u>REVENUES</u>				
5700	Local Revenues	113,095,095		113,095,095
5800	State Revenues	15,547,614		15,547,614
5900	Federal Revenues / Other	1,435,000		1,435,000
	TOTAL	130,077,709	-	130,077,709
<u>EXPENDITURES</u>				
11	Instructional	71,843,976	(28,148)	71,815,828
12	Instructional Resources & Media	1,129,861		1,129,861
13	Curriculum & Instructional Development	2,081,773	13,176	2,094,949
21	Instructional Administration	3,146,594		3,146,594
23	School Leadership	7,645,587	768	7,646,355
31	Guidance & Counseling	4,887,911		4,887,911
32	Social Work Services	212,891		212,891
33	Health Services	1,318,518		1,318,518
34	Student Transportation	4,655,824		4,655,824
35	Child Nutrition	-		-
36	Co-Curricular Activities	3,570,148	(5,796)	3,564,352
41	General Administration	3,990,209		3,990,209
51	Plant Maintenance & Operations	13,012,476		13,012,476
52	Security & Monitoring	397,750	20,000	417,750
53	Data Processing Services	3,370,182		3,370,182
61	Community Services	498,589		498,589
71	Debt Administration	-		-
81	Facilities Acquisition & Construction	-		-
91	Contr. Instr. Svcs. Between Public Schools	7,057,420		7,057,420
95	Payments to JJAEP	433,000		433,000
99	Appraisal Services	885,000		885,000
	TOTAL	130,137,709	-	130,137,709
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(60,000)	-	(60,000)
7900	Other resources	60,000		60,000
8900	Other uses	-		-
	NET	60,000	-	60,000
	NET INCREASE/(DECREASE) IN FUND BALANCE		0	
	BEGINNING FUND BALANCE (unaudited)	27,978,256		27,978,256
	ENDING FUND BALANCE	27,978,256	0	27,978,256

Georgetown Independent School District
2020-2021 General Fund Budget Amendment (2)
September 21, 2020

Account Code	Description	Current Budget	Increase to Budget	Decrease to Budget	Revised Budget
Expenditures					
1. 199 E 11 6399 01 101 0 11 971	GENERAL SUPPLIES	\$ 20,018	-	268	\$ 19,750
199 E 23 6399 00 101 0 99 971	GENERAL SUPPLIES	\$ 1,658	268	-	\$ 1,926
To reclass 20/21 budget for campus leadership supplies at Purl ES					
2. 199 E 13 6299 00 999 0 99 928	MISC. CONTRACTED SERVICES	\$ 2,780	-	324	\$ 2,456
199 E 11 6399 00 999 0 11 928	GENERAL SUPPLIES	\$ -	324	-	\$ 324
To reclass 20/21 budget for LOTE instructional supplies for high schools					
3. 199 E 36 6117 22 040 0 99 919	PROFESSIONAL EXTRA DUTY	\$ 1,900	-	150	\$ 1,750
199 E 11 6399 22 040 0 11 919	GENERAL SUPPLIES	\$ 2,850	150	-	\$ 3,000
To reclass 20/21 Fine Arts budget for Benold MS for Fine Arts supplies					
4. 199 E 36 6117 22 040 0 99 919	PROFESSIONAL EXTRA DUTY	\$ 1,750	-	1,750	\$ -
199 E 11 6249 22 040 0 11 919	CONT. MAINTENANCE & REPAIR	\$ 950	1,750	-	\$ 2,700
To reclass 20/21 Fine Arts budget for Benold MS for Fine Arts maintenance & repair					
5. 199 E 36 6299 22 040 0 99 919	MISC. CONTRACTED SERVICES	\$ 1,900	-	1,900	\$ -
199 E 11 6249 22 040 0 11 919	CONT. MAINTENANCE & REPAIR	\$ 2,700	1,900	-	\$ 4,600
To reclass 20/21 Fine Arts budget for Benold MS for Fine Arts maintenance & repair					
6. 199 E 36 6499 26 001 0 99 919	MISC. OPERATING COSTS	\$ 1,425	-	700	\$ 725
199 E 11 6399 28 001 0 11 919	GENERAL SUPPLIES	\$ 8,313	700	-	\$ 9,013
To reclass 20/21 Fine Arts budget for GHS for Fine Arts supplies					
7. 199 E 36 6499 26 004 0 99 919	MISC. OPERATING COSTS	\$ 1,188	-	796	\$ 392
199 E 11 6399 28 004 0 11 919	GENERAL SUPPLIES	\$ 11,875	796	-	\$ 12,671
To reclass 20/21 budget for EVHS Fine Arts supplies					
8. 199 E 36 6499 00 041 0 99 962	MISC. OPERATING COSTS	\$ 500	-	500	\$ -
199 E 23 6495 00 041 0 99 962	DUES	\$ 950	500	-	\$ 1,450
To reclass 20/21 budget for Tippit MS for dues					
9. 199 E 13 6411 00 041 0 99 962	TRAVEL - EMPLOYEE ONLY	\$ 5,000	-	5,000	\$ -
199 E 11 6499 00 041 0 11 962	MISC. OPERATING COSTS	\$ 1,700	5,000	-	\$ 6,700
To reclass 20/21 budget for Tippit MS for other operating expenses					
10. 199 E 52 6299 05 903 0 99 915	MISC. CONTRACTED SERVICES	\$ 335,000	20,000	-	\$ 355,000
199 E 11 6117 00 699 0 24 915	PROFESSIONAL EXTRA DUTY	\$ 69,800	-	20,000	\$ 49,800
To reclass 20/21 budget for SRO salaries & training					
11. 199 E 11 6339 08 903 0 24 914	TESTING MATERIALS	\$ 6,500	-	3,500	\$ 3,000
199 E 13 6411 08 903 0 24 914	TRAVEL - EMPLOYEE ONLY	\$ 2,500	3,500	-	\$ 6,000
To reclass 20/21 budget for SpEd (Dyslexia) for employee travel					
12. 199 E 11 6299 00 999 0 23 914	MISC. CONTRACTED SERVICES	\$ 45,000	-	15,000	\$ 30,000
199 E 13 6411 00 999 0 23 914	TRAVEL - EMPLOYEE ONLY	\$ 15,500	15,000	-	\$ 30,500
To reclass 20/21 budget for SpEd for employee travel					

DEBT SERVICE
BUDGET AMENDMENT
September 21, 2020

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
00	<u>REVENUES</u>			
5711	Current Taxes	38,367,114		38,367,114
5712	Prior Year Taxes	30,000		30,000
5718	Roll Back Taxes	100,000		100,000
5719	Penalties and Interest	80,000		80,000
5742	Interest Income	100,000		100,000
5829	State Program Revenues	300,000		300,000
	TOTAL	38,977,114	-	38,977,114
71	<u>EXPENDITURES</u>			
6511	Principal	13,850,000	5,000,000	18,850,000
6521	Interest	18,575,880		18,575,880
6599	Fees	25,000	152,708	177,708
	TOTAL	32,450,880	5,152,708	37,603,588
	NET REVENUES OVER/ (UNDER) EXPENDITURES	6,526,234	(5,152,708)	1,373,526
7900	Other resources	-	1,072,832	1,072,832
8900	Other uses	-	(915,000)	(915,000)
	NET	-	157,832	157,832
	NET INCREASE/(DECREASE) IN FUND BALANCE		(4,994,876)	
	BEGINNING FUND BALANCE	35,673,931		35,673,931
	ENDING FUND BALANCE	42,200,165	(4,994,876)	37,205,289

Georgetown Independent School District
 2020-2021 Debt Service Budget Amendment (2)
 September 21, 2020

Account Code	Description	Current Budget	Increase to Budget	Decrease to Budget	Revised Budget
Budget Revisions					
599 R 00 7916 00 000 0 00 000	PREMIUM ON ISSUANCE OF DEBT	-	1,072,832		\$ 1,072,832
599 E 00 8949 00 000 0 00 000	OTHER USES	-	-	915,000	\$ (915,000)
599 E 71 6599 00 999 0 99 000	OTHER DEBT SERVICE FEES	25,000	152,708	-	\$ 177,708
	* Remarketing of Series 2016-B variable rate bonds				
599 E 71 6511 00 999 0 99 000	BOND PRINCIPAL	13,850,000	5,000,000	-	\$ 18,850,000
	* Prepayment of principal of Series 2016-B variable rate bonds				



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 8:07:53

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

Consent Agenda

Name of Person Responsible:

Pam Sanchez, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Consideration and Approval of the Annual Investment Report for 2019-2020

Background Information:

In accordance with Board Policy CDA (Local), a comprehensive report of the investment activity for the year is required to be presented to the Board annually.

Attachments:

<https://drive.google.com/open?id=1SOIUPvX94xhmkD5b4bqtvISzAlyK-CXx>

Superintendent's Recommendations:

Approval of the Annual Investment Report for 2019-2020



LEAD | GROW | SERVE

Georgetown Independent School District Annual Investment Report 2019-2020



Georgetown ISD
Quarterly Investment Report
July 1, 2019 - September 30, 2019

Portfolio Summary Management Report

This quarterly report is prepared in compliance with Investment Policy and Strategy of the District and the Public Funds Investment Act (Chapter 2256, Texas Government Code).

<table style="width: 100%;"> <tr> <td colspan="2">Portfolio as of 6/30/2019</td> </tr> <tr> <td style="width: 30%;">Beginning Book Value</td> <td style="text-align: right;">\$ 199,840,288</td> </tr> <tr> <td>Beginning Market Value</td> <td style="text-align: right;">\$ 199,840,288</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>WAM at Beginning Period Date</td> <td style="text-align: center;">1 day</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="text-align: right;">Average Yield to Maturity for period</td> <td style="text-align: right;">2.31%</td> </tr> <tr> <td style="text-align: right;">Average Yield 90-Day Treasury Bill for period</td> <td style="text-align: right;">2.03%</td> </tr> <tr> <td style="text-align: right;">Average Yield 180-Day Treasury Bill for period</td> <td style="text-align: right;">1.97%</td> </tr> <tr> <td style="text-align: right;">Average Yield 1-Year Treasury Bill for period</td> <td style="text-align: right;">1.85%</td> </tr> </table>	Portfolio as of 6/30/2019		Beginning Book Value	\$ 199,840,288	Beginning Market Value	\$ 199,840,288			WAM at Beginning Period Date	1 day			Average Yield to Maturity for period	2.31%	Average Yield 90-Day Treasury Bill for period	2.03%	Average Yield 180-Day Treasury Bill for period	1.97%	Average Yield 1-Year Treasury Bill for period	1.85%	<table style="width: 100%;"> <tr> <td colspan="2">Portfolio as of 9/30/2019</td> </tr> <tr> <td style="width: 30%;">Ending Book Value</td> <td style="text-align: right;">\$ 137,100,962</td> </tr> <tr> <td>Ending Market Value</td> <td style="text-align: right;">\$ 137,100,962</td> </tr> <tr> <td>Investment Income for quarter</td> <td style="text-align: right;">\$ 980,713</td> </tr> <tr> <td>Unrealized Gain/Loss</td> <td style="text-align: right;">\$ -</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>WAM at Ending Period Date (1)</td> <td style="text-align: center;">1 day</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Change in Market Value (2)</td> <td style="text-align: right;">\$ (62,739,326)</td> </tr> </table>	Portfolio as of 9/30/2019		Ending Book Value	\$ 137,100,962	Ending Market Value	\$ 137,100,962	Investment Income for quarter	\$ 980,713	Unrealized Gain/Loss	\$ -			WAM at Ending Period Date (1)	1 day			Change in Market Value (2)	\$ (62,739,326)
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Pam Sanchez, Chief Financial Officer

10/15/19
 Date

Carol Malcik, Director of Finance

10.15.19
 Date

1WAM - weighted average maturity
 2"Change in Market Value" is required data, but will primarily reflect the receipt and expenditure of the District's funds from month to month.



Georgetown ISD
Quarterly Investment Report
October 1, 2019 - December 31, 2019

Portfolio Summary Management Report

This quarterly report is prepared in compliance with Investment Policy and Strategy of the District and the Public Funds Investment Act (Chapter 2256, Texas Government Code).

<p>Portfolio as of 9/30/2019</p> <p>Beginning Book Value \$ 137,100,962</p> <p>Beginning Market Value \$ 137,100,962</p> <p>WAM at Beginning Period Date 1 day</p> <p style="text-align: center;">Average Yield to Maturity for period 1.88%</p> <p style="text-align: center;">Average Yield 90-Day Treasury Bill for period 1.61%</p> <p style="text-align: center;">Average Yield 180-Day Treasury Bill for period 1.61%</p> <p style="text-align: center;">Average Yield 1-Year Treasury Bill for period 1.58%</p>	<p>Portfolio as of 12/31/2019</p> <p>Ending Book Value \$ 157,265,449</p> <p>Ending Market Value \$ 157,265,449</p> <p>Investment Income for quarter \$ 602,967</p> <p>Unrealized Gain/Loss \$ -</p> <p>WAM at Ending Period Date (1) 1 day</p> <p>Change in Market Value (2) \$ 20,164,487</p>
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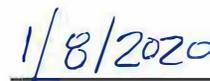
 Pam Sanchez, Chief Financial Officer



 Date



 Carol Malcik, Director of Finance



 Date

1 WAM - weighted average maturity

2 "Change in Market Value" is required data, but will primarily reflect the receipt and expenditure of the District's funds from month to month.



Georgetown ISD
Quarterly Investment Report
January 1, 2020 - March 31, 2020

Portfolio Summary Management Report

This quarterly report is prepared in compliance with Investment Policy and Strategy of the District and the Public Funds Investment Act (Chapter 2256, Texas Government Code).

<p>Portfolio as of 12/31/2019</p> <p>Beginning Book Value \$ 157,265,449</p> <p>Beginning Market Value \$ 157,265,449</p> <p>WAM at Beginning Period Date 1 day</p> <p style="text-align: center;">Average Yield to Maturity for period 1.59%</p> <p style="text-align: center;">Average Yield 90-Day Treasury Bill for period 1.10%</p> <p style="text-align: center;">Average Yield 180-Day Treasury Bill for period 1.10%</p> <p style="text-align: center;">Average Yield 1-Year Treasury Bill for period 1.07%</p>	<p>Portfolio as of 12/31/2019</p> <p>Ending Book Value \$ 187,493,237</p> <p>Ending Market Value \$ 187,493,237</p> <p>Investment Income for quarter \$ 744,810</p> <p>Unrealized Gain/Loss \$ -</p> <p>WAM at Ending Period Date (1) 1 day</p> <p>Change in Market Value (2) \$ 30,227,788</p>
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 Pam Sanchez, Chief Financial Officer

4/21/2020
 Date

 Carol Malcik, Director of Finance

4/14/2020
 Date

1 WAM - weighted average maturity

2 "Change in Market Value" is required data, but will primarily reflect the receipt and expenditure of the District's funds from month to month.



Georgetown ISD
Quarterly Investment Report
April 1, 2020 - June 30, 2020

Portfolio Summary Management Report

This quarterly report is prepared in compliance with Investment Policy and Strategy of the District and the Public Funds Investment Act (Chapter 2256, Texas Government Code).

<p>Portfolio as of 3/31/2020</p> <p>Beginning Book Value \$ 187,493,237</p> <p>Beginning Market Value \$ 187,493,237</p> <p>WAM at Beginning Period Date 1 day</p> <p style="text-align: center;">Average Yield to Maturity for period 0.76%</p> <p style="text-align: center;">Average Yield 90-Day Treasury Bill for period 0.14%</p> <p style="text-align: center;">Average Yield 180-Day Treasury Bill for period 0.17%</p> <p style="text-align: center;">Average Yield 1-Year Treasury Bill for period 0.17%</p>	<p>Portfolio as of 6/30/2020</p> <p>Ending Book Value \$ 144,495,339</p> <p>Ending Market Value \$ 144,495,339</p> <p>Investment Income for quarter \$ 321,568</p> <p>Unrealized Gain/Loss \$ -</p> <p>WAM at Ending Period Date (1) 1 day</p> <p>Change in Market Value (2) \$ (42,997,898)</p>
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 Pam Sanchez, Chief Financial Officer

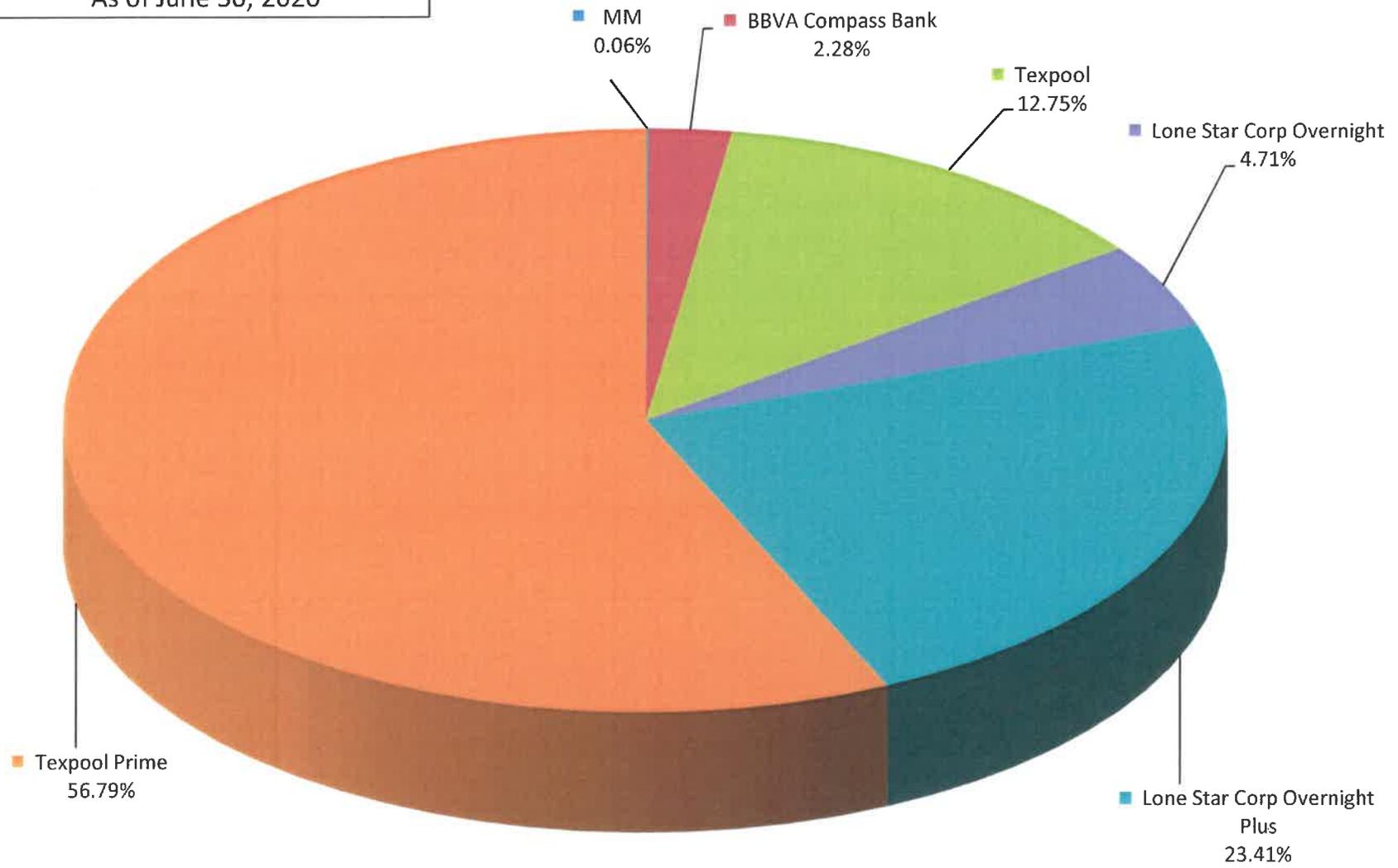
 Date

 Carol Malcik, Director of Finance

 Date

1 WAM - weighted average maturity
 2 "Change in Market Value" is required data, but will primarily reflect the receipt and expenditure of the District's funds from month to month.

Georgetown ISD Portfolio Allocation
As of June 30, 2020



**Georgetown ISD
Portfolio Management
Portfolio Summary
June 30, 2020**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 365 Equiv.
Money Markets	79,761.49	79,761.49	79,761.49	0.06%	1	1	0.100%
BBVA Compass Bank	3,299,088.61	3,299,088.61	3,299,088.61	2.28%	1	1	1.500%
Texpool	18,428,401.06	18,428,401.06	18,428,401.06	12.75%	1	1	0.217%
Lone Star Corp Overnight	6,803,901.81	6,803,901.81	6,803,901.81	4.71%	1	1	0.560%
Lone Star Corp Overnight Plus	33,831,544.00	33,831,544.00	33,831,544.00	23.41%	1	1	0.700%
Texpool Prime	<u>82,052,642.50</u>	<u>82,052,642.50</u>	<u>82,052,642.50</u>	<u>56.79%</u>	<u>1</u>	<u>1</u>	<u>0.524%</u>
				0.550%			
Total Investments	144,495,339.47	144,495,339.47	144,495,339.47	100.00%	1	1	
Total Earnings	June 30 Month Ending		Fiscal Year to Date				
Current Year	69,576.85		2,650,057.08				

This report is presented in accordance with the Texas Government Code Title 10 Section 2256.023. The below signed hereby certify that, to the best of their knowledge on the date this report was created, Georgetown ISD is in compliance with the provisions of Government Code 2256 and with the stated policies and strategies of Georgetown ISD.


 Pam Sanchez, Chief Financial Officer

7/13/20
 Date


 Carol Malcik, Director of Finance

7.9.2020
 Date

Reporting period 6/1/2020-6/30/2020



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 8:03:59

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

Consent Agenda

Name of Person Responsible:

Pam Sanchez, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Resolution Adopting the Investment Strategy and Designation of Investment Officers

Background Information:

School district investments in the State of Texas are governed by Chapter 2256 of the Texas Government Code (Public Funds Investment Act). All investments made by the District shall comply with the Public Funds Investment Act and all federal, state, and local statutes and regulations. The Board of Trustees must review its investment policy and strategies on an annual basis.

We recommend no changes to the Board Policy CDA (Local).



BOARD AGENDA ITEM

Attachments:

https://drive.google.com/open?id=1WzjoPXBkwx8LCZH08_dSDPVq0XR6henO,
<https://drive.google.com/open?id=1W071azevxmPefsLbYFWw2vaBN6PN36LO>

Superintendent's Recommendations:

Approval of the Resolution Adopting the Investment Strategy and Designation of Investment Officers



LEAD | GROW | SERVE

Georgetown Independent School District Investment Strategy 2020-2021

Introduction

Investments in the State of Texas are governed by Chapter 2256 of the Texas Government Code. All investments made by Georgetown ISD shall comply with the Public Funds Investment Act and all federal, state, and local statutes and regulations.

1. Investment policies should include the methods used to monitor the market price and include a requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis.
2. The Board of Trustees must act upon an annual review of the District's investment policy and strategies.
3. Training requirements are required of the CFO and investment officers. Eight hours of training is required every two years.
4. A qualified representative of sellers of investments must review the District's investment policies.
5. Quarterly investment reports must be in accordance with generally accepted accounting principles and must include accrue interest.
6. A formal annual review of the quarterly reports by an independent auditor is necessary except for investments in pools, money market funds or depository bank investments.

Investment Policy and Strategy

Georgetown ISD's investment policy requires focus on safety, liquidity and diversity. Investments are made in a manner that ensures the preservation of capital in the overall portfolio. The District's investments are sufficiently liquid to meet anticipated cash flow needs. Investments are diversified to reduce the risk of any one investment type. Internal controls exist to protect against losses of public funds arising from fraud, employee error, and misrepresentation by a third party.

Investment strategy is applied to each major fund type. Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. The Debt Service fund and Capital Projects funds have longer thresholds for investing due to the nature of the cash flow requirements. Investments for these funds may exceed one year provided legal limits are not exceeded.

For the 2019-2020 school year, the District's investment policy limited any investment to the 11 types stated in Board Policy CDA (Legal and Local):

1. Obligations of the United States or Texas or its agencies and instrumentalities and political subdivisions
2. Certificates of deposit
3. Fully collateralized repurchase agreements
4. Banker's acceptances from a bank with a rating not less than A1/P1
5. Commercial paper rated not less than A1/P1
6. Money market mutual funds rated AAA and maintaining a \$1 net asset value
7. A guaranteed investment contract as an investment vehicle for bond proceeds
8. Public funds investment pools
9. Federal Deposit Insurance Certificate-brokered certificate of deposit securities
10. Fully insured or collateralized interest bearing accounts
11. State or local government obligations rated A or above

Georgetown ISD investments during 2019-2020 school year were spread among three public funds investment pools (TexPool, TexPool Prime, Lone Star Investment Pool) and money market mutual funds.

Day to day investments are managed by the Director of Finance. The CFO oversees the investment function of the District and presents quarterly reports to the Board of Trustees. The CFO and Director of Finance shall maintain the appropriate training requirements.

Table of Contents	Definitions	2
	Bond Proceeds.....	2
	Investment Pool.....	2
	Pooled Fund Group	2
	Separately Invested Asset	2
	Pledged Revenue.....	2
	Repurchase Agreement.....	2
	Hedging.....	2
	Corporate Bond	3
	Written Policies	3
	Annual Review	4
	Annual Audit	4
	Investment Strategies.....	4
	Investment Officer	4
	Investment Training	5
	Standard of Care	6
	Selection of Broker	8
	Bond Proceeds.....	8
	Authorized Investments	8
	Obligations of Governmental Entities.....	8
	Certificates of Deposit and Share Certificates.....	10
	Repurchase Agreements	11
	Securities Lending Program	12
	Banker's Acceptances	13
	Commercial Paper.....	13
	Mutual Funds.....	13
	Guaranteed Investment Contracts	14
	Investment Pools.....	15
	Corporate Bonds	16
	Hedging Transactions.....	16
	Prohibited Investments	17
	Loss of Required Rating	17
	Sellers of Investments	18
	Business Organization.....	18
	Donations	18
	Electronic Funds Transfer	19

All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds	“Bond proceeds” means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.
Investment Pool	“Investment pool” means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.
Pooled Fund Group	“Pooled fund group” means an internally created fund of a district in which one or more institutional accounts of a district are invested.
Separately Invested Asset	“Separately invested asset” means an account or fund of a district that is not invested in a pooled fund group. <i>Gov't Code 2256.002(1), (6), (9), (12)</i>
Pledged Revenue	“Pledged revenue” means money pledged to the payment of or as security for: <ol style="list-style-type: none">1. Bonds or other indebtedness issued by a district;2. Obligations under a lease, installment sale, or other agreement of a district; or3. Certificates of participation in a debt or obligation described by item 1 or 2. <i>Gov't Code 2256.0208(a)</i>
Repurchase Agreement	“Repurchase agreement” means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement. <i>Gov't Code 2256.011(b)</i>
Hedging	“Hedging” means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering

into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity

“Eligible entity” means a political subdivision that has:

1. A principal amount of at least \$250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project

“Eligible project” has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov’t Code 2256.0207(a)

Corporate Bond

“Corporate bond” means a senior secured debt obligation issued by a domestic business entity and rated not lower than “AA-” or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov’t Code 2256.0204(a)*

Written Policies

The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district’s funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;
3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment
Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the need arises to liquidate the investment before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

Investment Officer

A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent

with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. *Gov't Code 2256.005(f)*

A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code, Chapter 2256. *Gov't Code 2256.003(c)*

Investment Training Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. *Gov't Code 2256.008(c)*

Initial Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

Ongoing The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

OTHER REVENUES
INVESTMENTS

CDA
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1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

1. The investment officer owns ten percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed ten percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports

Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
 - a. Beginning market value for the reporting period;
 - b. Ending market value for the period; and
 - c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and
7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district.

Gov't Code 2256.025

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

Authorized Investments

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution. *Gov't Code 2256.003(b)*

The board may specify in its investment policy that any authorized investment is not suitable. *Gov't Code 2256.005(j)*

Obligations of
Governmental
Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;
7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and
8. Interest-bearing banking deposits other than those described at item 7 above if:
 - a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;
 - b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;
 - c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
 - d. The district appoints as the district's custodian of the banking deposits issued for the district's account the de-

pository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

*Unauthorized
Obligations*

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than ten years; and
4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of
Deposit and Share
Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;
2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or
3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;
2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;
3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase
Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011

Securities Lending
Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;
2. A loan allows for termination at any time;
3. A loan is secured by:
 - a. Pledged securities described at Obligations of Governmental Entities, above;
 - b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);
4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and
5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

Banker's
Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;
2. Will be, in accordance with its terms, liquidated in full at maturity;
3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and
4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
 - a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
 - b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);
2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or
3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds ten percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed
Investment
Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;
2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and
3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;
2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;
3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;
4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and
5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;
2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and
3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA-" or the equivalent at the time the release is issued; or
2. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

Gov't Code 2256.0204

Hedging
Transactions

The board of an eligible entity (as defined above) shall establish the entity's policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts,

and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity's general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.
2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited
Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required
Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

**Sellers of
Investments**

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
 - a. Is dependent on an analysis of the makeup of the district's entire portfolio;
 - b. Requires an interpretation of subjective investment standards; or
 - c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business
Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act),

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

**Electronic Funds
Transfer**

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

The administration of District funds and the investment of those funds shall be handled as the highest public trust. Investments shall be made in a manner that shall provide the maximum security of principal with both liquidity and diversification limitations in order to meet the daily cash flow needs of the District.

This investment policy applies to all financial assets of the District.

Investment Authority

The chief financial officer and director of budget and finance or other person designated by Board resolution shall serve as the investment officer(s) of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. A registered investment adviser may be contracted to assist in the investment process.

**Investment
Strategy**

The strategy for commingled funds shall be to ensure that cash flows are matched with adequate liquidity. This objective may be accomplished by purchasing high credit quality, short-term securities in a laddered structure, and using constant dollar investment pools and other liquid alternatives for liquidity.

The maximum dollar weighted average maturity for the total District portfolio shall be 360 days. The maximum stated maturity of any specific investment shall not exceed two years.

Investments of the following fund categories shall be consistent with this policy and in accordance with the strategies defined below.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, diversification, and maturities matched to meet anticipated cash flow requirements. A reasonable liquidity buffer shall be maintained for unexpected liabilities.

Custodial Funds

Investment strategies for custodial funds shall have as their primary objectives safety, investment liquidity, diversification, and maturities matched to meet anticipated cash flow requirements.

Debt Service Funds

Investment strategies for debt service funds shall have as their objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. No future investments may be made until successive debt service payments are funded.

Capital Projects

Investment strategies for capital project funds shall be structured to timely meet capital project obligations. If the District has funds from bond proceeds, the funds shall be invested in accordance with provisions in the policy and in the bond documents.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

All Other Funds

Investment strategies for all other funds shall have as their primary objectives safety, investment liquidity, diversification and maturities matched to meet anticipated cash flow requirements.

**Authorized
Investments**

From those investments authorized by law and described further in the Act and the District's CDA(LEGAL) policy, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, the U.S. Government, its agencies and instrumentalities not to exceed two years to stated maturity and excluding mortgage-backed securities. In bond funds, the stated maturity of these securities shall be matched to specific planned liabilities and not extend in maturity beyond the expenditure schedule of the bond funds invested.
2. Fully insured or collateralized certificates of deposit and share certificates with any bank or credit union in Texas under the terms of a written depository agreement, collateralized in accordance with this policy and not to exceed two years to stated maturity.
3. Fully collateralized repurchase agreements as defined by the Act with banks doing business in Texas or primary dealers, not to exceed 90 days to maturity, with 102 percent collateral held by a third party, and under the terms of an executed master repurchase agreement. Flex repurchase agreements may be used for bond proceeds, matched to the expenditure schedule and transacted under an executed Bond Market Master Agreement, not to exceed the expenditure schedule of proceeds.
4. Prime domestic banker's acceptances from a bank with a short-term rating not less than A1/P1 or equivalent, not to exceed six months to maturity.
5. Commercial paper rated no less than A1/P1 or its equivalent by two nationally recognized rating agencies, not to exceed three months to stated maturity.
6. AAA-rated, SEC-registered money market mutual funds, which strive to maintain a \$1 net asset value.
7. A guaranteed investment contract for use as an investment vehicle for bond proceeds, meeting the criteria and eligibility requirements of the Act.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

8. Constant-dollar, local government investment pools as defined by the Act.
9. Federal Deposit Insurance Corporation (FDIC)-brokered certificate of deposit securities from a bank in any state, delivered-versus-payment to the District's safekeeping agent, not to exceed one year to maturity. Before purchase, the investment officer(s) must verify the FDIC status of the bank with the FDIC to ensure coverage.
10. Fully insured or collateralized interest bearing accounts in any bank in Texas.
11. State and local government obligations of any state rated A or above by two nationally recognized rating agencies.

The District may enter into a securities lending program with a bank in Texas or a primary dealer as defined by the Federal Reserve.

Investment Objectives

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. The investment officer(s) or adviser shall monitor financial market indicators, study financial trends, and utilize available educational tools in order to maintain appropriate investment managerial expertise. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio. No investment transactions shall be undertaken that jeopardize the capital position of the overall portfolio.

Liquidity

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements and shall adhere to the investment strategy approved annually by the Board.

Diversification

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from over-concentration of assets in a specific class of investments, specific maturity, or specific issuer.

Yield

The benchmark for the District's portfolio shall be the one-year U.S. Treasury Bill from the comparable period, designated for its comparability to the expected average cash flow pattern and maximum weighted average maturity of the portfolio. The investment program shall seek to augment returns above this threshold consistent with risk limitations identified herein and prudent investment policies.

Collateralization

All cash, collateral, and investments of the District shall be held by an independent third party with whom the District has a current safekeeping/custodial agreement. The District shall retain clearly marked receipts providing proof of the District's ownership.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Time and Demand
Bank Deposits
Pledged Collateral

Collateralization shall be required on all bank time and demand deposits over the applicable FDIC insurance coverage. All securities pledged to the District for these deposits shall be held by an independent third-party institution outside the holding company of the pledging bank.

In order to anticipate market changes and provide a level of additional security for all funds, the market value of the collateral shall be maintained at 102 percent of total principal and accrued interest or 110 percent for mortgage-backed securities. The depository shall be responsible for monitoring and maintaining the collateral and margins daily. The custodian shall provide monthly reports to the District detailing the collateral.

Collateral shall be pledged under the terms of a written depository agreement executed under the terms of the Financial Institutions Resource and Recovery Enforcement (FIRREA). (If the custodian is the Federal Reserve, the District shall execute as an alternate an FRB Pledgee Agreement of Circular 7 form.) The agreement shall be approved by resolution of the bank's board or loan committee.

Acceptable collateral shall include only obligations of the U.S. Government, its agencies and instrumentalities, including mortgage backed securities passing the bank test and excluding letters of credit, and municipal securities rated A or better by two nationally recognized rating agencies. A monthly report of collateral shall be provided directly from the custodian.

Repurchase
Agreements Owned
Collateral

Collateral under a repurchase agreement shall be owned by the District. It shall be held by an independent third-party safekeeping agent approved by the District under an executed Master Repurchase Agreement. Collateral with a market value totaling 102 percent of the principal and accrued interest shall be required, and the counter-party shall be responsible for the monitoring and maintaining of collateral and margins daily.

**Sellers of
Investments**

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).

**Authorized Financial
Brokers / Dealers
and Institutions**

In order to get the best return on its investments, the District may solicit bids in writing, by telephone, or electronically, or by a combination of these methods.

Internal Controls

Internal controls shall be established and documented in writing and shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of all transactions.
6. Documentation of transactions.

These controls shall be reviewed by the District's independent auditing firm.

Monitoring FDIC Status

The investment officer(s) shall monitor on no less than a weekly basis, the status and ownership of all banks issuing brokered certificates of deposits owned by the District based on information from the FDIC. If any bank has been acquired or merged with another bank in which brokered certificates of deposits are owned by the District, the investment officer or adviser shall immediately liquidate any brokered certificates of deposits security that place the District above the FDIC insurance level.

Competitive Transactions

All investments shall be purchased or sold on a competitive basis with bids or offers from three authorized brokers/dealers for the best yield and maturity. Offers of new issue agencies need not be competitively bid but must be compared to comparable maturity securities on the secondary market.

Monitoring Credit Ratings

The investment officer or investment adviser shall monitor, on no less than a monthly basis, the credit rating on all authorized investments in the portfolio based upon independent information from a nationally recognized rating agency. If any security falls below the minimum rating required by policy, the investment officer or adviser shall notify the Board of the loss of rating, conditions affecting the rating and possible loss of principal with liquidation options available at the next meeting after the loss of the required rating.

Delivery Versus Payment Settlement

All security transactions, including collateral for repurchase agreements, shall be conducted on a delivery-versus-payment (DVP) basis. Securities shall be held by an independent third-party custodian designated by the District and evidenced by original safekeeping receipts.

Recommendations

1. We recommend no changes to the District's investment policies CDA (Local).
2. We recommend the following staff members to serve as investment officers:
 - Pam Sanchez, Chief Financial Officer
 - Carol Malcik, Director of Finance
3. Government Code, Chapter 2256 requires investment officers to receive instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board or a designated investment committee advising the investment officer, as provided for in the District's investment policy. We recommend the following providers for investment training:
 - Texas Association of School Administrators (TASA)
 - Texas Association of School Boards (TASB)
 - Texas Association of School Business Officials (TASBO) and its local affiliates
 - Texas Society of Certified Public Accountants and its approved providers
 - Regional Education Service Centers including Region XIII
 - Government Treasurers' Organization of Texas
 - TexPool Academy
 - University of North Texas Center for Public Management
4. We recommend approval of the 2019-2020 Annual Investment Report.

RESOLUTION

INVESTMENT STRATEGY AND INVESTMENT OFFICERS

WHEREAS, Government Code Chapter 2256, commonly referred to as the Public Funds Investment Act requires the Georgetown Independent School District (“Georgetown ISD”) to adopt by resolution a written investment policy regarding the investment of its funds and funds under its control, and to review, not less than annually, its investment policy and investment strategy and adopt an instrument stating that it has reviewed the investment policy and investment strategy, and record any changes made to either the investment policy or investment strategy, and

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

NOW THEREFORE BE IT RESOLVED:

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

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

- Chief Financial Officer
- Director of Finance

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

Board President

Board Secretary



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 8:06:32

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

Consent Agenda

Name of Person Responsible:

Pam Sanchez, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Resolution Adopting Authorized Broker/Dealer List

Background Information:

The Public Funds Investment Act requires the governing body, no less than annually, to review and adopt a list of qualified broker/dealers authorized to engage in investment transactions. The proposed 2020-21 list includes the same broker/dealers as the 2019-20 approved list.

Attachments:

<https://drive.google.com/open?id=1SxaZnnIzA3xM95ba0xMJamhx-zhSkkWG>

Superintendent's Recommendations:

Approval of the Resolution Adopting Authorized Broker/Dealer List

RESOLUTION

A RESOLUTION ADOPTING AUTHORIZED BROKER/DEALER LIST

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

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

WHEREAS, the following broker/dealers are recommended for approval:

NOW, THEREFORE, BE IT RESOLVED that:

- Baird Securities
- BOK Financial
- Cantor Fitzgerald
- FTN Financial
- Intl FC Stone
- Merrill Lynch/Bank of America
- Mizuho Securities
- Morgan Stanley
- Mutual Securities
- Piper Jaffray
- Raymond James
- RBC Capital Markets
- Stifel Nicolaus
- Wells Fargo
- Williams Capital Group

are authorized as broker/dealers for Georgetown ISD.

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

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

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

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

Board President

Board Secretary



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 8:00:41

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

Consent Agenda

Name of Person Responsible:

Pam Sanchez, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Resolution Approving Williamson County 4-H Organization as an Extracurricular Activity

Background Information:

Chapter 76.1 of the 19 Texas Administrative Code recognizes the Williamson County 4-H organization as approved for recognition and eligible for extracurricular status consideration. Participation by 4-H members under provisions of this resolution are designated officials of the school district and students participating in 4-H extension educational activities are counted in attendance for foundation school program funding.

Attachments:

<https://drive.google.com/open?id=1MgWcsRoga1QTrJ1OJFclnWUcCYzc9eBe>

Superintendent's Recommendations:

Approval of the Williamson County 4-H Organization as an Extracurricular Activity

EXTRACURRICULAR STATUS REQUEST

WILLIAMSON COUNTY EXTENSION SERVICE

August 19, 2020

Fred Brent
Georgetown Independent School District
507 East University
Georgetown, TX 78626

Dear Dr. Brent:

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

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

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

Sincerely,



Paige McClellan
County Extension Agent- 4-H and Youth Development

Attachment: Resolution for Extracurricular Status of 4-H Organization

Williamson County Extension Office
100 Wilco Way Ste. AG 201 | Georgetown, Texas 78626
<https://williamson.agrilife.org/> | Tel. 512-943-3300 | Fax. 512-943-3301

Texas A&M AgriLife Extension provides equal opportunities in its programs and employment to all persons, regardless of race, color, sex, religion, national origin, disability, age, genetic information, veteran status, sexual orientation, or gender identity. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

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

Georgetown Independent School District

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

Williamson

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

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

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

Approved this day _____ of _____, 20____.

Board of Trustee

Superintendent



WILLIAMSON COUNTY EXTENSION SERVICE

August 19, 2020

Fred Brent
Georgetown Independent School District
507 East University
Georgetown, TX 78626

Dear Dr. Brent:

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

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

(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member

who:

(A) has a minimum of a bachelor's degree; and

(B) is eligible for participation in the Teacher Retirement System of Texas.

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

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

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

Sincerely,

Paige McClellan
County Extension Agent- 4-H and Youth Development

Attachment: Resolution for Extracurricular Status of 4-H Organization



**THE STATE OF TEXAS
COUNTY OF WILLIAMSON**

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

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

1. This appointment shall commence on the _____ day of _____, 20____ and remain in effect until the _____ day _____ of, 20_____.
2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

Name	Title	Degree	Date	Institution
Kate Whitney	Hort Agent/ Coordinator	BA/MS	Aug. 2017	Texas A&M University
Shelley Franklin	NR Agent	BA/Med	May 2020	West Texas A&M
Paige McClellan	4-H Agent	BS	Dec 2017	Tarleton State University
Andrea Haubner	FCH Agent	BS	May 2017	Virginia Tech
LeAnne Raborn	BLT Agent	BS/Med	May 2018	Texas State University
Gary Pastoshuk	Ag Agent	BSc/MSc	May 1982	University of Saskatchuwan

NAME TITLE DEGREE INSTITUTION DATE

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Georgetown Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 8 or Williamson County Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife



Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Williamson County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service.

This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

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

Signed this _____ day of _____, 20____.

Name of School

Superintendent



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/4/2020 8:37:46

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

Consent Agenda

Name of Person Responsible:

David Biesheuvel

Department or Campus:

Construction & Development

Title of Agenda Item:

Change Order #1 - Replace Fire Alarm Systems at Multiple Facilities

Background Information:

The project to replace fire alarm systems at Village ES, Forbes MS and GHS Annex/Richarte HS is complete and all costs have been reconciled. A total of \$87,605.45 was not spent and will be returned to the general bond fund for future use, as appropriate. Change Order #1 is needed to deduct this savings from the originally approved contract resulting in a final contract amount of \$463,957.55.

Attachments:

<https://drive.google.com/open?id=12je9yx0oE29WFXybABJbdi64hnDSUte9>



BOARD AGENDA ITEM

Superintendent's Recommendations:

Approve Change Order #1 to the contract to replace fire alarm systems at multiple facilities.



AIA Document G701™ – 2017

Change Order

PROJECT: *(Name and address)*
Georgetown ISD 2018 Bond Projects
GISD 2020 Multiple Campus Fire Alarm
Replacements

CONTRACT INFORMATION:
Contract For: General Construction
Date: January 23, 2019

CHANGE ORDER INFORMATION:
Change Order Number: 001
Date: September 2, 2020

OWNER: *(Name and address)*
Georgetown Independent School District
507 E. University Ave.
Georgetown, Texas 78626

ARCHITECT: *(Name and address)*
EMA Engineering and Consulting
328 S. Broadway Ave.
Tyler, Texas 75702

CONTRACTOR: *(Name and address)*
Braun and Butler Construction, Inc.
715 Discovery Blvd., Ste. 109
Cedar Park, Texas 78613

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Return of unused funds to Owner.

The original Guaranteed Maximum Price was	\$	551,563.00
The net change by previously authorized Change Orders	\$	0.00
The Guaranteed Maximum Price prior to this Change Order was	\$	551,563.00
The Guaranteed Maximum Price will be decreased by this Change Order in the amount of	\$	87,605.45
The new Guaranteed Maximum Price including this Change Order will be	\$	463,957.55

The Contract Time will be increased by Zero (0) days.

The new date of Substantial Completion will be

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

EMA Engineering and Consulting
ARCHITECT *(Firm name)*

Digitally signed by Michael Cork
DN: cn=Michael Cork, o=EMA Engineering,
ou=Austin, email=mcork@emaengineer.com,
c=US
Date: 2020.09.02 17:40:48 -0500

SIGNATURE

Michael Cork Director of Operations

PRINTED NAME AND TITLE

09/02/2020

DATE

Braun and Butler Construction, Inc.
CONTRACTOR *(Firm name)*



SIGNATURE

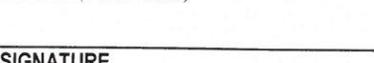
Damon Pfaltzgraff, Project Manager

PRINTED NAME AND TITLE

09/02/2020

DATE

Georgetown Independent School District
OWNER *(Firm name)*



SIGNATURE

Damon Pfaltzgraff, Project Manager

PRINTED NAME AND TITLE

09/02/2020

DATE



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/9/2020 12:44:24

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

Consent Agenda

Name of Person Responsible:

David Biesheuvel

Department or Campus:

Construction & Development

Title of Agenda Item:

Change Order #1 - Ford ES Addition

Background Information:

The project to construct a classroom addition on to Ford ES is complete and all costs have been reconciled. A total of \$146,533.19 was not spent and will be returned to the general bond fund for future use, as appropriate. Change Order #1 is needed to deduct this savings from the originally approved contract resulting in a final contract amount of \$3,035,022.81.

Attachments:

https://drive.google.com/open?id=113uYj3_rLOIXkNs2h4bSdp2HOVT_Z_VI

Superintendent's Recommendations:

Approve Change Order #1 to the contract to construct an addition on to Ford ES.



AIA[®] Document G701™ – 2017

Change Order

PROJECT: <i>(Name and address)</i> Georgetown ISD - Ford Elementary School - Classroom Addition 210 Woodlake Drive Georgetown, Texas 78633	CONTRACT INFORMATION: Contract For: General Construction 1768-06-01 Date: January 23, 2019	CHANGE ORDER INFORMATION: Change Order Number: 001 Date: September 4, 2020
OWNER: <i>(Name and address)</i> Georgetown Independent School District 507 East University Avenue Georgetown, Texas 78626	ARCHITECT: <i>(Name and address)</i> Huckabee & Associates, Inc. 11501 Alterra Parkway Building 7, Suite 120 Austin, Texas 78758	CONTRACTOR: <i>(Name and address)</i> Braun & Butler Construction, Inc. 715 Discovery Boulevard Suite 109 Cedar Park, Texas 78613

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Project reconciliation in return of unused funds to Owner.

The original Contract Sum was	\$ 3,181,556.00
The net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 3,181,556.00
The Contract Sum will be decreased by this Change Order in the amount of	\$ 146,533.19
The new Contract Sum including this Change Order will be	\$ 3,035,022.81

The Contract Time will be unchanged by Zero (0) days.
The new date of Substantial Completion will be

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

ARCHITECT <i>(Firm name)</i> -See attached digital signatures page- SIGNATURE Natalie Welch, AIA PRINTED NAME AND TITLE	CONTRACTOR <i>(Firm name)</i> -See attached digital signatures page- SIGNATURE PRINTED NAME AND TITLE	OWNER <i>(Firm name)</i> -See attached digital signatures page- SIGNATURE PRINTED NAME AND TITLE
DATE	DATE	DATE

Digital Signatures Page





BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/15/2020 14:53:41

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

Consent Agenda

Name of Person Responsible:

Lisa Napper

Department or Campus:

Human Resources

Title of Agenda Item:

2020-2021 T-TESS Appraiser List

Background Information:

In accordance with TEC 21.351, the list of T-TESS appraisers for 2020-2021 school year is attached.

Attachments:

<https://drive.google.com/open?id=163LHcprezSrrvDciqEiCP0RbGXFih0fn>

Superintendent's Recommendations:

Approve the 2020-21 T-TESS Appraiser list, as presented.

Georgetown ISD T-TESS Appraisers for 2020-21

Last Name	First Name
Arriaga	Patricia
Babineaux	Jamie
Baldwin	Denisse
Barr	Deedra
Beaver	Susan
Boone	Nathan
Bottlinger	Nancy
Branstetter	Jacob
Braun	Hollee
Davila	Maria
Del Bosque	Justin
Donnell	Jacob
Dorhauer	Jared
Drummons	Justin
Dyer	Rob
Easter	LaToya
Fraser	Emily
Gandy	Meredith
Garcia	Maria
Germain	Marla
Gomez	Maricela
Guidry	Jennifer
Harris	Lindsay
Holloway	Danielle
Hull	Rachel
Hunt	David
Jayroe	Brandon
Jez	Desiree
Johnson	Brian
Kalla	Heidi
Killingsworth	Brennan
Lambert	Rebecca
Longoria	Alfonso
Lugo	Alana
Mangelsdorf	Amanda
Marbibi	Tamra
Marek	Jessica

Last Name	First Name
McMullen	Jessica
Michalek	Candice
Patterson	Julie
Ptomey	Latishia
Ramos	Marisa
Rogers	Melissa
Romero	Ricardo
Schulz	Bretton
Sepulvado	Kimberly
Sniffin	Jeanna
Spiller	Kelly
Staton	Tarah
Stewart	Tara
Vanicek	Wes
VanMetre	Tosha
Virnig	Samantha
Vogler	Davin
Wang	Ruishi
Watson	Carol
Wittman	Kristi



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 12:27:53

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

Consent Agenda

Name of Person Responsible:

Carmen Domel

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Board Meeting Minutes

Background Information:

Minutes are attached.

Attachments:

Superintendent's Recommendations:

Approval of Board meeting minutes as presented.

August 17, 2020
Georgetown, TX

Scott Stribling called a Board Workshop to order at 3:30 p.m. with Marcos Gonzalez, Melanie Dunham, David Phillips, Ben Stewart, and Superintendent Dr. Fred Brent present. Elizabeth McFarland and David Phillips were not present.

Visitors present: Beth Seaman

Staff attendees: Terri Conrad, Michelle Paige, Wes Vanicek, Curtis Parker, Melinda Brasher, Lannon Heflin, Lisa Napper, Courtney Acosta, Lindsay Harris, Pam Sanchez, Kirby Campbell

There was one public comment presented to the Board and staff.

The GISD Administration team and Superintendent Dr. Brent presented a 2020-2021 school opening update.

The Board workshop adjourned at 4:32 p.m.

Melanie Dunham

The regular August meeting of the GISD Board of Trustees called to order at 5:30 p.m. by Scott Stribling, presiding with Melanie Dunham, Ben Stewart, David Phillips, Andy Webb, Marcos Gonzalez, and Superintendent Dr. Fred Brent. Elizabeth McFarland was not present.

Under the authority of the Texas Government Code Chapters 551.071, 551.072, 551.074, 551.129, 551.082, and 551.0821, the Board went into closed session at 5:31 p.m. to discuss personnel, Superintendent Employment contract, real property, and legal. The Board came into open session at 7:25 p.m.

Visitors present: Lisa Napper, Melinda Brasher, Lannon Heflin, Fred Gibson, Beth Gibson, Michelle Paige, Wes Vanicek, Kirby Campbell, David Gibson, Kelsie Gibson, Debora Barker, Terri Conrad, and Heather Stone

David Biesheuvel presented a 2018 Bond update.

Superintendent's report: tech distribution for remote learning students, top priority of safety throughout the District, return of teachers, first ever virtual convocation, opening of two new campuses Williams Elementary and Wolf Ranch Elementary, Parent U learning, and upcoming dates.

There were three public comments presented to the Board.

Ben Stewart made the motion, seconded by Melanie Dunham, to approve Consent Items as presented. Unanimously approved.

Melanie Dunham made the motion, seconded by Andy Webb, to approve recommendations from Assistant Superintendent of Human Resources, Lisa Napper regarding the selection of district teachers and administrators. Unanimously approved.

CAMPUS SUPPORT STAFF

POSITION: Annie Purl Elementary School - Counselor
APPLICANT: Ericka Blair
ADDRESS: Georgetown, Texas
EDUCATION: Master's degree – Texas State University
EXPERIENCE: 15 years – Leander ISD

POSITION: Benold Middle School - Counselor
APPLICANT: Jennifer Lugo
ADDRESS: Georgetown, Texas
EDUCATION: Master's degree – Angelo State University
EXPERIENCE: 9 years – Jarrell ISD – (previous Georgetown ISD)

POSITION: Cooper Elementary School - Counselor
APPLICANT: Erika Wheaton
ADDRESS: Round Rock, Texas
EDUCATION: Master's degree – Angelo State University
EXPERIENCE: 6 years – Liberty Hill ISD

POSITION: Special Education Department – Behavior Specialist
APPLICANT: Monica Meyers
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor's degree – Southwest Texas State University
EXPERIENCE: 27 years – Hutto ISD

POSITION: Wagner Middle School - Counselor
APPLICANT: Kimberly Loucks
ADDRESS: Georgetown, Texas
EDUCATION: Master's degree – Capella University
EXPERIENCE: 3 years- Craven County Schools

DISTRICT SUPPORT STAFF

POSITION: Mitchell Elementary School – Assistant Principal
APPLICANT: Susanna Beaver
ADDRESS: Leander, Texas
EDUCATION: Master's degree – Lamar University
EXPERIENCE: 13 years – Georgetown ISD

POSITION: Benold Middle School – Assistant Principal
APPLICANT: Maricela Gomez
ADDRESS: Georgetown, Texas
EDUCATION: Master's degree – Texas State University
EXPERIENCE: 6 years – Georgetown ISD – Teacher

POSITION: Maintenance – Director of Maintenance
APPLICANT: Patrick Tate
ADDRESS: Taylor, Texas
EDUCATION: Associate's degree –TSTC Waco
EXPERIENCE: 20 years – City of Hutto

POSITION: Special Education – Speech Language Pathologist
APPLICANT: Samantha Andrews
ADDRESS: Georgetown, Texas
EDUCATION: Master's degree – Texas Tech University
EXPERIENCE: 8 years- Big Sky Pediatric Therapy

TEACHERS

POSITION: Annie Purl Elementary School – Music Teacher
APPLICANT: Francesca Heath
ADDRESS: Austin, Texas
EDUCATION: Master's degree- Youngstown State University
EXPERIENCE: 1 year – Del Valle ISD

POSITION: Annie Purl Elementary School – 5th Grade Bilingual Teacher
APPLICANT: Marina Hadderton
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor's degree – Sul Ross State University
EXPERIENCE: 17 years – Round Rock ISD

POSITION: Annie Purl Elementary School – 3rd Grade Teacher
APPLICANT: Jennifer Ortiz
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor's degree – Western Governors University
EXPERIENCE: 2 years – Jarrell ISD (previous GISD)

POSITION: Benold Middle School – Sp Ed Resource Language Arts Teacher
APPLICANT: Carol Barker
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor's degree –University of Texas at Austin
EXPERIENCE: 10 years – Georgetown ISD – Aide

POSITION: Benold Middle School – Interventionist Teacher
APPLICANT: Rebecca English
ADDRESS: Georgetown, Texas
EDUCATION: Master’s degree – Austin College
EXPERIENCE: 7 years – Santa Fe ISD

POSITION: Benold Middle School – Sp Ed BCS Teacher
APPLICANT: Tamara Thomas
ADDRESS: Copperas Cove, Texas
EDUCATION: Bachelor’s degree – University Maryland
EXPERIENCE: 2 years – Copperas Cove ISD – Aide

POSITION: Benold Middle School – Sp Ed BCS Teacher
APPLICANT: Chloe Rocha
ADDRESS: Temple, Texas
EDUCATION: Bachelor’s degree- Texas State University
EXPERIENCE: 1 year – Belton ISD

POSITION: Bridges Program – 18+ Teacher
APPLICANT: Jake Choi
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor’s degree – University of Texas at Austin
EXPERIENCE: 1 year – Georgetown ISD – Aide

POSITION: Carver Elementary School – 1st Grade Dual Language Teacher
APPLICANT: Tana Loving
ADDRESS: Granger, Texas
EDUCATION: Bachelor’s degree – Sam Houston State University
EXPERIENCE: 1 year – Georgetown ISD – Aide

POSITION: Cooper Elementary School – 4th Grade Teacher
APPLICANT: Lucia Acosta
ADDRESS: Odessa, Texas
EDUCATION: Bachelor’s degree – Sul Rodd State University
EXPERIENCE: 12 years – Presidio ISD

POSITION: Cooper Elementary School – 1st Grade Teacher
APPLICANT: Miranda Jinks
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor’s degree – Texas State University
EXPERIENCE: 0 years – Round Rock ISD – Student Teacher

POSITION: Cooper Elementary School – Sp Ed PPCD Teacher
APPLICANT: Amy McHenry
ADDRESS: Round Rock, Texas
EDUCATION: Master’s degree – Lamar University
EXPERIENCE: 12 years – Pflugerville ISD

POSITION: Cooper Elementary School – Kindergarten Dual Language Teacher
APPLICANT: Lindsay McNease
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor’s degree – Minnesota State University Moorhead
EXPERIENCE: 0 years – Alternative Program

POSITION: Cooper Elementary School – 4th Grade Teacher
APPLICANT: Kristina Tallo-Gutierrez
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor’s degree – Louisiana State University
EXPERIENCE: 6 years – Tangipahoa Parish Public Schools

POSITION: East View High School – CTE Engineering Teacher
APPLICANT: Ryan Brock
ADDRESS: Pflugerville, Texas
EDUCATION: Bachelor’s degree – University of Texas at Austin
EXPERIENCE: 0 years – Alternative Program

POSITION: East View High School – Health Science Technology Teacher
APPLICANT: Amy Lam-Hamer
ADDRESS: Austin, Texas
EDUCATION: Master’s degree – Cal State University Sacramento
EXPERIENCE: 7 years – Eanes ISD

POSITION: East View High School – Language Arts Teacher
APPLICANT: Ryan Little
ADDRESS: Cedar Park, Texas
EDUCATION: Master’s degree- Marian University
EXPERIENCE: 7 years – Carmel Clay Schools

POSITION: East View High School – Learning Design Coach
APPLICANT: Kayla Newmyer
ADDRESS: Georgetown, Texas
EDUCATION: Master’s degree – Florida Southern College
EXPERIENCE: 3 years – Georgetown ISD

POSITION: East View High School – CTE Family Consumer Science Teacher
APPLICANT: Olivia Oshel
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor’s degree – Sam Houston State University
EXPERIENCE: 1 year – Georgetown ISD - Aide

POSITION: East View High School – Science Teacher
APPLICANT: Richardo Sanchez
ADDRESS: Dayton, Texas
EDUCATION: Bachelor’s degree – University of San Antonio
EXPERIENCE: 0 years – Alternative Program

POSITION: Forbes Middle School – 8th Grade Social Studies Teacher
APPLICANT: Tristan Rende
ADDRESS: Jarrell, Texas
EDUCATION: Bachelor’s degree – Florida International University
EXPERIENCE: 0 years – Broward County School District – Substitute Teacher

POSITION: Ford Elementary School – BCS Teacher
APPLICANT: Allison Paul
ADDRESS: Georgetown, Texas
EDUCATION: Master’s degree – University of Phoenix
EXPERIENCE: 1 year – Georgetown ISD - Aide

POSITION: Georgetown High School – Language Arts Teacher
APPLICANT: Kirsten Handler
ADDRESS: Tomball, Texas
EDUCATION: Bachelor’s degree – University of Texas at Austin
EXPERIENCE: 0 years – Alternative Program

POSITION: Georgetown High School – Science Teacher/Assistant Tennis Coach
APPLICANT: Estevam Strecker
ADDRESS: Austin, Texas
EDUCATION: Master’s degree – Auburn University
EXPERIENCE: 0 years – Alternative Program

POSITION: McCoy Elementary School – 4th Grade Teacher
APPLICANT: Elsa Depew
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor’s degree – University of Redlands
EXPERIENCE: 0 years – Alternative Program

POSITION: McCoy Elementary School – 2nd Grade Teacher
APPLICANT: Nataly Rulmyr
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor’s degree - Midwestern State University
EXPERIENCE: 0 years – Alternative Program

POSITION: Mitchell Elementary School – 2nd Grade Teacher
APPLICANT: Christian Noya
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor’s degree – Texas Tech University
EXPERIENCE: 3 years – Killeen ISD

POSITION: Mitchell Elementary School – PreK Teacher
APPLICANT: Melanie Smith
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor’s degree – Virginia Tech University
EXPERIENCE: 12 years – York County Public Schools

POSITION: Tippit Middle School – Assistant Band Director
APPLICANT: Albert Rice
ADDRESS: Austin, Texas
EDUCATION: Master’s degree – University of Texas at Austin
EXPERIENCE: 4 years – Aldine ISD

POSITION: Tippit Middle School – Theater Director
APPLICANT: Michael Dominguez
ADDRESS: Lyford, Texas
EDUCATION: Bachelor’s degree – University of Pan American
EXPERIENCE: 6 years – Dallas ISD

POSITION: Tippit Middle School – Orchestra Director
APPLICANT: Caleb Martin
ADDRESS: Rowlett, Texas
EDUCATION: Bachelor’s degree – Southwestern University
EXPERIENCE: 2 years – Liberty Hill ISD

POSITION: Village Elementary School – 1st Grade Dual Language Teacher
APPLICANT: Victoria Reid
ADDRESS: Cedar Park, Texas
EDUCATION: Bachelor’s degree – University of Texas at Arlington
EXPERIENCE: 0 years – Lovejoy ISD – Student Teacher

POSITION: Village Elementary School – 2nd Grade Teacher
APPLICANT: Jaycee Garlitz
ADDRESS: Leander, Texas
EDUCATION: Bachelor’s degree – Texas State University
EXPERIENCE: 0 years – Alternative Program

POSITION: Village Elementary School – 1st Grade Bilingual Teacher
APPLICANT: Nancy Robledo
ADDRESS: Keene, Texas
EDUCATION: Master’s degree – Texas Wesleyan University
EXPERIENCE: 14 years – Mansfield ISD

POSITION: Wagner Middle School – Sp Ed Resource Inclusion Teacher
APPLICANT: Selena Almaraz
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor's degree – University of Texas at Austin
EXPERIENCE: 1 year – Georgetown ISD – Aide

POSITION: Wagner Middle School – Reading Intervention 6th Grade Teacher
APPLICANT: Cheryl Henningsen
ADDRESS: Leander, Texas
EDUCATION: Bachelor's degree – California State University of Bakersfield
EXPERIENCE: 5 years – Leander ISD

POSITION: Wagner Middle School – 7th Grade Language Arts Teacher
APPLICANT: Karolyn Kusumoto
ADDRESS: Austin, Texas
EDUCATION: Bachelor's degree University of Southern California
EXPERIENCE: 0 years – Alternative Program

POSITION: Williams Elementary School – Sp Ed BCS Teacher
APPLICANT: James Cranmer
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor's degree – Texas State University
EXPERIENCE: 6 years – Hutto ISD

POSITION: Williams Elementary School – 4th Grade Math Teacher
APPLICANT: Lauren Garbutt
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor's degree – Texas Tech University
EXPERIENCE: 0 years – Lubbock ISD – Avid Tutor

POSITION: Williams Elementary School – 2nd Grade Teacher
APPLICANT: Natalie Kenisell
ADDRESS: Round Rock, Texas
EDUCATION: Bachelor's degree – University of Northern Iowa
EXPERIENCE: 19 years – Round Rock ISD

POSITION: Williamson County Juvenile Justice Center – Science Teacher
APPLICANT: Shari Howard
ADDRESS: Leander, Texas
EDUCATION: Bachelor's degree – Louisiana State University
EXPERIENCE: 25 years – East Baton Rouge School System

POSITION: Williamson County Juvenile Justice Center – Social Studies Teacher
APPLICANT: Tonja Hamel
ADDRESS: Georgetown, Texas
EDUCATION: Bachelor's degree – University of Maine Machias
EXPERIENCE: 32 years – Windham School Department

POSITION: Williamson County Juvenile Justice Center – ½ Time PE Teacher
APPLICANT: Payton Reagan
ADDRESS: Thrall, Texas
EDUCATION: Bachelor's degree – West Texas A&M University
EXPERIENCE: 1 year – Georgetown ISD

POSITION: Wolf Rach Elementary School – 1st Grade Teacher
APPLICANT: Julia Anderson
ADDRESS: Leander, Texas
EDUCATION: Bachelor's degree – University of Texas at Austin
EXPERIENCE: 1 year – Bastrop ISD

POSITION: Wolf Rach Elementary School – 3rd Grade Teacher
APPLICANT: Karen Fortner
ADDRESS: Leander, Texas
EDUCATION: Bachelor’s degree – Baylor University
EXPERIENCE: 3 years – Georgetown ISD

Andy Webb made the motion, seconded by Marcos Gonzalez, to approve FFH (Local) policy changes. Unanimously approved.

Ben Stewart made the motion, seconded by Andy Webb, on approval to authorize the GISD Superintendent to close on the contract and purchase the tract of land in the Southwest quadrant of GISD as presented in executive session with the Board President and Secretary memorializing this action by executing a Certificate of Resolutions. Unanimously approved.

Certificate of Resolutions

Date: August 17, 2020

Entity: GEORGETOWN INDEPENDENT SCHOOL DISTRICT, a political subdivision of the State of Texas

Date of Adoption: August 17, 2020

The undersigned secretary of the Board of Trustees of the Entity certifies the following facts:

1. The undersigned is authorized to make and sign this certificate.
2. The undersigned keeps the records and minutes of the proceedings of the Board of Trustees of the Entity, and the resolution below is an accurate reproduction of the one made in those proceedings. It has not been amended, modified, or rescinded and is now in full force and effect.
3. The resolution below was duly adopted on the date of Adoption. The meeting of the Board of Trustees was called and held in accordance with state law and the board’s policies and procedures, and a quorum was present.

RESOLVED, that DR. FRED BRENT (the Authorized Representative), Superintendent of GISD is authorized to execute any deeds, assignments, pledges, and other documents and instruments as the Authorized Representative may deem proper to close on the purchase of that certain 18.28 acres in the Southwest quadrant of the school district. The Entity confirms and ratifies all actions of the Authorized Representative to date with respect to all documents executed on behalf of the Entity.

Purchase of Attendance Credit Agreement

For the 2020-2021 school year, we delegated the contractual authority to obligate the school district under Texas Education Code (TEC) 11.1511(c)(4) to the Superintendent, solely for the purpose of obligating the district under TEC, 48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the Commissioner of Education as authorized under TEC, 49.006. This includes approval of the Agreement for the Purchase of Attendance Credit.

Melanie Dunham made the motion, seconded by Marcos Gonzalez, on approval to adopt the Agreement for the Purchase of Attendance Credits for the 2020-2021 school year. Unanimously approved.

Andy Webb made the motion, seconded by David Phillips, to approve the adoption of the 2020 tax roll resolution as presented. Unanimously approved.

TAX ROLL RESOLUTION

WHEREAS, Section 26.09 of the Property Tax Code requires adoption by the governing body of the Georgetown Independent School District of the appraisal roll with tax amounts entered by the assessor, for the year 2020-21, and

WHEREAS, such roll was presented to the Georgetown Independent School District's Trustees on August 17, 2020, and appears in all things correct as under the applicable laws of Texas, and

WHEREAS, said Trustees voted in open session to adopt said roll,

IT IS HEREBY RESOLVED by the Trustees that the appraisal roll with amounts due totaling \$147,401,506 for the year 2020 is adopted and is the tax roll for the Georgetown Independent School District for the year 2020-2021.

RESOLVED this 17th day of August 2020.

David Phillips made the motion, seconded by Ben Stewart, to approve that property taxes be levied for the 2020 tax year by the adoption of a total tax rate of \$1.3071, which includes \$0.9781 for maintenance and operations and \$0.329 for interest and sinking, as outlined in the Resolution. Unanimously approved.

A RESOLUTION

A RESOLUTION FIXING AND LEVYING SCHOOL DISTRICT AD VALOREM TAXES FOR THE GEORGETOWN INDEPENDENT SCHOOL DISTRICT FOR THE YEAR OF 2020-21, DIRECTING THE ASSESSMENT AND COLLECTION THEREOF:

Whereas, the Board of Trustees of said Independent School District finds that the tax for the year 2020, hereinafter levied for all lawful expenses of the school district and the carrying out of the duties and responsibilities placed upon said school district by law must be levied to provide the revenue requirements of the budget for the ensuing year; and

Whereas, the Board of Trustees of said district further finds that all things prerequisite to the passing of this resolution, including all notices of hearings, consideration of budget and all other things have been done and performed; and

Whereas, the Board of Trustees of said school district further finds that the taxes for the year 2020, hereinafter levied therefore are necessary to pay all lawful expenses of the district and to carry out the duties and obligations placed upon said school district by law (and to provide the required sinking fund on outstanding bonds of the school district and on bonds proposed to be issued for such purposes during the ensuing year);

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GEORGETOWN INDEPENDENT SCHOOL DISTRICT THAT;

For the further maintenance of public free schools in this school district (and to pay the principal of and interest on outstanding bonds of the district falling due) during the ensuing year, and for all other lawful purposes, there is hereby levied and ordered to be assessed and collected for the year 2020, and for each year thereafter until it be otherwise provided and resolved, on all property situated within the limits of the boundaries of this school district, and not exempt from

taxation by valid laws, an ad valorem tax at the rate of \$1.3071 (\$0.9781 to be used for maintenance and operations and \$0.329 to be used for payment of bonds and interest) on the One Hundred (\$100) Dollars valuation of such property.

This resolution shall become effective upon its passage.

Passed, adopted and resolved by the Board of Trustees, at a meeting at which a quorum was present and a majority of the trustees voting for and at which meeting this resolution, in written form, was before the Board at the time of its adoption on the 17th day of August, 2020.

Andy Webb made the motion, seconded by Melanie Dunham, to adjourn at 8:07 p.m. Unanimously approved.

Melanie Dunham



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/17/2020 10:44:40

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

Consent Agenda

Name of Person Responsible:

David Rainey

Department or Campus:

Counseling Services

Title of Agenda Item:

2020-2021 SHAC Membership Approval

Background Information:

Members of the Student Health Advisory Committee (SHAC) rotate on a two year basis. For this reason, we must have approval from the board for the new members each year. We are requesting approval for the new members of SHAC, who are highlighted in yellow on this document. These proposed members represent families from both the GHS and the EVHS feeder patterns as well as the community.

Attachments:

<https://drive.google.com/open?id=17B7xN1O2AMJcDdwF8odi-VWDP2GbfuOk>

Superintendent's Recommendations:

I recommend that the Board approve the 2020-2021 SHAC membership as proposed.

Number	Member Name	Member Email	Representation	Approval Year
1	Michael Douglas	mdouglas@texasscienceeducation.org	Community	2019-2020
2	Jennifer Pinkley	Jenniferpinkley@gmail.com	GHS	2019-2020
3	Kate Steinly	kategtown@gmail.com	GHS	2019-2020
4	Anthony Triola	attriola@gmail.com	GHS	2019-2020
5	Elizabeth Jackson	emjackson76@gmail.com	EVHS	2019-2020
6	Lindsey McDaniel	227Lindsey@gmail.com	GHS	2019-2020
7	Lynn Azuma	lynnazuma@yahoo.com	GHS	2019-2020
8	Amy Vester	amymvester1@gmail.com	GHS	2019-2020
9	Caryn Mosier	Caryn.mosier@gmail.com	GHS	2019-2020
10	Kelli Becerra	Kelli.becerra@wilco.org	Community	2019-2020
11	Katy Ross	drkatyross@gmail.com	EVHS	2019-2020
12	Dana Simmang	dana@simmang.com	EVHS	2019-2020
13	Tiffany Sturman	tiffanys@wilcocac.org	EVHS	2019-2020
14	Elinor "Ryn" Berger	ryn77494@hotmail.com	GHS	2019-2020
15	David Rainey	raineyd@georgetownisd.org	GISD	2019-2020
16	Alondra Cabrera	alondra@georgetownproject.org	EVHS	2020-2021
17	Lola Scoggins	lolagscoggins@gmail.com	EVHS	2020-2021
18	Sean Guerrero	sean.l.guerrero@gmail.com	EVHS	2020-2021
19	Amy Friggle	amyfriggle@yahoo.com	EVHS	2020-2021
20	Lindsey Costello	lindseycostello@gmail.com	EVHS	2020-2021
21	Matthew Easton	measton12@gmail.com	EVHS	2020-2021
22	Clarena Tobon	clarena@unitedway-wc.org	Community	2020-2021
23	Mindy Petty	pettym@georgetownisd.org	GISD	2020-2021
24	Michelle Beneat	michellebeneat@outlook.com	GHS	2020-2021
25	Vani Paleti	drpaletivani@gmail.com	GHS	2020-2021



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/15/2020 14:42:30

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

Action Needed

Name of Person Responsible:

Lisa Napper

Department or Campus:

Human Resources

Title of Agenda Item:

Professional Hires

Background Information:

This recommendation includes professional hires since the August 17, 2020 board meeting. Professional hires will be presented in closed session.

Attachments:

Superintendent's Recommendations:

Approve the recommendation for professional hires as presented.



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/4/2020 8:28:35

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

Action Needed

Name of Person Responsible:

David Biesheuvel

Department or Campus:

Construction & Development

Title of Agenda Item:

Consideration and possible action to authorize the Superintendent to negotiate and execute a contract to purchase a tract of land for a future educational facility

Background Information:

The 2018 Bond Citizens Advisory Committee recommended and the voters approved the design of a Career & Technical Education Center to serve all GISD students. To optimize its effectiveness, it needs to be located near the center of the District. A 35-acre tract of land has been identified that meets this need. Discussions with the land owner have progressed to the point that final negotiations leading to an executed purchase agreement by the Superintendent are needed. The School Board's approval to actually close on the land purchase, if appropriate, will be requested at the completion of staff's due diligence conducted during the contract's feasibility period.



BOARD AGENDA ITEM

Attachments:

Superintendent's Recommendations:

Authorize the GISD Superintendent to negotiate and execute a contract to purchase approximately 35 acres of land for a future Career and Technical Education Center.



BOARD AGENDA ITEM

Board Meeting Date:9/21/2020

Submitted Date: 9/15/2020 11:26:52

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

Action Needed

Name of Person Responsible:

Terri Conrad

Department or Campus:

Learning & Design

Title of Agenda Item:

Consideration and possible action to approve the GISD Asynchronous Learning Plan for submission to TEA

Background Information:

The Texas Education Agency requires that we submit a plan for their approval in order to continue to receive funding for remote learner attendance beyond the first 12 weeks of school. This plan outlines our strategies for attendance procedures, interaction, and communication for remote learners during the 20-21 school year.

Attachments:

<https://drive.google.com/open?id=1OU1s-qBq4bR1yzDSVjXvJcnEVrqocRCh>



BOARD AGENDA ITEM

Superintendent's Recommendations:

Recommend that the Board approve the plan as presented so that it can be submitted to TEA for approval.



Attestations

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**.
As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**. This includes:
 - ✓ Assessments that ensure continued information on student progress remotely
 - ✓ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - ✓ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - ✓ Data from the Learning Management System (LMS) showing progress made that day
 - ✓ Curricular progress evidenced from teacher/student interactions made that day
 - ✓ Completion and submission of assignments planned for that day
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - ✓ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- ✓ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - ✓ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - ✓ Cover all grade levels and content areas that are participating in asynchronous learning
 - ✓ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - ✓ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ✓ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Sample daily schedules for students by grade band:

PK Sample Asynchronous Learning Schedule

180+ Minutes

Block of Time	Activity	Delivery Type
20 minutes	Community Building/SEL/Good Things	Synchronous
20 minutes	Small Groups Language & Literacy	Synchronous or Asynchronous
20 minutes	Activity-Theme/Unit based	Asynchronous
60 minutes	Play-Based Learning- Free Choice Center Time	Asynchronous
45 minutes	Lunch/Recess	
20 minutes	Large Group Activity- Read aloud, new content, music and movement	Asynchronous
15 minutes	Enrichment Activity-art, music, PE	Asynchronous
20 minutes	Small Group Math/Science	Synchronous or Asynchronous
15 minutes	Review/Reflection Time	Asynchronous
Up to 45 minutes	Intervention, Dyslexia, SpEd and/ or G/T services	Synchronous or Asynchronous

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

K-2 Sample Asynchronous Learning Schedule

180+ Minutes

Block of Time	Activity	Delivery Type
10 minutes	Welcome/Good Things/Number Sense Routine	Synchronous
15 minutes	Math Mini-Lesson or Guided Math Group	Asynchronous or Synchronous
30 minutes	Math Stations	Asynchronous
45 minutes	Fine Arts/PE	Asynchronous
15 minutes	Read Aloud or Writing Mini-Lesson	Asynchronous
15 minutes	Independent Reading or Small Reading Group	Asynchronous or Synchronous
45 minutes	Lunch and Recess	
15 minutes	Phonics or Shared Reading	Asynchronous
15 minutes	Independent Writing or Small group writing instruction	Asynchronous or Synchronous
25 minutes	Science or Social Studies	Asynchronous
Up to 45 minutes	Intervention, Dyslexia, SpEd and/ or G/T services	Asynchronous or Synchronous

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

3-5 Sample Asynchronous Learning Schedule

180+ minutes

Block of Time	Activity	Delivery Type
10 minutes	Welcome/Good Things/Number Sense Routine	Synchronous
45-60 minutes	Math <ul style="list-style-type: none"> ● Focus Lesson or Mini-Lesson ● Inquiry Lesson ● Guided Math ● Math Stations 	Asynchronous or Synchronous (Small Group)
45 minutes	Fine Arts/PE	Asynchronous
45-60 minutes	Reading Language Arts <ul style="list-style-type: none"> ● Read Aloud ● Writing Mini Lesson ● Independent Reading ● Independent Writing ● Small Group Reading or Writing 	Asynchronous or Synchronous (Small Group)
45 minutes	Lunch/Recess	
15 minutes	Independent Reading	Asynchronous
25 minutes	Science or Social Studies <ul style="list-style-type: none"> ● 5E Lesson Format 	Asynchronous
Up to 45 minutes	Intervention, Dyslexia, SpEd and/ or G/T services	Asynchronous or Synchronous

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

6-8 Sample Asynchronous Learning Schedule

315+ minutes

Block of Time	Activity	Delivery Type
20 minutes	Advisory/SEL	Synchronous or Asynchronous
45 minutes	Math	Asynchronous
45 minutes	ELAR	Asynchronous
45 minutes	Social Studies	Asynchronous
45 minutes	Science	Asynchronous
45 minutes	Elective 1	Asynchronous
45 minutes	Elective 2	Asynchronous
45 minutes	Elective 3	Asynchronous
45 minutes (Embedded)	Office Hours, Small Groups (as needed/scheduled), Student/Teacher 1:1s, Tutorials	Synchronous
Up to 45 minutes (Embedded or Additional)	Intervention, Dyslexia, SpEd and/ or G/T services	Asynchronous or Synchronous

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

9-12 Sample Asynchronous Learning Schedule

360+ minutes

Block of Time	Activity	Delivery Type
45 minutes	Block 1	Asynchronous
90 minutes	Block 2A or 2B	Asynchronous
90 minutes	Block 3A or 3B	Asynchronous
90 minutes	Block 4A or 4B	Asynchronous
45 minutes	Block 5	Asynchronous
45 minutes (Embedded)	Office Hours, Small Groups (as needed/scheduled), Student/Teacher 1:1s, Tutorials	Synchronous
Up to 45 minutes (Embedded or Additional)	Intervention, Dyslexia, SpEd and/ or G/T services	Asynchronous or Synchronous

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

Sample Schedule Dual Language (2nd Grade)

180 Minutes *Block of time does not correlate to the length of the recorded lesson 10 min. Max

Block of Time	Activity	Dual Lang. Component	Delivery Type
15 min.	Welcome/Good Things/ Morning Message.	LOD Journal Writing Bilingual Pair	Live office hours & Asynchronous (recording of activity) M.W.F. Spanish, T.Th English
10 min.	Math mini lesson + Model Example	Bridging Vocabulary Content Area Instruction Reflection Journal	Live office hours & Asynchronous (recording of activity) English Recording
25 min.	Math Activities	Specialized content area vocabulary enrichment activities	Asynchronous or Synchronous
20 min.	Enrichment (Art/Music/Library/BLC)	BLC LOD	Asynchronous or Synchronous
35 min.	Science/Social Studies mini-lesson with modeling of assignment	Bridging Vocabulary Specialized vocabulary enrichment activities. Reflection Journal	Live office hours & Asynchronous (recording of activity) Spanish Recording
5 min.	Go Noodle/Physical Movement		Asynchronous
10 min.	Read Aloud: Reading Mini-Lesson Integrated (Unit 1)	Specialized content area vocabulary enrichment activities	Live office hours & Asynchronous (recording of activity) English Recording
10 min.	Independent Reading or Small Reading Group	Specialized content area vocabulary enrichment activities	Asynchronous or Synchronous
10 min.	Phonics through Shared Reading (follow LOD) 2x weekly in eng. 3x weekly in spn.	Specialized content area vocabulary enrichment activities	Live office hours & Asynchronous (recording of activity) English Recording

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

20 min.	PE		Asynchronous
15 min.	Read Aloud: Writing Mini-Lesson Integrated (Unit 1)	Journal Writing	Live office hours & Asynchronous (recording of activity) Spanish Recording

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Students will engage in asynchronous learning daily (180+ minutes for PK-5th grade, 315+ minutes for Middle School and 360+ minutes for High School), with structured synchronous learning times that are highly encouraged in order to strengthen and guide student understanding. The week’s activities could include instructional videos (by both teachers and other sources), guided and independent practice, discussion questions for engagement with peers, lesson recap videos, formative assessments, projects, and more. The student schedule is determined by an estimated time duration per subject as opposed to designated time blocks of instruction (see sample schedules). During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can track student login time and assignment completions via online LMS, and tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support.</p> <p>Synchronous learning activities will be scheduled by teachers for specific times. These activities may include small group instruction, office hours, remediation, etc. During asynchronous learning, students will be able to progress at their own pace through the content. As students progress through asynchronous learning, they will have predetermined times where they are able to reach live assistance from their teacher(s) to guide themselves through their learning.</p> <p>Daily student engagement will NOT be defined as requiring 180/240 minutes of logged in time to ClassLink or any other online learning system. Instructional minutes will likely include work that may be completed in an analog format and submitted electronically through image or video, therefore not necessitating being online. Therefore, instructional minutes are not equivalent to logged minutes in the GISD asynchronous format. Daily engagement and student attendance will be determined through review of LMS activity, submission of assignments, and interactions between student and teacher (see attendance question below).</p> <p>1:1 deployment of technology as well as access to wi-fi hotspots as needed will allow for students to access all necessary instructional materials in the asynchronous environment. PK-1 students will have access to a district iPad and students in</p>

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	<p>grade 2-12 will have access to a district Chromebook that they will take home with them and bring to school if they return to on-campus learning.</p> <p>Students will access all of the asynchronous instructional materials by first logging into ClassLink (single sign-on), which will allow the district to run usage reports and use that information as one data point regarding the engagement of students in remote instruction. Students will then access their classroom work through Google Classroom, Seesaw or Schoology.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Students will frequently and consistently use the LMS provided. 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.</p> <p>At the elementary level, student engagement in asynchronous instruction is a minimum of 3 hours (180 minutes). Instruction and activities will be completed primarily asynchronously, though students will receive support through scheduled synchronous times for content-specific support, interventions, small group instruction, and office hours.</p> <p>At the secondary level, students will complete a minimum of learning in asynchronous time (315 minutes for middle school and 360 minutes for high school), with embedded opportunities for synchronous participation. Students in remote learning will take the same number of courses as they would if attending school in-person.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will have the opportunity for interactions with a teacher and peers daily via meetings, check-ins, community time, and/or synchronous learning time. Students will have required interactions with teachers as determined by campus and by need. These could include student conferences, check-ins, office hours, etc. Students will also receive direct feedback from their teachers via submitted asynchronous learning activities. The selected LMS for each grade level is designed with opportunities for students to interact with classmates and teachers using a variety of digital tools.</p> <p>Success in a remote learning environment will rely heavily on the relationships that teachers and students are able to build, the induction that students receive into this unique learning environment, and the on-going feedback and communication between teachers, students, families, and administration.</p>

How will teacher/student interactions be differentiated for students with additional learning needs?

Students with disabilities, students of special populations (504, Gifted and Talented, Dyslexia) or English Learners will also have access to accommodations in the instructional materials. For students with individual needs, additional individual teacher check-ins (longer and more frequent) and access to tools and accommodations with the Learning Management Systems will be provided. Students will also have the opportunity for personalized support during designated office hours offered by teachers.

General education guidelines:

- IEP services including accommodations/modifications will be followed.
- Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held within the timelines virtually or face-to-face with certain exceptions based on participant need.
- Support services will be provided virtually or face-to-face at school.
- Prior to face-to-face evaluations, parents will be contacted to address individual needs.
- Additional measures will be in place in the classroom to support safety and health measures, including frequent hand-washing, and implementing mitigation measures addressing social distancing for students with a documented health or developmental reason preventing the wearing of a mask.
- Use digital tools to support reading, writing and math concepts including visuals, text to speech, enlarged text, virtual manipulatives, digital calculators, and choice boards.

Roles and responsibilities of staff will be identified to support individual student progress:

Inclusion teachers:

- Participate in PLCs with general education staff for content areas they are responsible for instructing.
- Provide virtual check-ins with students to monitor student progress on academic goals.

Resource teachers:

- Meet virtually with all students daily per schedule of services.
- Participate in PLCs with general education staff for content areas they are responsible for instructing.

Specialized districtwide classroom teachers:

- Provide remote learning following the curriculum and scope and sequence for in- person learners. This includes learners that meet criteria for Homebound Services and need remote instruction based on physician documentation.
- Design lessons for students to meet student IEP goals and objectives.

- Use Vizzle for students receiving instruction through a specialized classroom to align education goals to classroom activities and lessons.
- Meet virtually with all students daily in a whole group, small group and/or individually.

English Learners:

- Dual Language instruction for PK through 4th grade will be provided utilizing the same structural parameters as in-person instruction.
- Modifications and accommodations will be implemented to meet student language acquisition needs.
- Parent communication in a student's home language will be provided to support parent involvement.
- Digital tools will be utilized to support students' listening, speaking, reading and writing skills.
- Dual language and ESL teachers will collaborate to ensure lessons are designed to meet the language acquisition needs of students.
- Student conferences will be scheduled to support students struggling to meet their goals.
- Dual Language teachers will provide asynchronous instruction to deliver English Language Development (ELD) or Spanish Language Development (SLD) using read aloud, songs, and other writing activities.

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK/PPCD	GISD Curriculum; Frog Street, STEMscopes, RAZ Kids, ST Math	Seesaw activities; CIRCLE; ST Math; Standards Based Report Card	Yes	Georgetown ISD curriculum addresses differentiation and scaffolding supports. Accommodations and/or modifications will be provided to students according to the student's IEP. Teachers and support personnel also have access to: <ul style="list-style-type: none"> ● Unique Learning ● SymbolStix ● News-2-You ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC. Teachers will also utilize iStation (Spanish), EPIC (Spanish), Sora (Spanish), Learning Patio to support ELs.
	K-2	GISD Curriculum; Savvas enVision (Easybridge); ST Math; STEMscopes; Khan Academy/Khan Mappers; RAZ Kids	Seesaw/Google Classroom activities; District & Campus-based assessments; ST Math; NWEA MAP Growth; Standards Based Report Card	Yes		
	3-5	GISD Curriculum; Savvas enVision (Easybridge); ST Math; STEMscopes; Khan Academy/Khan Mappers; RAZ Kids; Mentoring Minds - ThinkUp! (5th only)	Google Classroom activities; District & Campus-based assessments; ST Math; NWEA MAP Growth; Standards Based Report Card (3rd grade)	Yes		
				271		

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	6-8	GISD Curriculum; McGraw-Hill LTI; Mentoring Minds - ThinkUp!; Khan Academy/Khan Mappers	Google Classroom and/or Schoology activities; District & Campus-based assessments; NWEA MAP Growth	Yes	<p>Georgetown ISD curriculum addresses differentiation and scaffolding supports.</p> <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize student access to Lexia and Rosetta Stone to support ELs.</p>
	9-12	GISD Curriculum; McGraw-Hill LTI; Khan Academy; College Board	Google Classroom activities; District & Campus-based assessments	Yes	<p>Teachers and support personnel also have access to:</p> <ul style="list-style-type: none"> ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize student access to Lexia, Rosetta Stone and Achieve 3000 to support ELs.</p>
ELA Instructional Materials	PK/PPCD	GISD Curriculum; RAZ Kids; EPIC; Frog Street, Developing Talkers	Seesaw activities; CIRCLE; RAZ Kids; Standards Based Report Card	Yes	<p>Georgetown ISD curriculum addresses differentiation and scaffolding supports.</p> <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Teachers and support personnel also have access to:</p> <ul style="list-style-type: none"> ● Unique Learning ● SymbolStix ● News-2-You 	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize iStation (Spanish), EPIC (Spanish), Sora (Spanish), Learning Patio to support ELs.</p>

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	K-2	GISD Curriculum; Lucy Calkins; RAZ Kids; HITT (Handwriting); Studies Weekly; PebbleGo; EPIC	Seesaw/Google Classroom activities; District & Campus-based assessments; NWEA MAP Growth; Standards Based Report Card	Yes	<ul style="list-style-type: none"> ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	
	3-5	GISD Curriculum; Lucy Calkins; Words Their Way; RAZ Kids; HITT (Handwriting); Studies Weekly; PebbleGo; EPIC	Google Classroom activities; District & Campus-based assessments; NWEA MAP Growth; Standards Based Report Card (3rd grade)	Yes		
	6-8	GISD Curriculum; Savvas MyPerspectives	Google Classroom activities; District & Campus-based assessments; NWEA MAP Growth	Yes	<p>Georgetown ISD curriculum addresses differentiation and scaffolding supports.</p> <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Teachers and support personnel also have access to:</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize student access to Lexia and Rosetta Stone to support ELs.</p>
				273		

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	9-12	GISD Curriculum; Savvas MyPerspectives; TurnItIn; Lit Library leveled texts; SORA	Google Classroom activities; District & Campus-based assessments	Yes	<ul style="list-style-type: none"> ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize student access to Lexia, Rosetta Stone and Achieve 3000 to support ELs.</p>
Science Instructional Materials	PK/PPCD	GISD Curriculum; Frog Street; STEMscopes; RAZ Kids	Seesaw activities; CIRCLE; Standards Based Report Card	Yes	<p>Georgetown ISD curriculum addresses differentiation and scaffolding supports.</p> <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize iStation (Spanish) to support ELs.</p>
	K-2	GISD Curriculum; STEMscopes; Pearson Interactive	Seesaw/Google Classroom activities; District & Campus-based assessments; Standards Based Report Card	Yes	<p>Teachers and support personnel also have access to:</p> <ul style="list-style-type: none"> ● Unique Learning ● SymbolStix ● News-2-You ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	
	3-5	GISD Curriculum; STEMscopes; Pearson Interactive	Google Classroom activities; District & Campus-based assessments; Standards Based Report Card (3rd grade)	Yes	<ul style="list-style-type: none"> ● Unique Learning ● SymbolStix ● News-2-You ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	6-8	GISD Curriculum; STEMscopes; HMH Science; Gizmos	Google Classroom activities; District & Campus-based assessments	Yes	<p>Georgetown ISD curriculum addresses differentiation and scaffolding supports.</p> <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize student access to Lexia and Rosetta Stone to support ELs.</p>
	9-12	GISD Curriculum; Pearson Interactive; AP Classroom/College Board	Google Classroom activities; District & Campus-based assessments	Yes	<p>Teachers and support personnel also have access to:</p> <ul style="list-style-type: none"> ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize student access to Lexia, Rosetta Stone and Achieve 3000 to support ELs.</p>
Social Studies Instructional Materials	PK/PPCD	GISD Curriculum; Frog Street; RAZ Kids; EPIC	Seesaw activities; CIRCLE; Standards Based Report Card	Yes	<p>Georgetown ISD curriculum addresses differentiation and scaffolding supports.</p> <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize iStation (Spanish) to support ELs.</p>
	K-2	GISD Curriculum; RAZ Kids; Studies Weekly; PebbleGo; EPIC	Seesaw/Google Classroom activities; District & Campus-based assessments; Standards Based Report Card	Yes	<p>Teachers and support personnel also have access to:</p> <ul style="list-style-type: none"> ● Unique Learning ● SymbolStix ● News-2-You 	
				275		

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	3-5	GISD Curriculum; RAZ Kids; Studies Weekly; PebbleGo; EPIC	Google Classroom activities; District & Campus-based assessments; Standards Based Report Card (3rd grade)	Yes	<ul style="list-style-type: none"> ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	
	6-8	GISD Curriculum; McGraw-Hill Online Resources	Google Classroom activities; District & Campus-based assessments	Yes	<p>Georgetown ISD curriculum addresses differentiation and scaffolding supports.</p> <p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize student access to Lexia and Rosetta Stone to support ELs.</p>
	9-12	GISD Curriculum; McGraw-Hill Online Resources; TurnItIn	Google Classroom activities; District & Campus-based assessments	Yes	<p>Teachers and support personnel also have access to:</p> <ul style="list-style-type: none"> ● Vizzle ● Edmentum ● Solid Roots ● Teachtown ● Co:Writer; Snap & Read 	<p>Linguistic accommodations for instruction, and designated supports for assessment will be determined by the LPAC.</p> <p>Teachers will also utilize student access to Lexia, Rosetta Stone and Achieve 3000 to support ELs.</p>

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Georgetown ISD will leverage our existing TEKS-aligned instructional materials to support our curriculum for students. Asynchronous students will follow the same scope, sequence, minute requirements and curriculum as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods, or for intermittent learning. All materials are Texas Essential Knowledge and Skills (TEKS) aligned. All materials will be stored on our Learning Management Systems (SeeSaw, Google Classroom, Schoology) and will be accessible to all students.</p> <p>Students will leverage the instructional software resources listed above for asynchronous learning as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for students as well (See Tracking Student Progress below).</p> <p>Teachers will receive on-going professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence (See Professional Development calendar below).</p> <p>In addition, instructional frameworks have been updated and adapted to provide support and resources for teachers as they utilize these frameworks with remote students. These updated frameworks include suggestions on how to provide the same type of instructional strategies in a remote setting using digital tools. The frameworks that have been updated include: Elementary Guided Math Remote Learning Framework, Elementary Science Remote Learning Framework, Elementary Balanced Literacy Remote Learning Framework, Elementary Social Studies Remote Learning Framework, Dual Language Remote Learning Framework, Secondary Balanced Literacy Remote Learning Framework, Secondary Math Remote Learning Framework, Secondary Social Studies Remote Learning Framework, and Secondary Science Remote Learning Framework.</p> <p style="text-align: center;">277</p>

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	<p>To support parent and student access to all available instructional materials, the district will use ClassLink so that all students can use one login username and password to access all materials.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Professional Development- To comply with IDEA and our effort to provide quality services to students receiving special services, strategic professional development will be provided to general education teachers, special education teachers, bilingual/ESL teachers and paraprofessionals providing instruction and services to students receiving special services. Professional development will be provided through new teacher orientation, embedded professional learning and specialized training throughout the school year. Teachers will participate in professional learning communities (PLCs) with teachers of the same grade level/content area as well as with other special education teachers.</p> <p>Communication with Student and Provision of Services - As for student interaction, there will be multiple opportunities to connect with teachers. Special education and English Learner teachers will meet with students virtually. Teachers will track prescribed learning and progress for students with disabilities. In addition, Individualized Education Plan accommodations/modifications will be followed and implemented based on the student’s contingency plan and will be tracked. Student learning will be personalized to include accommodations, modifications and/or linguistic supports to ensure students are making academic progress. Special education teachers will meet virtually with all students daily in a whole group, small group and/or individually. They will use various technology applications such as Vizzle, Teachtown, Unique Learning Systems, Solid Roots, Presence Learning, etc. as a resource for aligning education goals to classroom activities and lessons. Dual language and ESL teachers will provide virtual instruction daily in whole group, small group and/or individual support. ESL teachers will ensure digital tools, graphic organizers and visuals are implemented to support a students’ progress toward individual linguistic goals.</p> <p>Related Services & Speech Language Services for students with disabilities - Services for Occupational Therapy, Physical Therapy, Vision Services, Orientation & Mobility, Adapted PE, Auditory Services and Counseling will be provided virtually through pre-scheduled virtual communication tools as much as possible. Some students, based on their individual needs, may require in person therapy. Each students' unique needs will be considered individually. These services will be documented and maintained by the district. Logs are maintained by the providers themselves and used to report progress. Progress reports are archived in the Success Ed system. Parents will receive consultation from therapy providers during each scheduled therapy session upon request. Equipment necessary to meet the students’ goals and objectives will be available for pick up or delivered to the students’ home. Contingency Plans will reflect any changes to the provision of direct services.</p> <p>Support for Bilingual/English Learner Students - Dual language and ESL teachers will collaborate to ensure lessons are designed to meet the language acquisition needs of students. Supplemental digital tools will be used to support listening, speaking, reading and writing skills of ELs. Evaluation sessions will be scheduled on a regular basis to support students</p>

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

struggling to meet their goals. Dual Language teachers will provide asynchronous instruction to deliver English Language Development (ELD) or Spanish Language Development (SLD) using read aloud, songs, and other writing activities.

Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	<p>Students are required to be engaged daily with work; students who do not demonstrate engagement on a given day will be marked absent. Specific engagement expectations are defined by grade level and/or subjects/courses.</p> <p>Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in teacher office hours or any other live/synchronous offerings for additional support and instruction.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ● show up on time for live/synchronous opportunities ● complete daily asynchronous activities and assignments ● participate in any pre-scheduled tutorials, small group instruction or parent-student-teacher conferences ● respect the privacy of their fellow classmates participating in online or in-person activities ● turn in work daily or as assigned by the teacher ● follow the GISD Code of Conduct during remote learning as well as on campus.
What is the system for tracking daily student engagement?	<p>Teachers have access to a variety of tools to monitor student engagement for attendance purposes during remote learning, including interactions with students via email, phone call, messaging, and Google Meet, assignments and exit tickets submitted via Google Classroom, and activity tracking and monitoring of student engagement in district-approved applications via Classlink Teacher Console.</p> <p>During remote learning, a student will be considered engaged and marked present for attendance purposes by teachers based on the following criteria:</p>

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	<ul style="list-style-type: none"> ● Curricular progress evidenced from teacher/student interactions made that day, by any method, including phone, email, classroom messaging apps, or participation in Google Meets. The interaction MUST occur directly between the teacher and the student. An interaction between the teacher and the student’s parent/guardians, or between office staff and the student or parents, does not constitute an eligible interaction for a student’s remote learning attendance. ● Curricular progress evidenced from teacher/student interactions made that day, by any method, including phone, email, classroom messaging apps, or participation in Google meets ● Completion and submission of assignments planned for that day, including homework, classwork, exit tickets, and other class activities submitted to the teacher by any method by midnight of that day <p>Students will be expected to access all learning apps, including Google Classroom, through Georgetown ISD Classlink so that teachers have an accurate accounting of the activity throughout the day in the Classlink Teacher Console. If a student is engaged in asynchronous learning and completes an entire week’s worth of learning activities on Monday and does not participate in daily activities for the remainder of the week, he/she will be marked present on Monday only and counted absent for Tuesday-Friday.</p> <p>Elementary homeroom teachers will monitor student engagement and take attendance in Skyward daily for all remote learners. Secondary teachers will also monitor student engagement and take attendance in each course daily.</p> <p>All teacher attendance will be submitted daily by 5 PM, and parents will be notified of absences by an automated SchoolMessenger alert by 6 PM daily in order to allow students to make up any assignment or participate in any missed activity before 11:59 PM. Teachers will have the ability to update absences in Skyward if progress or engagement occurred after hours on the prior day.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</p>	<p>Although the criteria for being marked present for remote learning is slightly different than the criteria for being marked present on campus,GISD is utilizing the same expectations, processes, and procedures for teachers to track daily and course attendance to ensure that remote learning is monitored consistently and parents are notified of issues in a timely fashion.</p> <p>It is important that students understand that remote learning attendance is based on daily engagement, not solely the completion of assignments. State law TEC §25.092 and Georgetown ISD Policy FEC (Local) and (Legal) still require students to attend at least 90 percent of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.</p> <p>Teachers will take attendance either daily at elementary or by course/period at secondary. Parents will receive the same feedback for their remote learner’s attendance in class as they would for an on-campus learner and can monitor text messages, email notifications, and Skyward Family Access portal for feedback on remote learning attendance/engagement.</p>

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

What is the system for tracking student academic progress?	<p>Throughout a grading period, students will be assessed on teacher developed assessments designed for students to demonstrate content mastery. Students in grades PK-3 will engage in activities aligned with the standards-based report card. These activities will largely be assessed through Seesaw for virtual learners. For students in grades 4-12, the teacher developed assessment will be in a variety of measures.</p> <p>Students in PK-8 will also be given a variety of Beginning, Middle, and End of the Year assessments to measure growth and identify needed skills to be addressed through either acceleration or intervention (see Progress Monitoring and Assessment information above).</p> <p>In addition, teachers will be expected to track assignment grades in Skyward Family Access for remote learners in the same way they track assignment grades in Skyward for on-campus learners. Parents can customize their grading notifications to receive alerts for missing assignments, low grades, or a low average in a course.</p> <p>Campuses will post progress reports for all learners every 3 weeks, and report card grades every nine weeks.</p>
What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Teachers are expected to provide weekly feedback for asynchronous work. Feedback from teachers to students is conducted through a variety of methods, via LMS, activities, or small group instruction and teacher tutorial time. This feedback allows students to have a clear understanding of their academic progress on a consistent and frequent basis. Additional parent-student-teacher interactions will occur on an as-needed basis and as scheduled by the parties involved.</p>

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Sample educator professional development schedule.

		281	<p><u>Thursday, Aug 6</u> New Employees: Capturing Kids Hearts (½ day) & Campus-based</p>	<p><u>Friday, Aug 7</u> New Employees: Capturing Kids Hearts (½ day) & Campus-based</p>
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GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

			learning/work time (½ day)	learning/work time (½ day)
<p><u>Monday, Aug 10</u> New Employees: District Induction (½ day) & Campus-based learning/work time (½ day)</p>	<p><u>Tuesday, Aug 11</u> Campus-based learning District Convocation</p> <p><<Remote Learning Thrive Guide learning taking place>></p>	<p><u>Wednesday, Aug 12</u> Campus-based learning</p> <p><<Remote Learning Thrive Guide learning taking place>></p>	<p><u>Thursday, Aug 13</u> District-wide virtual live professional learning sessions offered (See sample educator schedule below)</p> <p><<Remote Learning Thrive Guide learning taking place>></p>	<p><u>Friday, Aug 14</u> District-wide virtual live professional learning sessions offered (See sample educator schedule below)</p> <p><<Remote Learning Thrive Guide learning taking place>></p>
<p><u>Monday, Aug 17</u> Campus-based learning/work time</p> <p><<Remote Learning Thrive Guide learning taking place>></p>	<p><u>Tuesday, Aug 18</u> Campus-based learning/work time</p> <p><<Remote Learning Thrive Guide learning taking place>></p>	<p><u>Wednesday, Aug 19</u> Campus-based learning/work time</p> <p><<Remote Learning Thrive Guide learning taking place>></p>	<p><u>Thursday, Aug 20</u> First day of school (remote learning)</p> <p><<Remote Learning Thrive Guide learning taking place>></p>	<p><u>Friday, Aug 21</u> Ongoing job-embedded PL</p> <p><<Remote Learning Thrive Guide learning taking place>></p>
<p>Aug 24 and beyond: Ongoing embedded professional learning through PLCs, Remote Learning Thrive Guide, and other asynchronous learning opportunities. District & campus professional learning days throughout the school year will include live sessions around needed topics from the Thrive Guide as well as technology- and content-specific learning.</p>				

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

August 13-14, 2020 District Learning

TYPE - STRATEGIES • AUGUST 13 • THURSDAY

G Strategies

AUGUST 13 • THURSDAY

8:30am – 4:00pm	<p>G Engaging Digital Learners with the lead4ward Virtual Strategy Playlist <i>Speakers: Jenna Shimmers</i> Engaging students in remote learning can be challenging! Explore quick and easy strategies from the lead4ward virtual playlist that can help enhance the experience of online learning for students.</p> <p>Link: https://drive.google.com/drive/folders/197PMpgTNb4HfMmM5Kvn0PR_Wk8gx64</p>	Virtual
8:30am – 4:00pm	<p>G Using iMovie to Engage Students <i>Speakers: Rebecca Nolen</i> Link: https://docs.google.com/document/d/1oUq6wo1ouFT2t5qU9-wL0UA0iLtzH0xk_J_rFibM/edit?ts=52a1281 (1-hour session)</p>	Virtual
9:00am – 10:00am	<p>G Critical Thinking as the Key to Classroom Management <i>Speakers: Hope Scallan</i> Student learning is the ultimate goal in education, but we also know that learning can't occur without effective classroom management. What if you could foster critical thinking in your approach to classroom management? Walk away from this session with practical tips and strategies to leverage critical thinking within behavior management.</p>	Virtual
9:00am – 10:00am	<p>G Cross Disciplinary Teaching-Making Deeper Connections that Last <i>Speakers: Jenny Gebhardt, Sarah Kuczek</i> Teachers looking for a way to help students make deeper connections across curriculum with their peers.</p>	Virtual
10:00am – 11:00am	<p>G Low Floor, High Ceiling: Concrete Strategies to Unlock Excellence in All Students <i>Speakers: Hope Scallan</i> Denying access to rigorous learning opportunities because students are "too low" is unacceptable. Open the door to increased gifted identification rates in underrepresented populations with practical strategies in this interactive workshop. Participants will leave equipped with content and grade-agnostic tools to raise the bar for students with sustainable differentiation strategies.</p>	Virtual
10:00am – 11:00am	<p>G Student Reflection and Ownership <i>Speakers: Rebecca Cruz</i></p>	Virtual
2:00pm – 3:00pm	<p>G Assessment and Feedback Roundtable <i>Speakers: Wes Vanicek</i> Come join fellow educators to hear and share ideas related to assessment. Topics on the table will be formative assessment, summative assessment, assessment in a remote learning environment, and assessment in a 1-to-1 technology environment.</p> <p>Collaborative Padlet</p>	Virtual

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>GISD will be providing remote-only instruction for the first 3 weeks of school. Therefore, all educators will need to have initial and ongoing (within the first 3 weeks) learning opportunities for success in remote learning. Additionally, teachers continuing to provide asynchronous instruction beyond the first 3 weeks of school will need ongoing professional learning to support their success.</p> <p>All GISD educators will be provided initial learning centered around 4 main areas: Building relationships with students in a remote setting, designing engaging work in a remote setting, content-specific learning around instructional practices and how to adapt them to a remote setting, and technical training in operating successfully in a remote setting. Learning opportunities will be provided throughout the in-service days from August 11-August 19. Ongoing learning will be embedded through PLC time, asynchronous learning opportunities, office hours, and teacher check-ins. The ongoing learning will continue to dig into the foundational learning provided during in-service days, but also focus on application and specific problems of practice. Additionally, topics such as effective assessment practices (both formative and summative) will be incorporated throughout the year.</p> <p>REMOTE LEARNING THRIVE GUIDE</p> <p>This self-paced playlist, structured around Relationships, Designing Engaging Work, Content, Instructional Strategies, and Google Classroom through the lens of design, will provide support and learning for teachers throughout the semester. Teachers will guide their learning based on a self-assessment and be able to not only access asynchronous learning, but will also be provided with synchronous opportunities that align with the specific guiding questions strategically developed to support robust remote learning experiences. The playlist also provides reflective questions within each of the learning areas to help them process the learning through the lens of remote learning. As a result of their learning and reflection, they also have suggested actions they can take to design units and structure student learning through Google Classroom in a remote environment. Content specific remote learning frameworks are also embedded into the playlist for teacher learning and reference.</p>

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

Sample from Remote Learning Thrive Guide:

Remote Learning Thrive Guide

The purpose of this playlist is to help you start the year feeling confident and prepared in specific areas you would like to grow. This is a playlist that can support you throughout the semester and is NOT intended to be completed like a checklist. You can use the self-assessment linked below to help you narrow your learning focus. The work you do through this will not add to your "to do" list, but help you work through many of the things that are likely already on your mind while providing you with resources and learning to support along the way.

Google Classroom: The Lens of Design and the Core Four

Guiding Question	Option 1: LEARN (Asynchronous)	Option 2: LEARN Virtual Sessions 8/13 & 8/14	THINK	DO
How can I create a good foundation for student success with Google Classroom?	<p>Explore this website to find some resources that help students and families understand the Google Classroom layout.</p> <p>Consider utilizing the ideas in this blog post: Getting Students Started with Google Classroom.</p> <p>Check out this YouTube playlist for a large list of some short tips and tricks for setting up your students for success.</p> <p>Contact your campus Digital Learning Coach (DLC) for coaching around your Google Classroom design.</p>	<p>Google Classroom Getting Started for Grades PK-12 Teachers who are New to Google Classroom</p> <ul style="list-style-type: none"> Thurs 8/13 9:30-11:30 Fri 8/14 9:30-11:30 	<p>Do you know what Google Classroom looks like from the student perspective?</p> <p>Can you explain how your students will navigate your Google Classroom?</p> <p>Do your students know what to expect when working in your Google Classroom?</p> <p>How can you structure your Google Classroom settings and topics to ensure student success?</p>	<p>Set up your Google Classroom and create a "welcome video"/walk through to introduce students to their Google Classroom. Show them where everything is and why the items you chose to include are important. You could even take it one step further and create a virtual classroom scavenger hunt.</p>
What does design thinking look like and how can I apply it to my Google Classroom?	<p>Explore this infographic on the design qualities in a remote or in person learning environment.</p> <p>Read over the best practices for setting up a Google Classroom for remote learning.</p> <p>Explore this website to find some resources that will benefit your Google Classroom design.</p> <p>Contact your campus Digital Learning Coach (DLC) for coaching around your Google Classroom design.</p>	<p>Attend one of the Google Classroom sessions on August 13 or 14 for more in depth conversations around this topic.</p> <p>Google Classroom Best Practices for Grades PK-12 Teachers who are Experienced with Google Classroom:</p> <ul style="list-style-type: none"> Thurs 8/13 1:00-3:00 Fri 8/14 1:00-3:00 	<p>What structures can you build into your Google Classroom to support protection from adverse consequences? For organization of knowledge? For content & substance</p> <p>How will you organize the knowledge so that it supports both on-campus and remote learning? Why would this even be important?</p>	<p>Using your SPEC sheet, structure or restructure your Google Classroom to meet the needs of your learners. Be sure to include resources and topics that are most beneficial for your who.</p> <p><i>Reference the Designing Engaging Work Section for information on building a SPEC sheet.</i></p> <p>*Keep in mind that COVID may cause your on-campus learners to become remote learners at any time.</p>

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

	<p>What G Suite and district supported tools integrate well with Google Classroom to create an enriched learning environment?</p>	<p>Choose one or two of the district supported tools from the list below and explore ideas for their use.</p> <ul style="list-style-type: none"> • Jamboard • Google Meet • Interactive Google Slides • Screencastify Unlimited • Flipgrid • Seesaw • EdPuzzle • Google Forms • Pear Deck <p>Contact your campus Digital Learning Coach (DLC) for coaching around your Google Classroom design.</p>	<p>Flipgrid</p> <ul style="list-style-type: none"> • Thurs 8/13 1:00-4:00 • Fri 8/14 1:00-4:00 <p>Jamboard</p> <ul style="list-style-type: none"> • Thurs 8/13 3:00-3:50 • Fri 8/14 3:00-3:50 <p>Google Forms</p> <ul style="list-style-type: none"> • Thurs 8/13 9:30-11:30 • Fri 8/14 9:30-11:30 <p>Google Meet Best Practices</p> <ul style="list-style-type: none"> • Thurs 8/13 10:30-11:20 • Fri 8/14 3:00-3:50 <p>Screencastify</p> <ul style="list-style-type: none"> • Thurs 8/13 8:30-9:30 Google Meet Link • Fri 8/14 8:30-10:30 Google Meet Link 	<p>What is the learning objective of your unit/lesson and how will this tool assist students in achieving that goal?</p> <p>Does this tool add to the learning? How often will this tool be used? Is it something that will last all year or does it only fit for one lesson?</p> <p>Are you adding too many tools? Will it overwhelm students and parents?</p>	<p>Create an assignment for your Google Classroom using one of the tools you selected that will support relationship building or any other learning objective for your class.</p>
<p>Thanks to the Digital Learning Coaches and Learning Design Coaches for their work on these playlists!</p>					
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>This will be accomplished by focusing on four specific areas: building relationships with students in a remote setting, designing engaging work in a remote setting, content-specific learning around instructional practices and how to adapt them to a remote setting, and technical training in operating successfully in a remote setting.</p> <p>Professional learning opportunities will also be provided in formats like the asynchronous learning that teachers will be providing students, so that educators are able to experience the end-user student perspective and have the instructional formats modeled for them through their professional learning.</p> <p>Through this initial digital onboarding process as well as ongoing teacher-driven topical discussions throughout the fall semester, teachers will discuss how to effectively leverage Google Classroom, Seesaw and Schoology to deliver course content and respond to the data provided in the LMS feedback system. Educators will use LMS progress markers and reports, as well as other forms of progress monitoring, to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work. The opportunity to replicate the virtual training modules outlined above during the remainder of the school year will also help to instill best practices for asynchronous course delivery.</p>				

GEORGETOWN ISD ASYNCHRONOUS PLAN 2020-2021

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Communication with parents will be facilitated through various platforms such as the Georgetown ISD website, social media, Skyward communication, superintendent updates, campus newsletters and ParentU Learning.</p> <ul style="list-style-type: none"> ● Georgetown ISD website and social media: GISD will use these platforms to provide easily accessible announcements pertaining to all students in GISD. ● Skyward: GISD uses Skyward to provide quick announcements to students’ families. Parents can also access their students’ grades to monitor progress. ● Learning Management Systems: Parents will have access to a parent portal, which will allow them to oversee their student’s progress on academic assignments, engagement with lessons, and their interaction with teachers. The LMS also serve as a two-way communication between parents and teachers. ● ParentU: Newly launched website that offers video tutorials and information on how to support your student (including with remote learning). Additional offerings will be added regularly, as well as face-to-face or live options for parent support.
<p>What are the expectations for family engagement/support of students?</p>	<p>Prior to commitment: Weekly communications to community, online community forums, district/campus plans, website FAQs and responses to Let’s Talk inquiries are all being used to communicate the expectations of asynchronous instruction to families prior to them making a commitment to a particular format.</p> <p>During asynchronous instruction: Weekly teacher communication (at a minimum), weekly schedules and expectations, timely feedback on assignments and grading, daily notification of any student absences from asynchronous participation, and conferencing will all be used to communicate the ongoing expectations for asynchronous instruction to families.</p> <p>Families will be asked to assist in monitoring that their student is engaging in daily learning by checking assignment due dates and grades in Skyward Family Access and following up on daily absence notifications from teachers. Absence notifications will allow enough time for students to participate in expected activities before the end of the day to make up the absence. Families will also be asked to be in communication with teachers/school/district as they experience concerns or questions regarding their student’s learning and their engagement in remote learning.</p>

<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Georgetown ISD’s new ParentU will serve as one way in which we support parents and families with additional resources and training. ParentU will curate resources for families on topics such as technology tutorials, healthy practices for school age students, and academic support in the areas of literacy and numeracy. ParentU also will offer opportunities for parents such as classes, webinars, meetings, Q&A forums, and ongoing training.</p> <p>Additional supports for families:</p> <ul style="list-style-type: none"> ● Extended technology help desk access for families to offer evening hours for those that cannot seek assistance during the work day ● Hot-spot check out for families without internet access ● After hours tutorials for students ● Technology help desk assistance by appointment for 1:1 assistance ● Take home kits for math manipulatives, PE, Early Literacy/Numeracy as needed ● Backpack buddies and school supply deliveries via bus transportation as needed
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