



# Agenda of Regular Meeting December 14, 2020 6:00 PM Closed Session / 7:00 PM Open Session

A Regular Meeting of the Board of Trustees of Georgetown ISD is December 14, 2020, beginning at 6:00 PM in the GISD Hammerlun Center for Leadership & Learning Building at 507 E University Avenue. Immediately after opening, the Board of Trustees will convene in Closed Session and will return to Open Session following the completion of Closed Session. The Board will not reconvene in Open Session before 7:00 p.m.

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

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

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

- I. Determination of Quorum, Call to Order, and Pledges of Allegiance
- II. Closed Session (authorized by TX Gov't Code Section 551.071, 551.074, 551.082, 551.0821)
- III. Recognitions
  - Malinda Brasher
  - A. Jack Frost Citizen Recipients 3
  - B. GHS Girls Cross Country - State Qualifier 20
- IV. Presentations
- V. Information Items
  - A. Lonestar Circle of Care at Richarte High School 22
  - Courtney Acosta
- VI. Superintendent's Report 23
  - A. District Activities and Events
  - B. COVID Update

VII. Hearing of Citizens Who Desire to Come Before the Board	
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A. Financial Reports	40
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A. Consideration and Possible Action on Appointment, Employment, Evaluation, or Duties of Professional Employees Lisa Napper	63
B. Consideration and Possible Action on Amendments to GISD District of Innovation Plan Wes Vanicek	64
C. Consideration and Possible Action on New Principal Evaluation Tool Lindsay Harris	72
D. Consideration and Possible Action on Board Targets and Progress Measures Wes Vanicek	95
E. Consideration and Possible Action on CAC Goals, Charges, and Parameters Dr. Fred Brent	98
X. Closed Session (authorized by TX Gov't Code Section 551.071, 551.129, 551.074)	
XI. Adjourn	



## BOARD AGENDA ITEM

**Board Meeting Date: 11/18/2020**

**Submitted Date:** 11/18/2020 10:43:10

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

**Recognition**

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**Name of Person Responsible:**

Amy Beran

**Department or Campus:**

Georgetown High School

**Title of Agenda Item:**

Jack Frost Citizen of the Month

**Background Information:**

Monthly award recognizing two outstanding seniors

**Attachments:**

<https://drive.google.com/open?id=1ITvXjaDjQu4uGMxfB4IhI4p8hPckolhh>

**Superintendent's Recommendations:**

N/A



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/7/2020 13:15:04

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

**Recognition**

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**Name of Person Responsible:**

Maria Arellano

**Department or Campus:**

East View high school

**Title of Agenda Item:**

Jack Frost citizenship award

**Background Information:**

December recipients--Vanessa Calzada and Brooke Perry

**Attachments:**

[https://drive.google.com/open?id=1M9jEiEQlozLFzhx\\_ebF7hLy4bGM9oYJz](https://drive.google.com/open?id=1M9jEiEQlozLFzhx_ebF7hLy4bGM9oYJz),  
<https://drive.google.com/open?id=1KE5NwKr5vHdTJjPW06vlwzqkxR-6hVL8>

**Superintendent's Recommendations:**

yes

# Application for Jack Frost Citizen of the Month Award

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

Applicant's Name: Vanessa Calzada

Parents' or Guardians' Names: Anthony and Cecilia Calzada

## School Activities

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

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
Student Council	10th-12th	Secretary(11) Treasurer(12)	As Secretary of student council, my responsibilities were to take notes at every meeting, help come up with ideas for activities that all of the school could participate in, help come up with ideas for teacher appreciation each month, and I was also the head of the D.A.S.H committee. As Treasurer of student council, my new responsibilities are almost the exact same as above but instead of taking notes at every meeting I report and keep an accurate record of our financial situation.
UIL Academics	10th-12th	Secretary(10)	We had leadership positions for one year and then decided to get rid of them for UIL. As secretary though I would take notes at the meetings and help come up with ideas for our Halloween and Christmas party. As for my accomplishments in UIL, I've had many. In my first year competing I placed 2nd in Calculator applications and 4th in accounting at a local

			<p>meet and then I had placed 2nd individually and 1st with my team for Calculator Applications at the district meet and we moved on to regionals. During my junior year, I placed 1st in accounting twice, 6th in accounting once, and 4th in calculator applications once. Unfortunately, we were not able to have district last year due to COVID and we have not had another meet so far this year so those are my only accomplishments so far.</p>
Mu Alpha Theta	11th-12th	Treasurer(12)	<p>Mu Alpha Theta is a math honor society that helps people strive to be better in math and helps to keep people interested in math. As treasurer, my responsibilities are to keep track of the budget and to make sure we don't mess up our budget..</p>
NHS	11th-12th	N/A	<p>In NHS our responsibility is to help around the community to make it better and to be a leader in whatever we do.</p>
Orchestra	9th-12th	Head Librarian(11)	<p>As head librarian, I was responsible for labeling and organizing the music while also being in charge of making copies of the music when needed. I also had two assistant librarians that I watched over and could ask for help from when I needed help fulfilling a task. However, we did not hold elections for any positions for this school year due to COVID so I no longer retain the position.</p>

**Community Activities**

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

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
Church	4	<p>I help around a lot in my church so I have many different responsibilities within. (1.) I am a DOC at my church which is short for "Disciple of Christ." As a DOC, we are responsible for helping and leading small groups in our RE (religious education) program. We are the examples for the kids in RE to look up to so they know how religious education can impact their lives. (2) I am an altar server in my church which is someone who helps the mass flow and also assists the priest by bringing things up to the altar when they are needed. (3.) I am also an EMHC at my church which is somebody who assists in the distribution of Holy Communion which is a pretty big thing in the Catholic church because we believe that the Holy Communion is the body and blood of Christ so it is a pretty big thing to distribute it to the people at mass.</p>


Why do you strive to be a good citizen?

I strive to be a good citizen because I want to be a good role model for everybody else. I believe that the people ahead of use set the stage for the people after them so I hope that by being a good citizen I am influencing someone else's path to also become a good citizen and positively influence the people around them.

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

An accomplishment I am most proud of is medaling in accounting last year at numerous practice meets for UIL. This was a proud accomplishment for me because sophomore year in Accounting I, I did not think I was good at accounting or even knew what was going on in that class because our teacher didn't really teach us. However, when I took Accounting II last year (with a new teacher) I realized that I was actually really good at it and understood the concepts better than I would've ever thought. When I started doing good at the UIL meets that was also one of the indicators for me that I actually understood Accounting which was a really big thing for me because it helped me decide that I want to possibly try double majoring in Finance and Accounting when I go to college.

What are your goals after high school graduation?

After high school graduation I plan to pursue a degree in Finance with the possibility of double majoring in Accounting as well. After I complete my degree I plan to work for a company as a financial analyst and possibly work my way up to CFO one day.

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

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

Signature required

This student is not truant or frequently absent from school. \_\_\_\_\_

Signature required

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

Teacher's Name: Ms.Amber Browning      Current Campus: EVHS

Reason for selection-

I chose Ms.Browning because she has inspired me a lot and she has helped me get to where I am today. When I joined student council my sophomore year I did not think that I had any leadership skills at all. However, as time passed Ms.Browning started to put more trust in me and in my junior year I was getting put in charge of projects for student council. When I realized I did have the skills to be in charge of things, and executing them properly that led me to join more clubs and organizations. Since in student council we need teachers to volunteer for certain events or we are having our monthly teacher appreciation treat/gift this has helped me get to know and form a better relationship with some of my teachers. Thanks to Ms.Browning I have been able to talk to many of my teachers without worrying, I have been more confident in my leadership ability, and most importantly I know I have a teacher that I can trust and talk to.

# Application for Jack Frost Citizen of the Month Award

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

Applicant's Name: Brooke Perry

Parents' or Guardians' Names: Bruce and Camarie Perry

## School Activities

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

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
East View Choir	4 years (9th-12th grade)	Vice president, librarian, assistant section leader, sight reading sectional leader	Received 1st division rating (the highest rating possible) on a solo for 3 consecutive years during Solo and Ensemble competition, performed in shows, including "A Jolly Holiday" each year
GLEE! Show Choir	2 years (11th-12th grade)		Performed in special shows throughout the year, including "A Jolly Holiday." Attended GLEE retreats and weekly after school practices. Various performances throughout Georgetown (Sun City, Christmas Stroll, GISD events)

East View Cheer	3 years (10th-12th grade)		Awarded East View Cheer Rookie of the Year (10 grade), awarded All-American Nominee for two years, cheered at sporting events, performed at pep rallies and other GISD events
East View Volleyball	2 years (9th-10th)		Played in two games a week during volleyball season, attended practice every day after school, played in multiple weekend tournaments, attended weightroom practice every morning before school
Texas Eclipse Volleyball	2 years (9th-10th)		Awarded team MVP (9th grade), attended weekly practices and played in tournaments
Spanish Club	2 years (11th-12th)		Awarded Spanish student of the year by Mr. Ramirez, volunteered at Día de Muertos
PALs	1 year (11th)		Mentored a kindergartener and second grade student, helped them with homework and daily issues

**Community Activities**

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

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
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National Honor Society	3 years	Performed community service hours each semester, volunteered at NHS events
The Locker	2 years	Volunteered at haircut event (swept hair), attended weekly meetings, helped organize the supply room
Ruby Slipper	3 years	Gathered door prizes from businesses for "Girl Talk" event, helped girls find formal dresses if they cannot afford to purchase one
Main Street Baptist Church Preschool Classes	8 years	Mentored preschoolers and helped teach preschool classes, ensured preschoolers stay safe, helped with crafts and music programs
Meals on Wheels	1 year	Drove to houses delivering meals to people who are unable to leave their houses and buy food; visited with the recipients
Main Street Baptist Church Vacation Bible School	7 years	Led a group of elementary school children through the VBS curriculum, helped them with activities, kept them safe
Tippit Middle School Technology Drop-Off	1 year	Distributed technology devices to families for the upcoming school year

Why do you strive to be a good citizen?

I strive to be a good citizen because of the kindness I have been shown my whole life by people in Georgetown. I always try to give back to my community because they have done so much for me. I also understand that I am a representative of my school, my family, and all the organizations in which I participate, so it is imperative that I am a good citizen who leads by example. I also feel that by leading by example of good citizenship, I will encourage others to demonstrate good citizenship, which will also be passed on to others.

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

An accomplishment I am most proud of is maintaining my class rank of 3 out of a class larger than 400. I have kept this class rank while juggling all of my activities and a social life, which has been very difficult. I suffered a concussion during cheerleading class my sophomore year and was not allowed to take tests for three months, so I fell behind in school work. Once my brain healed I worked very hard to catch up on academics and took all the tests I had missed. I even skipped a family ski trip over the Christmas holidays so that I could focus on school work while my father and brother were skiing. I see my class rank as a representation of how hard I fought for my grades after my recovery from a severe concussion.

What are your goals after high school graduation?

I want to major in nutritional sciences and become a physician assistant or a dentist. I have prepared to take the challenging science courses that are involved in these majors by taking hard science classes throughout high school, even taking two science classes this year. I am unsure of where I want to go to college but I have already been accepted into The University of Texas at Austin. I have also applied to Texas Christian University, Baylor University, and Texas A&M.

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

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



Signature required

This student is not truant or frequently absent from school.



Signature required

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

Teacher's Name: Tamara Scholtz Current Campus: East View High School

Reason for selection: Mrs. Scholtz was my English teacher junior year and never stopped pushing me. Even though I do not have her as a teacher this year, she still talks to me in the hallway and has kindly written me recommendation letters for college. I learned so much in her class, not just about English, but about life in general. Mrs. Scholtz never talked to her students in a condescending manner, but instead treated them as adults. I valued her perspective and how she imparted her knowledge to us. I had her class last period every day and it always made my day so much better.

December  
female

### Application for Jack Frost Citizen of the Month Award

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

Applicant's Name Grace Hearnay Student ID \_\_\_\_\_

Parents' or Guardians' Names Jennifer & Mark Hearnay

#### School Activities

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

ACTIVITY	YEAR(S)	OFFICES HELD	RESPONSIBILITIES/ACCOMPLISHMENTS
Girls Basketball	2	Team member	attend all morning + afternoon practices + games
Track	2	Team member	attend practices + meets
HOSA	3	Club member	attend meetings + study/prepare for competition
NHS	3	Club member	attend meetings + volunteer in community
SEGI	1	Leadership Board	structure meetings + events

↳ Student equity group

#### Community Activities

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

ACTIVITY	YEAR(S)	ACCOMPLISHMENTS/RESPONSIBILITIES
young life	2	attend weekly events
campaigners	2	attend weekly bible study meetings
church youth group	3	volunteer + meet every Sunday

Why do you strive to be a good citizen? I strive to be a good citizen because doing good can only lead to positive outcomes. Being a good citizen means you

are trusting, hardworking + kind and all of those things are qualities of successful people even beyond high school

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

Something I am most proud of is being a founder of the AISD student equity group. This group has just been created earlier this school year, but my hope is that it better the education of all students in AISD + last for years to come.

What are your goals after high school graduation?

After high school I plan to attend college and receive a degree in kinesiology. From there I will apply to physical therapy school and then become a doctor of physical therapy.

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

Teacher's Name Coach Micheal Cavender Current Campus retired (Forbes)

Reason for selection He always believed in me

You may attach a current Resume if you wish.

December  
male

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

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

Applicant's Name \_\_\_\_\_ Alex Brent \_\_\_\_\_ Student ID number \_\_\_\_\_

Parents'/Guardians' Names \_\_\_\_\_ Fred and Terri Brent \_\_\_\_\_

**School Activities**

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

Activity	Year(s)	Offices Held	Responsibilities/ Accomplishments
Football	4		
Baseball	4		
PALS program	2		Mentor to elementary students
Rocketry program	2		Construction of rocket to launch
Upperclass Ambassador	1		School tours for new students 20-21 school year
FCA	4		
NHS	1		

**Community Activities**

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

Activity	Year(s)	Responsibilities/Accomplishments
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Jr. Leadership Georgetown	1	Community Service Projects
Special Needs students- Challenger Games	4	Baseball buddy to special needs students
Boys and Girls Club Volunteer	1	
The Locker Volunteer	2	Community service

Why do you strive to be a good citizen?

I strive to be a good citizen because it is important to me and my family to care for others and contribute to my community. It was instilled to me by my family to treat everyone with the respect they deserve and to help those in need.

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

I played baseball and football throughout highschool and participated in my church and community while maintaining an A/B average.

What are your goals after high school graduation?

I hope to continue my education at Texas A&M University and be a part of the rich aggie culture there. I want to be involved in my church and spread God's message to my community.

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

Teacher's Name

Mrs. Amy Beran

Current Campus\_\_\_GHS\_\_\_\_\_

Reason for selection

Mrs. Beran has been the eternal light of GHS throughout my high school career. Since the first day that I walked into her class in the portable classrooms Freshman year she greeted me with a smile and open arms. Mrs. Beran is one of the hardest working people I have met, from navigating pep-rallies to filling in for AP's to just about everything else that is thrown her way. Mrs. Beran has had an impact on my life by displaying to me what it means to truly care for everyone and always look for the positives in life. The memories we have shared and lessons she has taught me has and will continue to shape my life in a positive way forever.

You may attach your resume if you wish.



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/8/2020 18:51:47

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

**Recognition**

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**Name of Person Responsible:**

Andrew Braun

**Department or Campus:**

GHS - Athletics

**Title of Agenda Item:**

GHS Girls Cross Country - State Qualifiers

**Background Information:**

The girls cross country team at Georgetown High School qualified for the UIL State Championships for the 2nd consecutive year. The 7 team members that raced were Mckenzie Bailey, Avery Hill, Dennie Decker, Ava Sieckmann, Jacqui Spencer, Sam Folsom, and Emily Morales. The girls placed 8th in the state this year. That is a 3 place improvement from last year. The team average time for the 5K(3.1 miles) race also improved from 19:15 in 2019 to 18:42 in 2020. Sophomore Mckenzie Bailey placed 4th individually for the 2nd year in a row and lowered her school record time to 17:32. The girls team were also District 25-5A Champions (6 All District runners) and Region 4-5A Runners-up (4 All Region runners). They had an impressive month of October winning all 5 races that month. The girls were ranked in the top 10 all season. Avery Hill is the only senior on the team and has received a scholarship to run cross country and track for the University of Tulsa next year.



## BOARD AGENDA ITEM

**Attachments:**

[https://drive.google.com/open?id=1RhBsun0KO0n2V2-g\\_DL323JfyPIbs2yP](https://drive.google.com/open?id=1RhBsun0KO0n2V2-g_DL323JfyPIbs2yP)

**Superintendent's Recommendations:**

recommended for recognition by the board



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/10/2020 14:08:56

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

**Information Only**

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**Name of Person Responsible:**

Courtney Acosta

**Department or Campus:**

Systems and Operations

**Title of Agenda Item:**

Lone Star Circle of Care at Richarte High School

**Background Information:**

We will be providing an update on the development of the Lone Star Circle of Care Health Center at Richarte High School. This will include an overview of the program as well as construction updates. The center will be opening January 4, 2021.

**Attachments:**

**Superintendent's Recommendations:**

N/A

# 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]

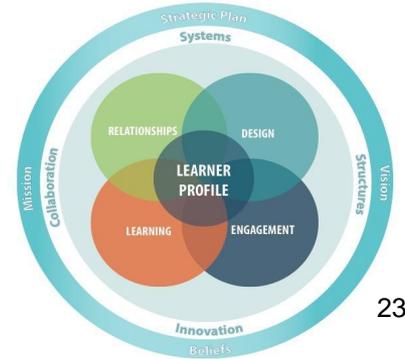
IT IS OUR RESPONSIBILITY TO PREPARE STUDENTS FOR THEIR FUTURE. [innovation]

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



# Congrats Football Teams

The **East View Patriots** faced McCallum High School on Friday, winning 49-14 to advance to the second round of State Playoffs against Alamo Heights in San Antonio this Friday.



The **Georgetown Eagles** faced Dripping Springs on Saturday. Dripping Spring scored in the final two minutes to advance in the playoffs, 49-42.



# GOOD THINGS IN GISD



Annual Holiday Cupcake War at EVHS



# GOOD THINGS IN GISD



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Students helping students through Salvation Army Angel Tree project

# Check out our Show Me Campaign

A look at what's happening in Georgetown ISD schools:  
[www.georgetownisd.org/ShowMe](http://www.georgetownisd.org/ShowMe)

## Show Me: GISD Partners



### Blue Santa

Blue Santa is a program of the Georgetown Police Department that provides toys, books, games and other items to more than 1,500 children in Georgetown, including GISD students, during its annual toy drive and distribution.

GPD works directly with GISD during the holidays every year to collect items and to spread the word to GISD families who may be interested in applying for assistance. Once items have been collected, GPD staff and volunteers sort the toys into special Christmas boxes that are filled and distributed to families.

"GISD families make up a bulk of the families we serve and it is great to see the immediate impact it has on our children. Most of our officers live here in Georgetown, so they see the children utilizing some of the gifts they have received and it gives our officers a sense of pride in knowing that they played a part, no matter how small, in making a child's Christmas better."

- Delta Jolly, Community Engagement Officer, Georgetown PD



[www.georgetownisd.org/partner](http://www.georgetownisd.org/partner)

## Show Me: GISD Partners



### Brown Santa

The Williamson County Brown Santa program provides assistance to families who live outside the city limits of Georgetown through toys, books and other items needed to make Christmas brighter for local children. Annually, GISD works alongside Brown Santa to inform families of the opportunity to apply for assistance during the holiday season.



[www.georgetownisd.org/partner](http://www.georgetownisd.org/partner)

## Show Me: GISD Partners



### The Caring Place

The Caring Place supports GISD families year-round with food, utility, rent, transportation and medical assistance. Their programs include a Drive-Through Food Pantry and Fresh Food for Families distribution. This year, The Caring Place is working directly with other community partners to provide additional support during the holiday season.



[www.georgetownisd.org/partner](http://www.georgetownisd.org/partner)



GEORGETOWN ISD

Curbside Meals only at  
Purl Elementary

10 am - 1 pm



28

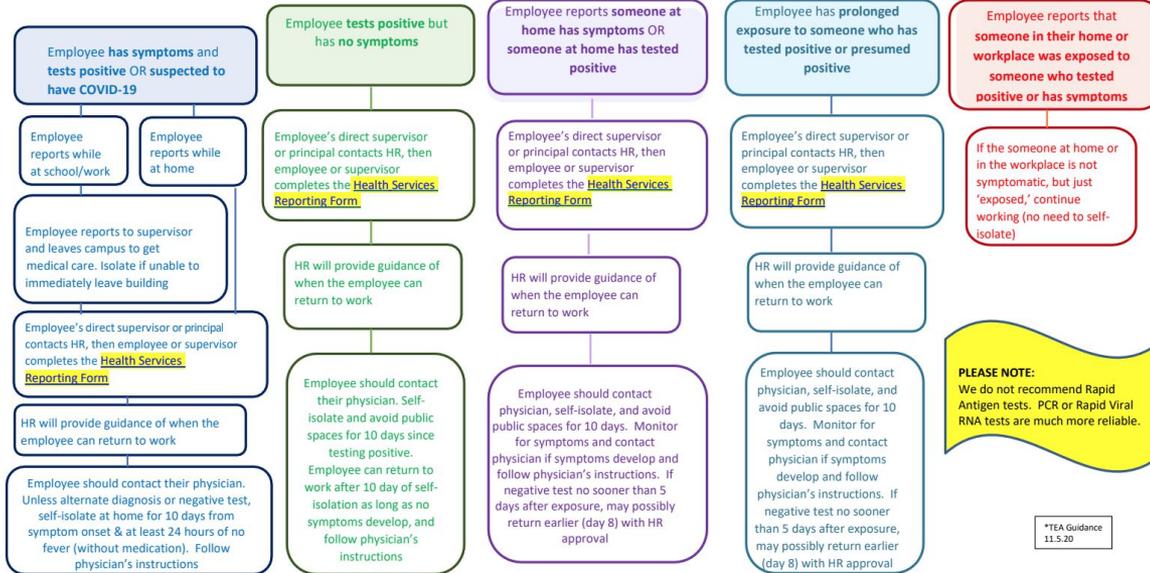


[www.georgetownisd.org/schoollunch](http://www.georgetownisd.org/schoollunch)

GEORGETOWN ISD

To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes (a) being directly exposed to infectious secretions, or (b) being within 6 feet for a total of approximately 15 minutes throughout the course of a day; however, additional factors like case/contact masking (both infectious individual and potential close contact), ventilation, presence of dividers, and case symptomatology may affect this determination. Either (a) or (b) defines close contact if it occurred during the infectious period, defined as 2 days prior to symptom onset to 10 days after symptom onset. In the case of asymptomatic individuals lab-confirmed as COVID-19, the infectious period is defined as 2 days prior to the lab test and 10 days following test.\*

### Employee/Workplace Process Map for COVID-19



Our GISD COVID Process Maps have been updated for students and staff. You can find them on our website: [www.georgetownisd.org/backtoschoolplan](http://www.georgetownisd.org/backtoschoolplan)

Our COVID Dashboard will be updated Dec. 20 and Jan. 4 during the break



# 3rd Nine Weeks

## ENROLLMENT

- Begins January 5 for students
- 70% of enrolled students will be learning on campus (up from 65% this grading period)

30

## THANK YOU

*To everyone for sharing input and working to continue to improvement the teaching and learning experience.*





# Health & Wellness Center

Lone ★ Star  
Circle of Care

Opens Monday, January 4

Available to all GISD students, staff and their respective families

#### Available Services:

- Sick visits
- Point of care testing
- Sports Physicals
- Nutritional/Wellness Counseling
- Limited sports medicine
- Behavioral Health
- Vaccines

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[www.georgetownisd.org/wellness](http://www.georgetownisd.org/wellness)



**NOVEMBER ELEMENTARY**

**TEACHER OF  
THE MONTH**

Frost ES - Kelly Goggans

McCoy ES - Abbi Terrell

Village ES - Stacy Glenn

Mitchell ES - Sergio Sarinana

Carver ES - Susan Hall

Williams ES - Angie Jones

Ford ES - Tina Havard

Cooper ES - Maria Morin

Wolf Ranch ES - Susan Carter

Purl ES - Ryan Sawyer

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**NOVEMBER SECONDARY**  
**TEACHER OF**  
**THE MONTH**

EVHS - Captain Anthony

GHS - Kerry Jo Moore

RHS - Tina McKay

Benold MS - Ofelia Jones

Forbes MS - Carol Nolan

Tippit MS - Art Hernandez

Wagner MS - Jerry Esquivel

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On-Demand Learning Now Available at  
[www.georgetownisd.org/ParentU](http://www.georgetownisd.org/ParentU)

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***New Resources Launch Tomorrow:***

Equity Newsletter, Youth Programs through Georgetown Parks & Recreation,  
Human Sexuality Curriculum: Virtual Information Session, It Takes A Village Video Resource,  
Supporting Children & Teens During the Holiday Season, Simple Activities for Children & Adolescents



# REMINDER:

## Homework Help for Remote Learners

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

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

Access links at  
[www.georgetownisd.org/students](http://www.georgetownisd.org/students)





# Navigate To Success

School Board  
Recognition  
January 20



# Important Events & Dates

December 21 - January 1 - Winter Break

January 4 - Student Holiday/Professional Learning

January 18 - Student/Staff Holiday

January 19 - GISD School Board Meeting

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# BE INFORMED

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Sign up for District News

[www.georgetownisd.org/newsletter](http://www.georgetownisd.org/newsletter)

@GeorgetownISD



GEORGETOWN ISD

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## Questions?

We can help. Send us your inquiries.

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

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● THANK YOU

[www.georgetownisd.org](http://www.georgetownisd.org)





## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/10/2020 14:00:28

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

**Consent Agenda**

---

**Name of Person Responsible:**

Scott Tipton, CFO

**Department or Campus:**

Business Services

**Title of Agenda Item:**

Financial Reports

**Background Information:**

Reports showing activity and balances through November 30, 2020 for tax collections and General Fund, Food Service Fund and Debt Service Fund budgets.

**Attachments:**

<https://drive.google.com/open?id=1lwpJBsNJJy15z4f7terUpgIKq3L2D-DL>

**Superintendent's Recommendations:**

Approval of the Financial Reports



LEAD | GROW | SERVE

# ***Financial Reports November 30, 2020***

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<b>Tax Assessor/Collector's Report .....</b>	<b>4</b>

LOCAL MAINTENANCE  
YTD MONTHLY REVENUE/EXPENDITURES  
November 30, 2020  
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<b>REVENUES</b>							
5700	Local Revenues	7,070,315	113,066,095	-	13,405,432	99,660,663	11.9%
5800	State Revenues	1,055,620	14,901,614	-	6,250,255	8,651,359	41.9%
5900	Federal Revenues / Other	1,245,993	2,634,100	-	1,317,790	1,316,310	50.0%
	<b>TOTAL</b>	<b>9,371,928</b>	<b>130,601,809</b>	<b>-</b>	<b>20,973,476</b>	<b>109,628,333</b>	<b>16.1%</b>
<b>EXPENDITURES</b>							
11	Instructional	5,939,129	72,400,718	219,396	20,581,664	51,599,657	28.4%
12	Instructional Resources & Media	98,148	1,135,291	22,119	326,649	786,523	28.8%
13	Curriculum & Instructional Development	171,810	2,225,321	20,966	860,217	1,344,138	38.7%
21	Instructional Administration	252,892	3,240,594	14,681	1,242,178	1,983,734	38.3%
23	School Leadership	620,432	7,620,463	17,486	2,684,483	4,918,493	35.2%
31	Guidance & Counseling	371,487	4,687,911	130,023	1,519,079	3,038,809	32.4%
32	Social Work Services	17,744	212,891	-	77,348	135,543	36.3%
33	Health Services	109,845	1,298,518	1,300	380,381	916,838	29.3%
34	Student Transportation	398,153	4,710,824	265,422	1,644,182	2,801,220	34.9%
35	Child Nutrition	-	-	-	-	-	-
36	Co-Curricular Activities	356,807	3,547,152	156,741	1,156,115	2,234,296	32.6%
41	General Administration	278,755	4,028,209	155,704	1,622,876	2,249,628	40.3%
51	Plant Maintenance & Operations	790,672	13,033,476	2,528,224	5,301,329	5,203,922	40.7%
52	Security & Monitoring	12,575	444,750	4,940	38,319	401,492	8.6%
53	Data Processing Services	187,765	3,433,682	758,497	1,914,882	760,303	55.8%
61	Community Services	35,874	498,589	6,550	122,739	369,299	24.6%
71	Debt Administration	-	-	-	-	-	-
81	Facilities Acquisition & Construction	-	-	-	-	-	-
91	Contracted Instructional Services Between Public Schools	-	11,165,420	-	-	11,165,420	0.0%
95	Payments to JJAEP	-	465,906	-	465,906	-	100.0%
99	Appraisal Services	-	885,000	-	212,059	672,941	24.0%
	<b>TOTAL</b>	<b>9,642,089</b>	<b>135,034,715</b>	<b>4,302,050</b>	<b>40,150,408</b>	<b>90,582,257</b>	<b>29.7%</b>
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>(270,162)</b>	<b>(4,432,906)</b>	<b>(4,302,050)</b>	<b>(19,176,931)</b>	<b>19,046,076</b>	
7900	Other resources	6,337	70,000	-	38,134	31,866	54.5%
8900	Other uses	-	-	-	(3,896)	3,896	
	<b>NET</b>	<b>6,337</b>	<b>70,000</b>	<b>-</b>	<b>34,238</b>	<b>35,762</b>	<b>48.9%</b>
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>(4,362,906)</b>				
	<b>BEGINNING FUND BALANCE (unaudited)</b>		<b>27,978,256</b>				
	<b>ENDING FUND BALANCE (estimated)</b>		<b>23,615,350</b>				

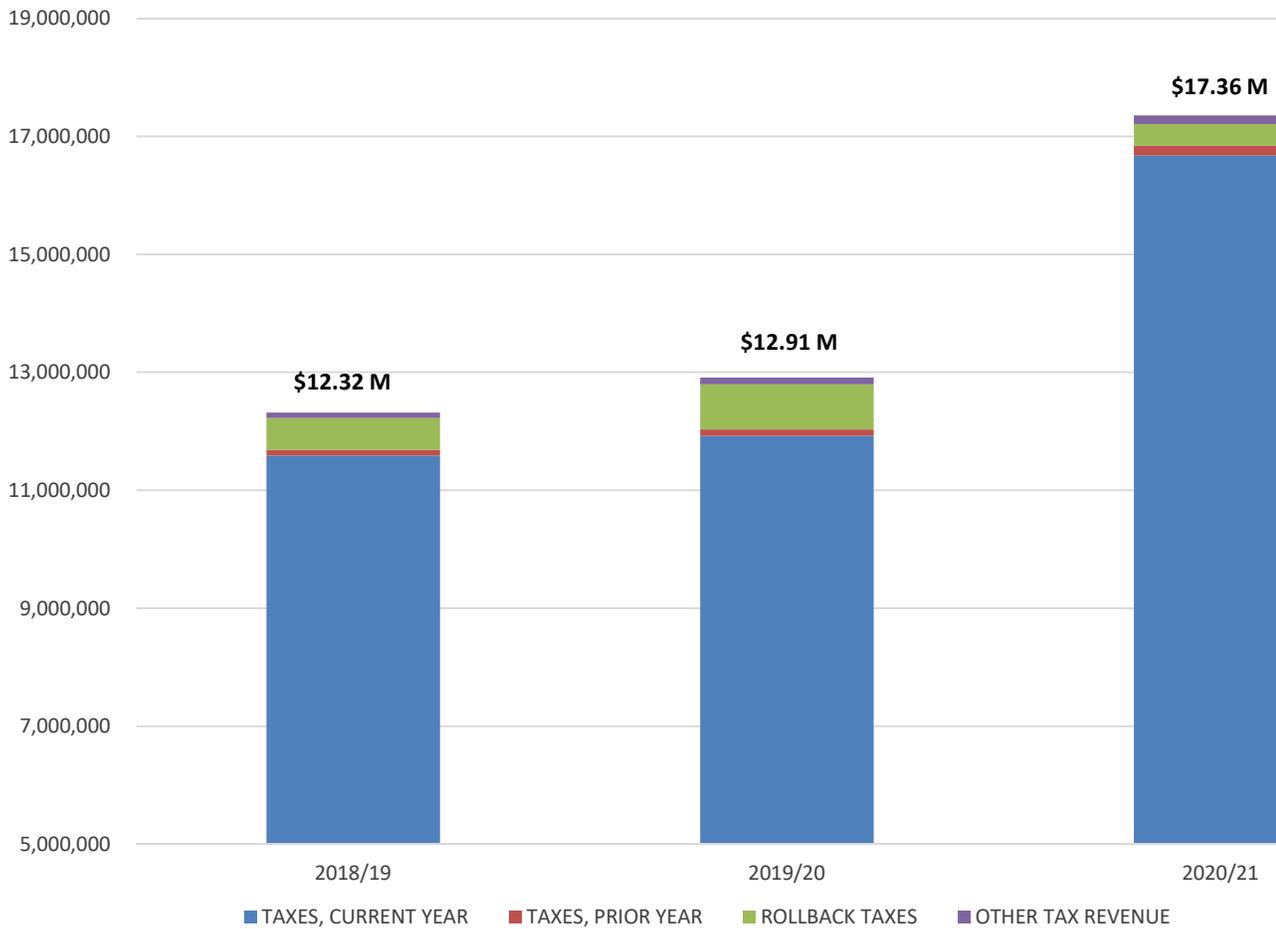
FOOD SERVICE FUND  
YTD MONTHLY REVENUE/EXPENDITURES  
November 30, 2020  
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<b><u>REVENUES</u></b>							
5700	Local Revenues	73,326	1,449,917	-	238,028	1,211,889	16.4%
5800	State Revenues	-	200,682	-	38,995	161,687	19.4%
5900	Federal Revenues / Other	315,293	2,992,662	-	391,389	2,601,273	13.1%
	<b>TOTAL</b>	<b>388,619</b>	<b>4,643,261</b>	<b>-</b>	<b>668,412</b>	<b>3,974,849</b>	<b>14.4%</b>
<b><u>EXPENDITURES</u></b>							
35	Child Nutrition	356,087	4,992,477	7,206	1,406,585	3,578,686	28.2%
51	Plant Maintenance & Operations	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
	<b>TOTAL</b>	<b>356,087</b>	<b>4,992,477</b>	<b>7,206</b>	<b>1,406,585</b>	<b>3,578,686</b>	<b>28.2%</b>
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>32,532</b>	<b>(349,216)</b>	<b>(7,206)</b>	<b>(738,174)</b>	<b>396,163</b>	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	<b>NET</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>(349,216)</b>				
	<b>BEGINNING FUND BALANCE (unaudited)</b>		<b>333,278</b>				
	<b>ENDING FUND BALANCE (estimated)</b>		<b>(15,938)</b>				

DEBT SERVICE FUND (Bonds)  
 YTD MONTHLY REVENUE/EXPENDITURES  
 November 30, 2020  
 (Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<b><u>REVENUES</u></b>							
5700	Local Revenues	2,344,787	38,677,114	-	4,369,401	34,307,713	11.3%
5800	State Revenues	-	300,000	-	-	300,000	0.0%
5900	Federal Revenues / Other	-	-	-	-	-	0.0%
	<b>TOTAL</b>	<b>2,344,787</b>	<b>38,977,114</b>	<b>-</b>	<b>4,369,401</b>	<b>34,607,713</b>	<b>11.2%</b>
<b><u>EXPENDITURES</u></b>							
71	Debt Service	750	37,603,588	-	22,464,163	15,139,425	59.7%
	<b>TOTAL</b>	<b>750</b>	<b>37,603,588</b>	<b>-</b>	<b>22,464,163</b>	<b>15,139,425</b>	<b>59.7%</b>
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>2,344,037</b>	<b>1,373,526</b>	<b>-</b>	<b>(18,094,762)</b>	<b>19,468,288</b>	
7900	Other resources	-	1,072,832	-	1,072,832	-	100.0%
8900	Other uses	-	(915,000)	-	(915,000)	-	100.0%
	<b>NET</b>	<b>-</b>	<b>157,832</b>	<b>-</b>	<b>157,832</b>	<b>-</b>	<b>100.0%</b>
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>1,531,358</b>				
	<b>BEGINNING FUND BALANCE (unaudited)</b>		<b>35,673,931</b>				
	<b>ENDING FUND BALANCE (estimated)</b>		<b>37,205,289</b>				

Georgetown ISD  
 Combined Tax Report  
 July - November 2020



<b>Budgeted Totals</b>	<b>\$137.65 M</b>	<b>\$143.99 M</b>	<b>\$150.04 M</b>
<b>Collection Rate</b>	<b>8.95%</b>	<b>8.97%</b>	<b>11.57%</b>

2020/21 TAX COLLECTIONS						
	Rate	Current	Prior	Rollback	Other	Total
M&O	0.9781	12,490,444	125,132	282,828	111,582	13,009,986
Debt Service	0.3290	4,187,141	38,965	86,288	35,382	4,347,776
<b>Total</b>	<b>1.3071</b>	<b>16,677,585</b>	<b>164,097</b>	<b>369,116</b>	<b>146,965</b>	<b>17,357,762</b>

Projected Recapture	(11,165,420)
<b>Net</b>	<b>1,844,566</b>



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/10/2020 14:01:45

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

**Consent Agenda**

---

**Name of Person Responsible:**

Scott Tipton, CFO

**Department or Campus:**

Business Services

**Title of Agenda Item:**

Budget Amendment No. 5

**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 \$23.61 million by June 30, 2021.



## BOARD AGENDA ITEM

**Attachments:**

<https://drive.google.com/open?id=1nZ0obhPm5UaF11upnm3I5wTV-HJGgxPp>

**Superintendent's Recommendations:**

Approval of budget amendment No. 5 for 2020-21

GENERAL FUND  
BUDGET AMENDMENT  
December 14, 2020

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<b><u>REVENUES</u></b>				
5700	Local Revenues	113,066,095		113,066,095
5800	State Revenues	14,901,614		14,901,614
5900	Federal Revenues / Other	2,634,100		2,634,100
	<b>TOTAL</b>	<b>130,601,809</b>	<b>-</b>	<b>130,601,809</b>
<b><u>EXPENDITURES</u></b>				
11	Instructional	72,400,718	(11,261)	72,389,457
12	Instructional Resources & Media	1,135,291		1,135,291
13	Curriculum & Instructional Development	2,225,321	300	2,225,621
21	Instructional Administration	3,240,594	(300)	3,240,294
23	School Leadership	7,620,463	1,261	7,621,724
31	Guidance & Counseling	4,687,911	10,000	4,697,911
32	Social Work Services	212,891		212,891
33	Health Services	1,298,518		1,298,518
34	Student Transportation	4,710,824		4,710,824
35	Child Nutrition	-		-
36	Co-Curricular Activities	3,547,152		3,547,152
41	General Administration	4,028,209		4,028,209
51	Plant Maintenance & Operations	13,033,476		13,033,476
52	Security & Monitoring	444,750		444,750
53	Data Processing Services	3,433,682		3,433,682
61	Community Services	498,589		498,589
71	Debt Administration	-		-
81	Facilities Acquisition & Construction	-		-
91	Contr. Instr. Svcs. Between Public Schools	11,165,420		11,165,420
95	Payments to JJAEP	465,906		465,906
99	Appraisal Services	885,000		885,000
	<b>TOTAL</b>	<b>135,034,715</b>	<b>-</b>	<b>135,034,715</b>
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>(4,432,906)</b>	<b>-</b>	<b>(4,432,906)</b>
7900	Other resources	70,000		70,000
8900	Other uses	-		-
	<b>NET</b>	<b>70,000</b>	<b>-</b>	<b>70,000</b>
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>0</b>	
	<b>BEGINNING FUND BALANCE (unaudited)</b>	<b>27,978,256</b>		<b>27,978,256</b>
	<b>ENDING FUND BALANCE</b>	<b>23,615,350</b>	<b>0</b>	<b>23,615,350</b>

Georgetown Independent School District  
 2020-2021 General Fund Budget Amendment (5)  
 December 14, 2020

Account Code	Description	Current Budget	Increase to Budget	Decrease to Budget	Revised Budget
<b>Expenditures</b>					
1. 199 E 11 6399 02 105 0 11 975	GENERAL SUPPLIES	\$ 2,900	-	1,161	\$ 1,739
199 E 11 6299 54 105 0 11 975	MISC. CONTRACTED SERVICES	\$ 602	270	-	\$ 872
199 E 23 6499 00 105 0 99 975	MISC. OPERATING COSTS	\$ 769	61	-	\$ 830
199 E 11 6399 01 105 0 11 975	GENERAL SUPPLIES	\$ 11,558	830	-	\$ 12,388
To reclass 20/21 budget to pupil supplies, printing and other operating expenses at Wolf Ranch ES					
2. 199 E 21 6399 00 999 0 38 917	GENERAL SUPPLIES	\$ 3,443	-	300	\$ 3,143
199 E 13 6117 00 999 0 38 917	PROFESSIONAL EXTRA DUTY	\$ -	300	-	\$ 300
To reclass 20/21 budget to extra duty pay for College, Career & Military Readiness					
3. 199 E 11 6399 02 041 0 11 962	GENERAL SUPPLIES	\$ 1,250	-	1,200	\$ 50
199 E 23 6399 00 041 0 99 962	GENERAL SUPPLIES	\$ 3,000	1,200	-	\$ 4,200
To reclass 20/21 budget to leadership general supplies at Tippit MS					
4. 199 E 11 6299 00 999 0 23 914	MISC. CONTRACTED SERVICES	\$ 30,000	-	10,000	\$ 20,000
199 E 31 6339 00 999 0 23 914	TESTING MATERIALS	\$ 52,000	10,000	-	\$ 62,000
To reclass 20/21 budget to testing materials for Special Ed Department					



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/7/2020 15:28:37

- 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:**

November Board meeting minutes are attached for review.

**Attachments:**

[https://drive.google.com/open?id=1HGwgAUahqVSmQDIby5EPb\\_YIHG\\_hISNm](https://drive.google.com/open?id=1HGwgAUahqVSmQDIby5EPb_YIHG_hISNm)

**Superintendent's Recommendations:**

Approval of Board meeting minutes as presented.

November 16, 2020  
Georgetown, TX

Scott Stribling called the Board Workshop to order at 3:36 p.m. with David Phillips, Ben Stewart, Elizabeth McFarland, Melanie Dunham, and Andy Webb. Superintendent Dr. Fred Brent and Board member Marcos Gonzalez attended virtually.

Visitors present: TASB Facilitator Dr. Phil Gore

Staff attendees: Terri Conrad, Matt Golla, Wes Vanicek, Lannon Heflin, Courtney Acosta, Lindsay Harris.

Citizens Advisory Committee (CAC) timeline and Board targets were reviewed and discussed. Dr. Phil Gore facilitated The Governance Core book study.

The workshop adjourned at 5:42 p.m.

---

Melanie Dunham

November 16, 2020  
Georgetown, TX

The regular November meeting of the GISD Board of Trustees called to order at 5:50 p.m. by Scott Stribling, Andy Webb, David Phillips, Melanie Dunham, Elizabeth McFarland, Ben Stewart, and Superintendent Dr. Fred Brent. Board member Marcos Gonzalez attended virtually.

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 5:55 p.m. to discuss personnel, real property, and legal. The Board came into open session at 7:05 p.m.

Attendees: Mard Herrick, Jeanna Sniffin, Aileen Thompson, Llorente Navarette, Michelle Maintz, Stephanie Blanck, Tish Ptomey, Daniel Holloway, Jennifer Mauldin, Stan Mauldin, Cheryl Waugh, Brian Johnson, Devon Boff, Terri Henry, Hailey Marbibi, Vince Marbibi, Paul Boff, Tamra Marbibi, Jessica McMullen, Trevor Dunham, David Grey, Nancy Bottlinger, Jacob Donnell, Meredith Gandy, Jim, Kelly, & Bryden Clayman, Jon & Katy Metzler, Trace Turbeville, Kurtin Family, Wayne Gusman, Conchita Gusman, Alfonso Longoria.

The Board reviewed the Canvassing report of the November 3 Trustee election. Andy Webb made the motion, seconded by Ben Stewart, to approve the official Canvassing Report as presented. Unanimously approved.

Judge Evelyn McLean administered the Oath of Office to newly elected Board candidate Stephanie Blanck and re-elected Board candidate Melanie Dunham.

#### Reorganization of the Board

Andy Webb made the motion, seconded by Ben Stewart, to nominate Scott Stribling for Board President. Ben Stewart made the motion, seconded by Melanie Dunham, to nominate Andy Webb for Board Vice President.

Elizabeth McFarland made the motion, seconded by Ben Stewart, to nominate Melanie Dunham for Board Secretary. All nominations were approved 6-1 w/Stephanie Blanck abstaining.

#### Recognitions

Jack Frost Citizens of the month:

EVHS: Ryden Clayman & Haley Williams

GHS: Cooper Leonard & Hailey Marbibi

National Merit Semi-Finalist: Gerald Kurtin

Commended Students: Mary Fluitt, Joseph Valenta, Jordan Turbeville

Superintendent's report: shared student, parents, staff survey results and current COVID-19 results, District Veterans Day celebrations and Field of Honor, UIL marching band competition, October Teachers of the Month, reminders of homework help for remote learners, Parent U, and other events and dates.

Ben Stewart made the motion, seconded by Melanie Dunham, to approve all Consent Items as presented. Approved 6-1 w/Stephanie Blanck abstaining.

Ben Stewart made the motion, seconded by Elizabeth McFarland, to approve recommendations from Assistant Superintendent of Human Resources, Lisa Napper regarding the selection of district teachers and administrators. Approved 6-1 w/Stephanie Blanck abstaining.

#### **TEACHERS**

POSITION: Frost Elementary School Resource/Inclusion Teacher  
APPLICANT: Randi Reyes  
ADDRESS: Georgetown, Texas  
EDUCATION: Master's degree – Ashford University  
EXPERIENCE: 6 years – Georgetown ISD

POSITION: Tippit Middle School – Theater Arts Director  
APPLICANT: Allison Meneley  
ADDRESS: Leander, Texas  
EDUCATION: Master’s degree – Emerson College  
EXPERIENCE: 1 year – Success Academy Charter School

POSITION: Wagner Middle School – Intervention/Dyslexia Teacher  
APPLICANT: Kaily Tubbs  
ADDRESS: Scottdale, Georgia  
EDUCATION: Master’s degree – Hardin-Simmons University  
EXPERIENCE: 6 years – Georgetown ISD

POSITION: Wolf Ranch Elementary School – Intervention/Math Title I  
APPLICANT: Nicolette Pirkle  
ADDRESS: Georgetown, Texas  
EDUCATION: Bachelor’s degree – Texas A&M University Central Texas  
EXPERIENCE: 6 years – Killeen ISD

Melanie Dunham made the motion, seconded by Elizabeth McFarland, to approve the hiring of Chief Financial Officer Scott Tipton. Approved 6-1 w/Stephanie Blanck abstaining.

Ben Stewart made the motion, seconded by Elizabeth McFarland, to approve the 2020-2021 District & Campus/Targeted Improvement plans. Approved 6-1 w/Stephanie Blanck abstaining.

Ben Stewart made the motion, seconded by Melanie Dunham, to adjourn at 8:18 p.m. Unanimously approved.

---

Melanie Dunham



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/8/2020 11:13:30

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

**Consent Agenda**

---

**Name of Person Responsible:**

Terri Conrad

**Department or Campus:**

Learning Design

**Title of Agenda Item:**

2021-2022 Course Guide Additions

**Background Information:**

Each year we work with campus principals and staff to identify new courses to be added to the GISD Course Catalog. Recommended additions were presented as an information item during the November board meeting. Adding these courses is not a guarantee the course will have enough student interest to "make" and the funding for the courses will be considered during the budgeting process and may impact the feasibility of offering certain new courses.

**Attachments:**

<https://drive.google.com/open?id=1tdiWOyc85hewWkhqGAdGNM3RsQQF4CSm>



## BOARD AGENDA ITEM

**Superintendent's Recommendations:**

Recommend approving the 2021-2022 Course Guide additions as presented.

Course Title	PEIMS State ID from the C022 Table	Instructional Department	Number of credits:	Grade Level	TEA Course Description (Copy and paste it here):
Agricultural Structures Design and Fabrication/Agricultural Laboratory and Field Experience	13002310	CTE/ Applied Agricultural Engineering	2	Recommended Grade 11	In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.
College Transition	12900050	Other Electives	1	9-12	College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, handling stress, note taking, active reading, test-taking strategies, and conducting research. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to meet these post-secondary opportunities in grades 9-12.
Comprehensive Wellness I & II	N1150043 N1150046	SPED/ARD Placement	0.5	9-12	Comprehensive Wellness I is the integration of body, mind, emotions, and behaviors to help students make a conscious decision toward a lifetime of health and wellness. It provides students with essential knowledge and skills to improve attitudes, beliefs, and behaviors for optimal physical and emotional health.
CT SYS GO 3/ Engineering Design and Presentation II	13036600	CTE/ STEM: Engineering/Rocketry	2	Recommended for students 11-12	This course utilizes the SystemsGo rocketry program curriculum. Students in this course will study scientific methods of investigation.
Ethnic Studies: African American Studies	3380085	Social Studies	1	Recommended for students in Grades 10-12	<p>(1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p>
Ethnic Studies: Mexican American Studies	03380084	Social Studies	1	Recommended for students in Grades 10-12	<p>(1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p>

Course Title	PEIMS State ID from the C022 Table	Instructional Department	Number of credits:	Grade Level	TEA Course Description (Copy and paste it here):
Making Connection 1-4	N1290332 N1290333 N1290334 N1290335	SPED/ARD Placement	0.5	9-12	The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder which causes them to have difficulty with social skills. This course assists the students in developing an understanding of autism and other related disorders.
Math 6/7	2820000	Mathematics - Teaching & Learning	1	Grade 6 (a 7th grade student could also take this course)	Local Description: This is an accelerated course that offers a study of 6th and 7th grade curriculum and prepares students to take Algebra I in 8th grade. Reference the course descriptions for 6th and 7th grade Pathway 1 Math.  Students in this course will take 6th grade STAAR Math.
Path - College/Career I	N1290051	Other Electives	1	9-12 (GISD Recommended 11-12)	All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. 58
Path - College/Career II - IV	N1290052- N1290054	SPED/ARD Placement	1	9-12	All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas.



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/8/2020 11:25:01

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

**Consent Agenda**

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**Name of Person Responsible:**

Lisa Napper

**Department or Campus:**

Human Resources

**Title of Agenda Item:**

Class Size Exemption Waiver - Compliance Plan

**Background Information:**

Texas Education Code (TEC) 25.112 requires a school district to file for a class size waiver if any classrooms in grades Kindergarten through 4th grade exceed a 22:1 ratio. The school district must submit a compliance plan to the school board for approval, then submit the plan along with a waiver request to the Texas Education Agency. The compliance plan for campuses that currently have grade level classrooms over 22:1 is attached.

COVID-19 adds complexity to the class size determinations this year. Most of the classes that are over 22:1 are remote or hybrid classes; therefore, the size noted is not indicative of the number of students physically attending in-person classes. We anticipate that class sizes will continue to fluctuate throughout the school year as students move from remote learning to in-person in larger numbers.



## BOARD AGENDA ITEM

**Attachments:**

<https://drive.google.com/open?id=1x2aNpKTzJqG3V1eK25UvU4R8uzEUb54C>

**Superintendent's Recommendations:**

Approve the recommendation to file the class size compliance plan and waiver application to the Texas Education Agency as presented.



LEAD | GROW | SERVE

DR. FRED BRENT  
Superintendent

## Class Size Compliance Plan 2020-2021

Each year, the Georgetown Independent School District makes projections of student enrollment and class sizes for the following school year. The district has monitored student enrollment on a daily basis since the school year began, and will continue to monitor throughout the 2020-2021 school year. The campuses listed below have exceeded projected enrollment in a grade level/classroom. To date, the district has added five additional teachers to provide in-person learning support at campuses since school started on August 20, 2020. In addition, we have reassigned teachers and aides from lower enrollment grade levels/classrooms to higher enrollment grade levels/classrooms within the school or district wherever possible.

COVID-19 adds more complexity to the class size determinations this year. Many of our larger class sizes are remote learning classes or hybrid classes; therefore, the size of the classes are not always indicative of the numbers of students physically attending in-person classes. Campus principals are using existing support staff if available to help lower the in-person class size ratios across all campuses.

The first day of on-campus, in-person learning for most students was September 10, and more students showed than expected for in-person learning. Instead of stabilizing as we move through the semester, we expect class sizes to shift up/down at every 9-week grading period as the majority of students continue to move from remote to in-person learning. This may require more waivers to be filed this school year than is normal for our district. In addition, some waivers will not be necessary or new waivers could be required after the end of the grading period when parents are allowed to change their students' learning choice.

Georgetown ISD will take the following actions for compliance:

- A Bond Election was approved on November 6, 2018 to include two new elementary schools to address growth and overcrowding. These new schools (Williams and Wolf Ranch Elementaries) opened this school year (2020-21) and are already serving students to help alleviate crowding. These schools are in high growth areas in our District.
- Review student transfer policies and consider necessary boundary changes for the 2021-2022 school year in an effort to address future overcrowding of facilities.
- Annually review special programs offered and students assigned at the schools that exceed the 22:1 ratio. For example, the dual language program is moving from Mitchell to Williams slowly, grade by grade over the next few years. PreKindergarten moved this year and Kindergarten will move next year, etc.
- Conduct periodic assessments of growth occurring in the school district for projecting student enrollments.

- Continue to budget for staffing based on projections rather than current numbers to attempt to satisfy enrollment needs as much as possible prior to the start of school. Proactively shift staffing as early as possible to satisfy student enrollments at elementary campuses once the school year begins.
- Continue to monitor student enrollment continuously for identification of overcrowded grade levels/schools.

Although Georgetown ISD is submitting a class size waiver for the campus listed below, the **overall District/classroom teacher ratio in grades K-4 as of September 14, 2020 was 17:1, including remote, hybrid, and in-person classrooms.**

- (111): Williams Elementary – **Average class size K-4 for this school is 18:1.** The 22:1 ratio is currently exceeded in one section of 4th grade, by one student. Four of these students are remote and 19 are in person. All other in-person and remote classes of students are within the 22:1 class size limit.



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/8/2020 11:21:01

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

**Action Needed**

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**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 November 16, 2020 board meeting. Professional hires will be presented in closed session.

**Attachments:**

**Superintendent's Recommendations:**

Approve the recommendations for professional hires as presented.



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/10/2020 13:16:07

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

**Action Needed**

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**Name of Person Responsible:**

Wes Vanicek

**Department or Campus:**

Assessment and Feedback

**Title of Agenda Item:**

Amendments to GISD District of Innovation Plan

**Background Information:**

As we continue to work toward the initiatives in the GISD Strategic Plan, a review of our District of Innovation (DOI) Plan was necessary. Two considerations for amendments were identified. As discussed in the November Board Meeting, the first addition is an allowance that provides greater flexibility in the creation and design of a principal evaluation and feedback tool and process. The second addition is an exemption from the statute that requires and limits school districts to only offer TRS for the Group Health Benefits for School Employees. These items have been reviewed and vetted by our District Performance Committee (DPC) on at least 2 separate occasions. On Wednesday, December 9th, our DPC reviewed more details about the requested changes, gave feedback, asked questions and ultimately voted in favor of adopting the amended DOI Plan. Our next steps are to bring this amended plan to the Board of Trustees for consideration and possible action to approve and adopt this amended plan.



## BOARD AGENDA ITEM

The amended plan is attached below and the changes are listed in red on the document.

### **Attachments:**

[https://drive.google.com/open?id=1p\\_scljNc82WxyGvCPYg\\_Ok2hfpGh96JZ](https://drive.google.com/open?id=1p_scljNc82WxyGvCPYg_Ok2hfpGh96JZ)

### **Superintendent's Recommendations:**

Consideration and possible action to approve and adopt the amended GISD District of Innovation Plan as presented.



## GEORGETOWN ISD DISTRICT OF INNOVATION PLAN

### COLLECTIVE DISTRICT OF INNOVATION COMMITTEE STATEMENT

As a collective group of community and district stakeholders, we enjoyed the opportunity to engage in this process and explore the designation of District of Innovation (“DOI”). By bringing together a wide range of perspectives in such a collaborative environment, we were able to design a plan that we feel will help us reach the full potential of the Georgetown ISD Learner Profile.

From the beginning, we were given full authority to organically create a plan and engaged in open dialogue, disagreements, deep discussion, consensus building and voting for collective approval for the plan as presented. Although a multitude of exemptions are allowable under such a designation, the committee feels that the plan presented best encompasses exemptions that align with the District’s vision, mission and strategic plan.

Opportunities for school districts to customize teaching, learning and operations are rare, and we felt like it was our moral imperative to pursue it. **Signed by the District of Innovation Committee.**

### STATUTE RECOMMENDED FOR EXEMPTION TEC §25.0811 FIRST DAY OF INSTRUCTION

#### CONNECTION TO STRATEGIC PLAN

Georgetown ISD’s Strategic Plan includes the following Belief Statements that guide our actions and decisions related to this recommended exemption:

- **Developing leaders is vital to our success.** Leadership development at all levels drives our performance as a district, and viability as thriving community.
- **Instruction should be designed based on the needs of the learners.** Learners require customized, well-designed educational experience that develop their unique interests and talents to create a passion for learning.
- **It is our responsibility to prepare students for their future.** A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

#### RATIONALE

Currently, the first day of school may not be held prior to the fourth Monday of August.

**Proposed Changes:** Current statute prevents the District from designing calendars that best meet the needs of students. Having the flexibility to set the start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and our community. This empowers us to personalize and customize learning for all District learners, including teachers and staff through professional development, and allows us to balance the amount of instructional time per semester. In addition, by having the flexibility in the start and end of the school year, students will be able to enroll in college courses that start in early June, thereby increasing college and career readiness.

Removing the constraints of the current uniform start date will allow Georgetown ISD to implement a possible short first week, easing the transition for students entering kindergarten, middle school, and high school, ultimately allowing for more flexible professional development opportunities and preparation time for our staff.



## PARAMETERS

- The District, through the recommendation of the District Performance Council, shall determine locally, on an annual basis, the upcoming school year calendar.
- The District will design and adopt a calendar with a school start date that begins on or after the second Wednesday of August and ends no later than the first week of June.

## STATUTES RECOMMENDED FOR EXEMPTION

**TEC §11.252 DISTRICT-LEVEL PLANNING AND DECISION-MAKING**

**TEC §11.253 CAMPUS PLANNING AND SITE-BASED DECISION-MAKING**

## CONNECTION TO STRATEGIC PLAN

Georgetown ISD's Strategic Plan is explicit about the desire and expectation to "invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff, and community members." The requirements in content and format of the district improvement plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation. As a learning organization, Georgetown ISD is committed to deepening clarity and impact of strategic direction by collectively measuring progress, identifying future explorations, and cultivating collaboration and engagement.

## RATIONALE

GISD has a strong history of involving teachers, administrators, parents, community members and students in the decision-making process. We are committed to maintaining that same level of engagement with our stakeholders. It is our intent to align our District Improvement Plan to the vision, mission, beliefs and goals that these same stakeholders have developed and embraced as the key drivers for our district planning and decision-making structure. The items listed in TEC §11.251 detailing the selection of representatives for the District Improvement Committee will continue to be implemented. However, the items listed in TEC §11.252(a)-(e) and 11.253(a)-(h) of a compliance nature will no longer be implemented and will be replaced by relevant components of the Georgetown ISD Strategic Plan.

## PARAMETERS

To assure both collaboration and collective ownership while accomplishing alignment between the Georgetown ISD Strategic Plan and District Improvement Plan, we will take the following steps:

- Review district performance data from a wide variety of sources, including but not limited to: state, district, campus and classroom assessments that align to the Learner Profile and High Priority Learning Standards; data that informs the district about the physical, mental and emotional wellness of students; and multiple measures that reflect community engagement, value and perception about the progress of the district.
- Identify strengths and weaknesses in student and programmatic performance.
- Through local sources, including but not limited to the District/Campus Performance Committee, develop annual plans for improvement that align to the district's vision, mission, beliefs, goals, and Learner Profile.
- Report to the Board of Trustees the status of district's Strategic Plan and future actions steps to continue our efforts in achieving the district's vision, mission, and beliefs.
- Adapt teaching and programs driven by student needs based on an ongoing review of student performance data, both academic and behavioral.
- Provide regular reports to the community on the status of the school district and campuses through a Community Based Accountability System.



## STATUTE RECOMMENDED FOR EXEMPTION

### TEC §25.092 MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE

#### CONNECTION TO STRATEGIC PLAN

The GISD Strategic Plan emphasizes the importance of instruction designed based on the needs of the learners. One of the overarching goals in the Strategic Plan within the focus area of providing engaging and challenging learning is to implement tools, resources and training that support personalized learning for both students and teachers. GISD is committed to developing a future-ready learning experience that reflects student voice, choice and ownership. Strategies to achieve this goal include designing and activating personalized learning experiences focused on the Learner Profile and High Priority Learning Standards. Having the flexibility to deliver instruction through a combination of time in class and time spent learning online, is one example where exemption from Section 25.092 will likely foster greater innovation to promote active learning and improve student outcomes. As a District, we will need to allocate resources, technology and collaborative spaces that reflect a student's need for choice and also create opportunities to address physical, mental and emotional wellness. In addition, exemption from this requirement will allow the district not to penalize students who miss class due to legitimate school activities and will promote student engagement, as well as social and emotional development, by encouraging more students to participate in such activities.

#### RATIONALE

The Minimum Attendance for Class Credit or Final Grade requirement is also referred to as the "90% rule". Currently, state law requires students to attend class 90% of the school days the class is offered in order to earn credit. The law requires the District to award class credit to students based on "seat time" and traditional reporting methods, rather than based on mastery of the learning that students may demonstrate in ways that reflect choice, acceleration, and personalized pacing. The GISD DOI Plan would maintain a minimum attendance percentage for traditional classes, while allowing for flexibility in students demonstrating mastery of content through an innovative system and at a more flexible pace. Relief from Section 25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League ("UIL") rules. Moreover, opting out of Section 29.092 in no way limits or modifies a teacher's right to determine the finality of a grade in accordance with Texas Education Code § 28.0214, nor does it restrict or alter a teacher's right to assign grades in accordance with Texas Education Code § 28.026. The district will continue to explore the evolving educational needs of our learners and systems in which students can demonstrate mastery, as well as research and examine current institutional constraints that may inhibit this innovation.

#### PARAMETERS

- Continue to utilize representative committees, such as the Curriculum Advisory Council, to develop specific systems for innovative approaches to earning course credits.
- Examine different formats and instructional strategies, such as online coursework, blended coursework, dual enrollment, early college, performance tasks, community based learning, independent study, mentorships, and credit recovery for optimum student engagement.
- Examine non-traditional opportunities and assessment mechanisms for students to demonstrate mastery of High Priority Learning Standards at all grade levels as practicable.
- Design and activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards.
- Explore a Learning Management System that allows teachers to design and customize learning experiences for students.
- Provide appropriate resources to monitor and facilitate appropriate subject-based acceleration and personalized learning, considering learning styles and preferences.
- Deploy a professional learning system that is personalized and cultivates continuous learning.
- Examine and implement multiple measures of assessment to monitor student growth and engagement in learning.



## STATUTE RECOMMENDED FOR EXEMPTION TEC §21.003 TEACHER CERTIFICATION

### CONNECTION TO STRATEGIC PLAN

Georgetown ISD’s Strategic Plan includes the following Belief Statements that guide our actions and decisions related to this recommended exemption:

- **Instruction should be designed based on the needs of the learners.** Learners require customized, well-designed educational experience that develop their unique interests and talents to create a passion for learning.
- **It is our responsibility to prepare students for their future.** A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

### RATIONALE

The district is committed to providing an excellent learning experience for students and validates the need for certified teachers. However, the district is experiencing difficulty in hiring educators to teach some courses. The district is pursuing this exemption to provide greater flexibility to fill positions other than core subject areas (English/Language Arts, Science, Social Studies, Math), bilingual, and special education.

The instructional plan and offerings for students can be impacted if a quality candidate cannot be found to teach a course due to lack of certification. Flexibility in this area will assist the district in finding quality candidates to teach certain courses in order to avoid the disruption of an instructional path for students. The exemption from Texas Education Code 21.055 (d-1) will enable the district to establish local criteria for such courses when hiring quality personnel. In addition, this exemption will afford the District the opportunity to hire professionals in certain trades and vocations to teach the crafts of those traders and vocations (such as fine arts, etc.) in non-core courses.

### PARAMETERS

The District will establish its own local qualification requirements for such courses in lieu of the requirements set forth in Texas Education Code § 21.003. This exemption will only be exercised in a limited way in specific situations, adhering to the current policy of contract approval by the Board.

Individuals hired under this exemption will be provided with district-identified or -developed training, resources and support.

## STATUTE RECOMMENDED FOR EXEMPTION TEC §37.0012 DESIGNATION OF CAMPUS BEHAVIOR COORDINATOR

### CONNECTION TO STRATEGIC PLAN

Georgetown ISD’s Strategic Plan includes the following Belief Statement that guides our actions and decisions related to this recommended exemption:

- Our actions should be student-centered. All children deserve positive relationships with caring adults who recognize their potential and attend to the needs of the whole child.

### RATIONALE

Implementation of TEC 37.0012 limits the ability of children to develop positive relationships with a variety of adults who have a vested interest in their mental and emotional development and wellness. Current law restricts the ability of campus administrators and educators to focus on each student’s needs through a collaborative disciplinary approach.



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

#### STATUTE RECOMMENDED FOR EXEMPTION

#### **TEC §21.352 TEACHER APPRAISAL SYSTEM**

#### **TEC §21.354 – APPRAISAL FOR ADMINISTRATORS OTHER THAN PRINCIPALS**

#### **TEC §21.3541 – APPRAISAL AND PROFESSIONAL DEVELOPMENT SYSTEM FOR PRINCIPALS**

#### CONNECTION TO STRATEGIC PLAN

Georgetown ISD's Strategic Plan includes Strategies and the following Action Plan related to this recommended exemption:

- Develop a teacher evaluation system connected to our mission, vision, beliefs and goals.
- Explore/research leadership behaviors/practices; evaluation process for all district administration team.

#### RATIONALE

A committee of administrators and teachers will have the option to develop a system that includes focus on our local emphasis, such as tenants of the Learner Profile and goals of the Strategic Plan. In order to promote professional development that focuses on individual growth, the District needs to maintain local flexibility to continue its multiple observations, goal setting and tracking, and evaluation measures on teacher and administrator appraisals. This appraisal system would also prohibit the use of standardized test scores from being utilized to evaluate teacher and administrator performance; instead focusing on the overall portfolio of the person being appraised. Having our own appraisal system for all GISD staff will allow us to create individualized learning plans for all district employees.

#### PARAMETERS

- We will follow T-TESS and T-PESS until a new system is developed.
- Should we include a student growth measure, it will be a district developed method.
- Georgetown ISD will implement a locally developed teacher and principal evaluation tool.
- The GISD evaluation instrument will be developed collaboratively by district administration, campus administration, and teachers. It will employ staff input, T-TESS, T-PESS, goals from the Strategic Plan, Learner Profile attributes, and other relevant best practices.
- All campus teachers will continue to be formally evaluated within the timelines specified by a district adopted appraisal cycle. Every teacher will receive a minimum of 6 informal walk-throughs per year.
- Principals, Assistant Principals, Campus Administrators, other campus professional staff, and other members of the District Leadership Team will continue to be evaluated on an annual basis through a locally developed instrument.
- Locally developed evaluation instruments and processes should include continuous feedback that reflects individual strengths, growth opportunities, and the pursuit of campus and district goals.



## **STATUTE RECOMMENDED FOR EXEMPTION TEC §22.004 (i) GROUP HEALTH BENEFITS FOR SCHOOL EMPLOYEES**

### **CONNECTION TO STRATEGIC PLAN**

GISD'S Strategic plan emphasizes creating opportunities to address physical, mental, and emotional wellness. This exemption allows opportunities to address the wellness needs of school employees.

### **RATIONALE**

Current Texas Education Code §22.004 (i) states that a school district may not make group health coverage available to its current employees pursuant for TEC 22.004 (b) after a date a District implements the program of coverage provided under Chapter 1579 of the Texas Insurance Code. The current process allows no flexibility in the design of group health insurance benefits to fit the needs of all Georgetown ISD employees. The provision also inhibits the District from procuring group health insurance benefits that may provide better coverage for its employees and at a lower cost. This provision also impacts GISD's ability to be innovative in employee recruitment and retention. This provision is in direct contradiction to the wishes of the local Board of Trustees who represent community interests in this matter.

Texas Education Code 22.004 is not included in the list of prohibited exemptions that cannot be included in a District's local innovation plan contained in Texas Education Code 12A.004 or in the Texas Administrative Code Title 19, Chapter 102, subchapter JJ, section 102.1309.

### **PARAMETERS**

- GISD will continue to offer TRS ActiveCare health plans to employees as required.
- GISD will explore and evaluate the feasibility of offering an alternate health benefit plan(s) option to employees only when no additional cost is incurred by the District by offering the alternate plan(s) and only if the alternate plan (s) provides improved benefits coverage or costs to its employees.
- GISD will continue to make a contribution to reduce the price of health care premiums for eligible employees, whether the employee chooses to enroll in TRS ActiveCare plan(s) or an alternate health benefits option if available/offered.



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/10/2020 14:09:50

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

**Action Needed**

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**Name of Person Responsible:**

Lindsay Harris

**Department or Campus:**

Leadership and Culture

**Title of Agenda Item:**

Consideration and Possible Action New Principal Evaluation Tool

**Background Information:**

Two Action Teams have been working to redesign feedback and evaluation processes and tools for GISD Principals and Assistant Principals, which is an opportunity afforded to us through our District of Innovation Plan. There has been a collaborative approach to this work, including multiple opportunities for input and feedback for all of our district's Assistant Principals, Principals, and the DPC. The feedback process and tools have been redesigned for both Assistant Principals and Principals, but formal board adoption is only required for the Principal Evaluation Tool.

**Attachments:**



## BOARD AGENDA ITEM

### **Superintendent's Recommendations:**

Recommendation for approval of the GISD Principal Evaluation Tool to be adopted for implementation in our district.

# Principal Evaluation Tool

**Employee Name:**

**Campus:**

**Evaluator:**

**Date of Conference:**

Type of Feedback:

- Self-Assessment [Completed by Principal]
- Formative [Completed by Evaluator]
  - Mid Year
  - Other \_\_\_\_\_
- Summative (End of Year) [Completed by Evaluator]

# Part I - Progress on Goals

*The purpose of Part I is to allow for a summative conversation about progress on the campus administrator's goals.*

## **Goal 1 - Leadership Behaviors/Practices [Aligns to GISD Leadership Commitments]**

*Goal 1 Written Here [Completed by Employee]*

*Goal 1 Reflection & Self-Assessment , Including Evidence [Completed by Employee]*

Status of Progress Toward Goal: [Completed by Evaluator]

- Goal Accomplished
- Significant Progress Toward Goal
- Some Progress Toward Goal
- No Progress Toward Goal

*Rationale, Including Evidence:* [Completed by Evaluator]

**Goal 2 - Related to Responsibilities/Skills of Role, Priority Work of the District or Priority Work of the Campus**

*Goal 2 Written Here [Completed by Employee]*

*Goal 2 Reflection & Self-Assessment, Including Evidence [Completed by Employee]*

Status of Progress Toward Goal: [Completed by Evaluator]

- Goal Accomplished
- Significant Progress Toward Goal
- Some Progress Toward Goal
- No Progress Toward Goal

*Rationale, Including Evidence: [Completed by Evaluator]*

### **Goal 3 - Optional**

*Goal 3 Written Here [Completed by Employee]*

*Goal 3 Reflection & Self-Assessment , Including Evidence [Completed by Employee]*

Status of Progress Toward Goal: [Completed by Evaluator]

- Goal Accomplished
- Significant Progress Toward Goal
- Some Progress Toward Goal
- No Progress Toward Goal

# Part II - Georgetown ISD Leadership

## Commitments

The purpose of Part II is to provide feedback on the leader's development/use of the GISD Leadership Commitments. All leaders will receive annual feedback in these commitments:

- Communicator,
- Vision/Mission/Beliefs Driven,
  - Reflective,
- Seeks Feedback & Takes Action, and
  - Learner.

Additional Leadership Commitments may be added by the supervisor or by the leader in collaboration with their supervisor.

LEADING PEOPLE				
	Below Expectations	Emerging	Accomplishing	Exemplary
<b>Addresses Problems</b> <i>Efforts or attention is directed to resolve issues or situations hindering organizational progress.</i>	The leader <u>does not</u> address known problems AND/OR addresses problems in a way that <u>negatively impacts</u> culture, climate, outcomes or progress toward campus & district goals	The leader <u>sometimes</u> addresses problems AND/OR addresses problems in a way that has <u>no impact</u> to culture, climate, outcomes, or progress toward campus & district goals	The leader <u>often</u> addresses problems as appropriate AND does so in a manner that has <u>some positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader <u>consistently</u> addresses problems as appropriate AND does so in a manner that has a <u>significantly positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals
<b>Vision, Mission &amp; Beliefs Driven</b> <i>The Georgetown ISD Vision, Mission, and Beliefs compel the leader to act in a manner that aligns to and drives progress toward attainment</i> <b>[ANNUAL FEEDBACK FOR ALL]</b>	The leader's commitment to GISD's Vision, Mission and Beliefs is <u>never/rarely</u> evident in the decision-making, actions, communications, and behaviors AND/OR decisions, actions, communications or behaviors <u>at times</u> are in contradiction	The leader's commitment to GISD's Vision, Mission and Beliefs is <u>sometimes</u> evident in decision-making, actions, communications, and behaviors AND/OR any decision, action, communication, or behavior contrary to GISD Vision, Mission and Beliefs is <u>rare</u> ,	The leader's commitment to the GISD Vision, Mission and Beliefs is <u>often</u> evident in decision-making, actions, communications, and behaviors of the leader AND has <u>some positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader's commitment to the GISD Vision, Mission and Beliefs is <u>consistently</u> evident in decision-making, actions, communications, and behaviors of the leader AND has <u>significantly positive impact</u> on culture, climate, outcomes, or progress toward

	of GISD Vision, Mission and Beliefs	<u>accidental</u> AND has <u>no impact</u> on culture, climate, outcomes, or progress toward campus & district goals		campus & district goals
<p><b>Empower Others To Do The Work Of The District</b></p> <p><i>Supports the development of skills and grants permission to others in a manner that allows them to participate in or create work that aligns to the GISD Vision, Mission, and Beliefs</i></p>	The leader <u>does not</u> empower others to do the work of the district AND/OR when the leader does empower others to do the work of the district, culture, climate, outcomes, or progress toward campus & district goals are <u>negatively impacted</u>	The leader <u>minimally</u> empowers others to do the work of the district AND/OR does so in a manner that culture, climate, outcomes, or progress toward campus & district goals are <u>not impacted</u>	The leader <u>sometimes</u> empowers others to do the work of the district AND does so in a manner that has <u>some positive</u> impact culture, climate, outcomes, or progress toward campus & district goals	The leader <u>consistently</u> empowers others to do the work of the district AND does so in a manner that has <u>significantly positive</u> impact culture, climate, outcomes, or progress toward campus & district goals
<p><b>Builds Relationships With All Stakeholders</b></p> <p><i>Active pursuit of connection with those that have an interest or concern in the leader's work (Ex - Students, Staff, Colleagues, Parents, Community)</i></p>	The leader <u>does not</u> build relationships with all stakeholder groups or negative relationships exist between the leader and some stakeholder groups AND/OR the leader's relationships with others have <u>negative impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader has built <u>some</u> relationships with stakeholder groups AND/OR the leader's relationships with stakeholders have <u>no impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader has built relationships with <u>most</u> stakeholder groups AND the leader's relationships with stakeholders have <u>some positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader has built relationships with <u>all</u> stakeholder groups AND the leader's relationships with stakeholders have <u>significantly positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals
<p><b>Multiplier Effects (Develops People)</b></p> <p><i>Investment in and influence on others' thoughts, beliefs, and behaviors occurs with intention and through modeling and support</i></p>	The leader <u>does not</u> invest in or positively influence the growth of others	The leader <u>sometimes</u> invests in or positively influences the growth of others	The leader <u>often</u> invests in or positively influences the growth of others AND the resulting growth/development of others has <u>some positive impact</u> to culture, climate, outcomes, or progress toward campus & district goals	The leader <u>consistently</u> invests in or positively influences the growth of others AND the resulting growth/development of others has <u>significantly positive impact</u> to culture, climate, outcomes, or progress toward campus & district

				goals
<b>Be Okay Being Vulnerable</b> <i>Open; Willingness to put oneself in a potentially uncomfortable position</i>	The leader <u>does not</u> demonstrate vulnerability or does so in a way that <u>negatively impacts</u> culture, climate, outcomes or progress toward campus & district goals	The leader <u>sometimes</u> demonstrates vulnerability as appropriate, but there is <u>no impact</u> (positive or negative) to culture, climate, outcomes, or progress toward campus & district goals as a result	The leader <u>often</u> demonstrates vulnerability as appropriate, and there is <u>some positive impact</u> to culture, climate, outcomes, or progress toward campus & district goals as a result	The leader <u>consistently</u> demonstrates vulnerability as appropriate, and there is <u>significantly positive impact</u> to culture, climate, outcomes, or progress toward campus & district goals as a result

## LEADING INNOVATIVE CHANGE

<b>Innovative</b> <i>Employs systems, processes, and attitudes that challenge or disrupt in a manner that adds value to and/or improves the current state</i>	The leader <u>does not</u> innovate or innovates in a way that <u>negatively impacts</u> culture, climate, outcomes or progress toward campus & district goals	The leader <u>minimally</u> innovates or innovates in a way that has <u>no impact</u> to culture, climate, outcomes, or progress toward campus & district goals	The leader innovates <u>as appropriate</u> and in a manner that has <u>some positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader innovates <u>as appropriate</u> and in a manner that has <u>significantly positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals
<b>Flexible</b> <i>Ready and willing to adapt to new different or changing requirements, circumstances, or needs</i>	The leader <u>does not</u> demonstrate flexibility when appropriate AND/OR does so in a manner that <u>negatively impacts</u> culture, climate, outcomes, or progress toward campus & district goals	The leader <u>sometimes</u> demonstrates flexibility when appropriate AND/OR does so in a manner that has <u>no impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader <u>often</u> demonstrates flexibility when appropriate AND does so in a manner that has <u>some positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader <u>consistently</u> demonstrates flexibility when appropriate AND does so in a manner that has <u>significantly positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals
<b>Courageous</b> <i>The ability and choice to take appropriate action despite challenge, difficulty, fear, or reservation</i>	The leader <u>does not</u> show courage in their words, actions and decisions	The leader <u>sometimes</u> shows courage in their words, actions and decisions AND/OR the leader's courage has <u>no impact</u> to culture, climate, outcomes, or progress toward campus & district goals	The leader <u>often</u> shows courage in their words, actions and decisions AND the leader's courage has <u>some positive impact</u> to culture, climate, outcomes, or progress toward campus & district goals	The leader <u>consistently</u> shows courage in their words, actions and decisions AND the leader's courage has <u>significantly positive impact</u> to culture, climate, outcomes, or progress toward campus & district

				goals
<b>Big Picture / Balcony View</b> <i>Demonstrates an ability to gain perspective in the midst of action and understand potential impact on stakeholders</i>	The leader <u>does not</u> demonstrate a big picture/balcony view in their words, decisions and actions AND/OR uses that view in a manner that has <u>negative impact</u> on culture, climate or progress toward campus & district goals	The leader <u>sometimes</u> demonstrates a big picture/balcony view in their words, decisions and actions AND/OR uses that view in a manner that has <u>no impact</u> on culture, climate or progress toward campus & district goals	The leader <u>often</u> demonstrates a big picture/balcony view in their words, decisions and actions AND uses that view in a manner that has <u>some positive impact</u> on culture, climate or progress toward campus & district goals	The leader <u>consistently</u> demonstrates a big picture/balcony view in their words, decisions and actions AND does so in a way that has <u>significantly positive impact</u> on culture, climate or progress toward campus & district goals
<b>Inspire A Shared Vision</b> <i>Intentionally compels others through words and actions to pursue outcomes that reflect mutually valued ideals</i>	The leader <u>does not</u> inspire a shared vision AND/OR attempts to inspire a shared vision have <u>negative impact</u> on culture, climate, outcomes or progress toward campus & district goals	The leader <u>sometimes</u> inspires a shared vision AND/OR attempts to inspire a shared vision have <u>no impact</u> on culture, climate, outcomes or progress toward campus & district goals	The leader <u>often</u> inspires a shared vision AND attempts to inspire a shared vision have <u>some positive impact</u> on culture, climate, outcomes or progress toward campus & district goals	The leader <u>consistently</u> inspires a shared vision AND the shared vision has <u>significantly positive impact</u> on culture, climate, outcomes or progress toward campus & district goals
<b>Risk Taker</b> <i>Willingness to do things that involve unknown outcomes</i>	The leader <u>does not</u> take risks AND/OR takes risks in a way that <u>negatively impacts</u> culture, climate, outcomes or progress toward campus & district goals	The leader <u>rarely</u> takes risks AND/OR takes risks in a manner that has <u>no impact</u> to culture, climate, outcomes, or progress toward campus & district goals	The leader takes risks <u>as appropriate</u> AND in a manner that has <u>some positive impact</u> to culture, climate, outcomes, or progress toward campus & district goals	The leader takes risks <u>as appropriate</u> AND in a manner that has a <u>significant positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals.

## FOUNDATIONAL LEADERSHIP COMPETENCIES

<b>Communicator (Speaking, Listening &amp; Writing)</b> <i>Conveys knowledge or information to others; Hears with thought and intention</i> <b>[ANNUAL FEEDBACK FOR ALL]</b>	The leader <u>does not</u> engage in appropriate communication with all stakeholders AND/OR communicates in a manner that has <u>negative impact</u> on culture, climate, outcomes, or progress toward campus & district	The leader <u>sometimes</u> engages in appropriate communication with all stakeholders AND/OR does so in a manner that has <u>no impact</u> to culture, climate, outcomes, or progress toward campus & district goals	The leader <u>often</u> appropriately engages in communication with all stakeholders AND communicates in a manner that has <u>some positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals	The leader <u>consistently</u> engages in communication with all stakeholders AND does so in a manner that has a <u>significantly positive impact</u> on culture, climate, outcomes, or progress toward campus & district goals
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	goals			
<p><b>Learner</b>  <i>A person who gains knowledge or understanding of or skill in by intentional study or experience</i>  <b>[ANNUAL FEEDBACK FOR ALL]</b></p>	<p>The leader <u>does not</u> seek, attain or implement new learning AND/OR the leader's learning (or lack of learning) has <u>negative impact</u> on culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader <u>sometimes</u> seeks, attains or implements new learning AND/OR the leader's learning has <u>no impact</u> on culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader <u>often</u> seeks, attains or implements new learning AND the leader's learning has <u>some positive impact</u> on culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader <u>consistently</u> seeks, attains or implements new learning AND the leader's learning has <u>significantly positive impact</u> on culture, climate, outcomes, or progress toward campus &amp; district goals</p>
<p><b>Growth Mindset</b>  <i>Set of attitudes and beliefs that abilities can be developed; associated with a love of learning, resilience, and perspective that failure and adversity are opportunities for growth</i></p>	<p>The leader <u>does not</u> show a growth mindset in their words, actions and decisions</p>	<p>The leader <u>sometimes</u> shows a growth mindset in their words, actions and decisions AND/OR the leader's growth mindset has <u>no impact</u> to culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader <u>often</u> shows a growth mindset in their words, actions and decisions AND the leader's growth mindset has <u>some positive impact</u> to culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader <u>consistently</u> shows a growth mindset in their words, actions and decisions AND the leader's growth mindset has <u>significantly positive impact</u> to culture, climate, outcomes, or progress toward campus &amp; district goals</p>
<p><b>Transparency</b>  <i>Forthcoming; Nothing hidden or concealed; Information is shared</i></p>	<p>The leader's words and actions are <u>not</u> appropriately transparent AND/OR the lack of or attempts at transparency have a <u>negative impact</u> on culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader's words and actions are <u>sometimes</u> appropriately transparent AND/OR the leader's level of transparency has <u>no impact</u> on culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader's words and actions are <u>often</u> appropriately transparent AND the leader's level of transparency has <u>some positive impact</u> on culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader's words and actions are <u>consistently</u> appropriately transparent AND the leader's level of transparency has <u>significantly positive impact</u> on culture, climate, outcomes, or progress toward campus &amp; district goals</p>
<p><b>Reflective</b>  <i>A process of examining one's own thoughts, feelings and actions</i>  <b>[ANNUAL FEEDBACK FOR ALL]</b></p>	<p>The leader <u>does not</u> engage in reflection AND/OR does so in a way that <u>negatively impacts</u> culture, climate or progress toward campus &amp; district goals</p>	<p>The leader <u>sometimes</u> engages in reflection AND/OR does so in a way that has <u>no impact</u> on culture, climate or progress toward campus &amp; district goals .</p>	<p>The leader <u>often</u> engages in reflection AND does so in a way that has <u>some positive impact</u> on culture, climate or progress toward campus &amp; district goals</p>	<p>The leader <u>consistently</u> engages in reflection AND does so in a way that has <u>significantly positive impact</u> on culture, climate or progress toward campus &amp; district goals</p>

<p><b>Seeks Feedback and Takes Action</b>  <i>Input from others is sought, considered, and utilized to make decision or determine next steps</i>  <b>[ANNUAL FEEDBACK FOR ALL]</b></p>	<p>The leader <u>does not</u> seek out or act on feedback AND/OR <u>does not</u> take appropriate actions in response to feedback</p>	<p>The leader <u>sometimes</u> seeks out feedback AND/OR <u>sometimes</u> takes appropriate actions in response to feedback</p>	<p>The leader <u>often</u> seeks out feedback AND <u>sometimes</u> takes appropriate actions in response to feedback</p>	<p>The leader <u>consistently</u> seeks out feedback from a variety of stakeholders AND, based on feedback, takes actions to achieve goals beyond what is required</p>
<p><b>Clarity In Action and Words</b>  <i>Actions and words are used in a way that result in others gaining the intended understandings</i></p>	<p>The leader <u>does not</u> give clarity in action and words in a manner that <u>negatively impacts</u> culture, climate or progress toward campus &amp; district goals</p>	<p>The leader <u>sometimes</u> gives clarity in action and words AND/OR clarity is given in a manner that has <u>no impact</u> on culture, climate or progress toward campus &amp; district goals</p>	<p>The leader <u>often</u> gives clarity in action and words AND clarity is given in a manner that has <u>some positive impact</u> on culture, climate or progress toward campus &amp; district goals</p>	<p>The leader <u>consistently</u> gives clarity in action and words AND clarity is given in a manner that has <u>significantly positive impact</u> on culture, climate or progress toward campus &amp; district goals</p>
<p><b>Integrity</b>  <i>Consistent and uncompromising adherence in actions and words to strong morals, ethics, honesty and truthfulness</i></p>	<p>The leader's actions, words, and behaviors <u>do not</u> consistently show integrity</p>	<p>The leader's actions, words, and behaviors <u>consistently</u> show integrity</p>	<p>The leader's actions, words, and behaviors <u>consistently</u> demonstrate integrity AND the leader's integrity has <u>some positive impact</u> to culture, climate, outcomes, or progress toward campus &amp; district goals</p>	<p>The leader's actions, words, and behaviors <u>consistently</u> demonstrate integrity AND the leader's integrity has <u>significant positive impact</u> to culture, climate, outcomes, or progress toward campus &amp; district goals</p>

# Part III - Responsibilities and Skills

*The purpose of Part III is to provide feedback on the role-specific skills and expectations of the leader.*

<p>Area of Responsibility:</p> <h2>Leading Learning</h2> <p><i>Responsibilities, duties &amp; expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.</i></p>	
Lead and support teachers and staff in designing and delivering engaging work for students that is aligned to state standards, GISD's High Priority Learning Standards, and the GISD Learner Profile	
Lead and support engaging professional learning for staff that is aligned to the GISD Strategic Framework, Strategic Plan, and district and campus goals and priorities	
Implement systems and structures to provide coaching and support for the design of adult and student work	
Support the design, implementation and use of ongoing formative assessments in alignment with the GISD Beliefs to inform instructional decisions	
Ensure all students and teachers have access to instructional resources that reflect diverse needs, interests and abilities	
Implement systems and structures to provide coaching and support for instructional delivery	
Support students and teachers with the use of digital and technology resources aligned to the Learner Profile	
Lead and support staff's learning and support and monitor the use of the GISD Curriculum, curricular resources, and district-wide instructional strategies	
<p><b>Description of Performance in Instructional Management:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unsatisfactory</li> <li><input type="checkbox"/> Below Expectations/ Beginner</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Exceeds Expectations</li> </ul>	<p><b>Evidence/Rationale:</b></p>
84	

Area of Responsibility:

## School/Organizational Improvement

*Responsibilities, duties & expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.*

Solicit regular input and feedback from all stakeholders regarding processes, systems and programs

Collaboratively conduct a comprehensive needs assessment based on data from a variety of sources to develop an annual improvement plan

Align resources to support the campus improvement plan

Support, monitor and evaluate improvement efforts with data and input from a variety of sources

### Description of Performance in School/Organizational Improvement:

- Unsatisfactory
- Below Expectations/  
Beginner
- Meets Expectations
- Exceeds Expectations

### Evidence/Rationale:

Area of Responsibility:

## Personnel Management

*Responsibilities, duties & expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.*

Create and implement a recruitment and induction system aligned to the district's vision, mission and beliefs

Give routine formal and informal feedback on employee performance, record observations, and conduct evaluation conferences

Collaborates and communicates with Human Resources and other district staff as appropriate regarding personnel matters

Completes timely and appropriate documentation of feedback to employees

Implement systems to supervise, support, and evaluate staff and make recommendations relative to assignment, retention, discipline, and dismissal	
Coach staff and help them identify and develop appropriate professional growth opportunities as well as accomplish improvement goals	
<p><b>Description of Performance in Staff Management:</b></p> <p><input type="checkbox"/> Unsatisfactory</p> <p><input type="checkbox"/> Below Expectations/ Beginner</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Exceeds Expectations</p>	<p><b>Evidence/Rationale:</b></p>
<p>Area of Responsibility:</p> <p><b>Management of Fiscal, Administrative and Facilities Functions</b></p> <p><i>Responsibilities, duties &amp; expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.</i></p>	
Develop and administer campus budgets based on documented program needs and estimated enrollment ensuring that operations are cost effective and funds are managed wisely	
Compile, maintain, and file all reports, records, and other documents required, including assurance of accurate and timely reporting (attendance, textbooks, etc)	
Manage the use of and oversee maintenance of school facilities to ensure a clean, orderly and safe campus	
Direct and manage extracurricular and intramural programs, including multiple activity funds	
Create and implement daily activity plans, class schedules, teacher assignments, and extracurricular activity schedules	
Assure that registration, attendance, reception, and other office systems are efficient, responsive, welcoming and supportive, and proficient	
<p><b>Description of Performance in Administration and Fiscal/Facilities Management:</b></p>	<p><b>Evidence/Rationale:</b></p>
86	

<input type="checkbox"/> Unsatisfactory  <input type="checkbox"/> Below Expectations/ Beginner  <input type="checkbox"/> Meets Expectations  <input type="checkbox"/> Exceeds Expectations	
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Area of Responsibility:

## Student Management and Support

*Responsibilities, duties & expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.*

Work with faculty, students, and parents to develop and implement a student discipline management system that aligns to the district vision, mission, and beliefs and results in positive student behavior and enhanced school climate

Communicate and collaborate with appropriate district staff on issues relating to overall school safety, including required drills and protocols

Design, implement, and support proactive, supportive approaches to student behavioral and social emotional needs

Design, implement and support behavioral and social emotional interventions that are individualized, student-centered, effective, and aligned to the GSD Vision, Mission, and Beliefs

Conduct collaborative and solution-oriented meetings and conferences to support struggling students

<b>Description of Performance in Student Management and Support:</b>	<b>Evidence/Rationale:</b>
<input type="checkbox"/> Unsatisfactory  <input type="checkbox"/> Below Expectations/ Beginner  <input type="checkbox"/> Meets Expectations	

Exceeds Expectations

Area of Responsibility:

## School/Community Relations and Culture

*Responsibilities, duties & expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.*

Establish, support and model a culture aligned to the GSD Strategic Framework

Design and support systems that foster collaboration, voice and creative problem solving for teachers, staff and students aligned to the GSD Vision, Mission, Beliefs and Learner Profile including a campus design team, action teams and other groups

Align leadership behaviors, systems and processes to the GSD Vision, Mission and Beliefs

Articulate the district's vision and mission to stakeholders to solicit support in realizing the vision and mission

Demonstrate awareness of school-community needs and initiate activities to meet those needs using appropriate and effective techniques to encourage community and parent involvement

Solicit regular input and feedback from all stakeholders regarding processes, systems and programs

Consistently communicate with stakeholders through a variety of means

### Description of Performance in School/Community Relations and Culture:

- Unsatisfactory
- Below Expectations/ Beginner
- Meets Expectations
- Exceeds Expectations

### Evidence/Rationale:

Area of Responsibility:

## Professionalism

*Responsibilities, duties & expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.*

Has a positive attitude

Is a positive role model for students, staff and community
Exhibits good judgment
Shows initiative
Is punctual and only absent with good cause
Exhibits poise and self-control
Equally contributes to team’s work and responsibilities
Follows through on tasks and responsibilities
Collaborates with peers and district-level staff

<p><b>Description of Performance in Professionalism:</b></p> <p><input type="checkbox"/> Unsatisfactory</p> <p><input type="checkbox"/> Below Expectations/ Beginner</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Exceeds Expectations</p>	<p><b>Evidence/Rationale:</b></p>
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Area of Responsibility:

## Compliance with Laws and Policies

*Responsibilities, duties & expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.*

Complies with campus, district and state policies and procedures as outlined in GISD Policy, the GISD Employee Handbook, the Texas Education Code, the Texas Educator Code of Ethics, and the Texas Education Commissioner’s Administrator Standards.

<p><b>Description of Performance in Compliance with Laws and Policies:</b></p> <p><input type="checkbox"/> Unsatisfactory</p> <p><input type="checkbox"/> Meets Expectations</p>	<p><b>Evidence/Rationale:</b></p>
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Area of Responsibility:

## Response to Supervision

*Responsibilities, duties & expectations may include the following, as well as any other responsibilities, duties, expectations, or objectives set by your supervisor.*

Follows directives

Accepts supervision and responds appropriately to suggestions and/or directives from supervisor

### Description of Performance in Response to Supervision:

- Unsatisfactory
- Meets Expectations

### Evidence/Rationale:

# Principal Feedback Plan

## The Redesign Process

- Action Team Members
  - Patricia Arriaga, Assistant Principal/Dual Language Coordinator
  - Julie Patterson, Assistant Principal
  - Jennifer Guidry, Principal
  - Danielle Holloway, Principal
  - Brandon Jayroe, Principal
  - Brian Johnson, Principal
  - Jeanna Sniffin, Principal
  - Kelly Spiller, Principal
  - Lindsay Harris, Chief Strategist for Leadership & Culture
  - Wes Vanicek, Chief Strategist for Assessment & Feedback
- The Work
  - Reading/Studying Effective Feedback Practices in Organizations
  - Empathy Interviews with 2 Current Principals
  - Analyzing our Beliefs & Strategic Plan for Direction on Feedback & Evaluation
  - Reviewing GISD Policy & District of Innovation
  - Creating of Picture of Success for Principal Feedback
  - Consulting with GISD Attorney
  - Reviewing TPESS & Current Principal Evaluation Tool/Practices
  - Collaborating with GISD Human Resources
  - Collecting Feedback from All GISD Principals and the DPC

## The Picture of Success

Principal feedback in Georgetown ISD is a reflective, ongoing and collaborative dialogue that includes multiple stakeholders and is focused on the leader's progress toward district, campus and personal goals.

## Recommendation to Create Own Tools/Process

The recommendation of the team is to create GISD tools and processes because:

- we desire to have tools that use language and scoring practices that communicate a focus on growing our leaders (in lieu of comparison or getting over a certain bar)
- we desire a tool that uses the language of our beliefs and priority work

- we desire a tool and process that offers feedback on progress toward goals that align with the priority work of the campus and district and personal leadership development of the principal while still providing feedback on technical aspects of the principalship
- we desire a process and tool that work hand-in-hand

## The Model

- Major Features of the Model
  - Collaborative Goal-Setting Between The Principal & Their Coach and/or Supervisor
  - Ongoing, Intentional Conversations Around Progress Toward Goals & Overall Performance
  - Use of Multiple Sources of Input
  - Use of Reflection
  - Opportunities for Personalization of Feedback
  - Annual Evaluation Tool That Allows for Feedback on GISD Leadership Commitments, Individual Goals, District and Campus Priority Work & Principal Job Description
- Collaborative Goal-Setting Between The Principal & Their Coach and/or Supervisor
  - Each Principal Will Annually Set 2-3 Goals That Are Connected To:
    - GISD Leadership Commitments or Other Leadership Resources (Minimum of One)
    - District Goals
    - Campus Pathway
    - Priority Work of the District
    - Job Description/Technical Skills of the Principalship
    - Occurs annually, by September
  - Goals are developed through reflection, feedback from previous school year, district and campus data, and in collaboration with the coach and/or supervisor
  - Time and opportunities for collaboration and learning pertaining to goal-setting and goals will occur at DLT
  - A Principal Goal Setting Tool will be used to support the Principal in the goal-setting process
- Ongoing, Intentional Conversations Around Progress Toward Goals & Overall Performance

- Minimum of 4 Intentional Conversations Between Principal & Supervisor
  - Collaborative Goal-Setting/Review Conference
    - Review Goals & the Goal-Setting Process
    - Uses Goal-Setting Tool
  - Mid Year Conference
    - Review Progress Toward Goals & Provide Feedback on Overall Job Performance
    - Reflections on 360° Feedback Gathered
    - Uses MidYear Conference Agenda
  - End of Year Evaluation
    - Formal, Annual Feedback on Goal Progress./Attainment and Job Performance
    - Uses Principal Evaluation Tool
  - Check-In Conversations, Minimum of 1 Per Year
    - Informal, but Calendared
    - Reflections on 360° Feedback Gathered
    - May Use Check-in Agenda, but Not Required
- Use of Multiple Sources of Input
  - Various Feedback Sources - Collected by Principal & Include:
    - Teachers/Campus Staff
    - Supervisor, Coach, Strategists, Dr. Brent, Other District Leaders
    - Peers
    - Colleagues Around the District
    - Parents
    - Students
    - Assistant Principals, Counselors, Learning Design Coach, Other Campus Leaders
  - Reflections by the Principal
    - On Feedback
    - On Growth
  - Artifacts - Optional, Collected by the Principal
    - Additional Feedback Sources
    - Aligned to & In Support of Goals
    - Aligned to & In Support of Leadership Commitments
    - Aligned to & In Support of Job Responsibilities/Technical Skills
- Use of Reflection
  - Reflective Process in Goal-Setting

- Reflective Questions in MidYear, CheckIn & End of Year Evaluation Conversations
- Annual Evaluation Tool That Allows for Feedback on GISD Leadership Commitments, Individual Goals, District and Campus Priority Work & Principal Job Description
  - Technical Skills
    - Aligned to Job Description
    - Grouping of Behaviors/Skills Necessary to Perform Job Description
  - Leadership Commitments
  - Attainment of/Progress Toward Goals

### Roles in the Principal Feedback Process

- Principal
  - Responsible for reflection
  - Sets goals in collaboration with the coach and/or supervisor
  - Completes self-evaluation
    - Provides evidence to demonstrate growth/application of skills and attributes, as desired
  - Responsible for gathering feedback from various stakeholders
- Supervisor
  - Schedules Goal-Setting, Mid Year, and CheckIn Conferences
  - Completes the End of Year Evaluation Tool
  - Uploads documents into STRIVE
  - Collaborates with Principal/Strategist Coach to set goals
  - Shares feedback on professional performance, technical skills, and leadership commitments as needed
- Strategist Coach (Campus-Specific Strategist Coach)
  - Serves as a thought partner and support to the supervisor in the coaching and development of the principal
  - Attends the MidYear Conference & End of Year Conferences
  - Routinely serves as a resource, source of feedback and coach for the principal
- Superintendent & Strategists
  - Serves as a resource and source of feedback for the principal



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/10/2020 14:34:18

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

**Action Needed**

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**Name of Person Responsible:**

Wes Vanicek

**Department or Campus:**

Assessment and Feedback

**Title of Agenda Item:**

Board Targets and Progress Measures

**Background Information:**

Revised GISD Board targets or areas of performance focus include Learner Profile attainment, social-emotional learning, college, career, & military readiness, literacy and numeracy as well as community based accountability. District leadership and GISD board members have engaged in a series of dialogues and learning to identify specific targets and progress measures toward the ultimate goals of GISD Board of Trustees.

The attached document describes the 5 target areas and methods of progress measuring. As a point of clarity, the required 5 year goals for House Bill 3 are currently being finalized and will be brought for final approval in January.



## BOARD AGENDA ITEM

### **Attachments:**

<https://drive.google.com/open?id=1t0iQp9kkyJIMDeClgaVU6XhnAFYF4n6LPrJjILVsQT>  
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### **Superintendent's Recommendations:**

Consideration and possible action on adopting the 2020-2021 Board Targets as presented.

## Draft Board Targets

### Target Focus areas developed in the Board Workshop (November 13, 2019):

- Learner Profile
- Social Emotional Learning
- College, Career, Military Readiness
- Literacy/Numeracy
- Community Based Accountability System

#### Learner Profile:

- All students will receive targeted feedback, set goals, and track progress on Learner Profile growth. (5 year goal)
  - *See evidence of rubrics, goal setting/progress monitoring systems, processes established for sharing progress with parents.*
  - *Competencies and continua (rubric) aligned to Learner Profile attributes exist for all grades.*

#### Social Emotional Learning:

- Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.
  - *Establish SEL as the foundational level/component of the Multi-tiered system of support. Implementation of SEL practices through the integration of SEL competencies for campuses who went through the onboarding process last year including follow-up support. Professional learning dedicated to the adult mindset for new pilot campuses.*

#### College, Career, Military Readiness:

- All students will meet CCMR by 2025.
  - *Increase in the % of students meeting the State defined CCMR measure. (2020 Baseline=76%) \* The data used by the TEA for CCMR is a year lag measure. House Bill 3 CCMR Goal (coming soon)*

#### Literacy & Numeracy:

- All students will demonstrate grade level numeracy (number sense, patterns & relationships, problem solving) and literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade.
  - Early Literacy: All students will demonstrate grade level literacy by the end of 3rd grade by Aug 2025 (grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA, & Standards Based Teacher Assessments).
    - House Bill 3 Early Literacy Goal (coming soon)
  - Early Numeracy: All students will demonstrate grade level numeracy by the end of 3rd grade by Aug 2025. (grade level numeracy determined by multiple measures including but not limited to NWEA MAP, STAAR, & Standards Based Teacher Assessments).
    - House Bill 3 Early Numeracy Goal (coming soon)

#### Community Based Accountability System (CBAS):

- Develop and implement the pilot community-based accountability system.
  - *See evidence of the existence a CBAS. (5 year goal)*
  - *2-3 pillars build out with key questions, evidence(s) for 7 pilot campuses.*
  - *First round of signaling presented to community and Board of Trustees May 2020.*



## BOARD AGENDA ITEM

**Board Meeting Date:**12/14/2020

**Submitted Date:** 12/10/2020 16:26:56

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

**Action Needed**

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**Name of Person Responsible:**

Dr. Fred Brent

**Department or Campus:**

Superintendent's Office

**Title of Agenda Item:**

CAC Goals, Charges, and Parameters

**Background Information:**

See attached document.

**Attachments:**

[https://drive.google.com/open?id=15Mk9hPwSw1no3YVP4\\_AuBi-z7aHK8R6K](https://drive.google.com/open?id=15Mk9hPwSw1no3YVP4_AuBi-z7aHK8R6K)

**Superintendent's Recommendations:**

Recommend approval of CAC Goals, Charges, and Parameters as presented.



## Citizens Advisory Committee for Educational Facilities

November 16, 2020

Georgetown ISD believes that public education is the foundation of our community and that community engagement and collaborative environments that give voice and offer ownership to stakeholders are essential to meeting current and future needs. To help the district plan for the future, a Citizens Advisory Committee should be convened.

### **Purpose of the Citizens Advisory Committee**

The purpose of the Citizens Advisory Committee is to provide facility and equipment recommendations to the Georgetown ISD Board of Trustees after having studied existing facilities, enrollment projections, financial information and other data relevant to creating and maintaining learning environments that align with the district's vision, mission and goals.

### **Charges to the Committee**

The Citizens Advisory Committee represents all stakeholders of Georgetown Independent School District and is asked to provide meaningful information to the district by developing recommendations that:

- Considers the district's current and future facility needs and includes recommended solutions for:
  - Aging facilities and conditions
  - Safety and security
  - New construction, renovations or additions to accommodate growth and capacity
  - Land acquisition
  - Evolving educational delivery and programs
- Considers the educational needs of all students;
- Provides an adequate and appropriate learning environment that is aligned with the district's vision, mission and goals;
- Is fiscally sound;
- Represents the school district community and reflects community values;
- Are based on current, relevant data and best practices;
- Adheres to law and policy that govern school construction and bond issue requirements;
- To the extent possible, provides the school district with recommendations that reflect the support of registered voters as measured by a statistically valid community survey

### **Parameters for the Citizens Advisory Committee**

- The Citizens Advisory Committee will be comprised of individuals from the community who represent the diverse and multifaceted interests of the district and will be aided by district staff and district consultants serving as information providers for the committee.
- The CAC should make recommendations that are based on current, relevant data and best practices, and adhere to law and policy that govern school construction and bond issue requirements.
- The Citizens Advisory Committee will have access to data and resources provided by Georgetown ISD in order to develop appropriate facility recommendations.
- Recommendations for renovating existing facilities and/or building new facilities will require a source of funding that is only available with a voter supported bond issue.
- The CAC recommendation(s) should address immediate and future facility/equipment needs of the school district to the extent members feel are financially prudent.
- The CAC recognizes that the committee's role is to provide recommendations to the Board of Trustees of Georgetown ISD and that the Board of Trustees will determine the structure and content of any potential bond issue.
- The Citizens Advisory Committee agrees to communicate progress and submit information requests to the school district in a timely fashion and provide regular updates to Georgetown ISD and community stakeholders.
- The CAC will submit recommendations to Georgetown ISD early enough for the school district to study the recommendations and to legally call an election if a bond issue is appropriate.

### **Timeline for CAC Recommendations**

The school district requests that the Citizens Advisory Committee deliver its recommendations to the Board of Trustees no later than first week of August. This would allow enough time for the Board to deliberate the merits of a potential bond issue and call an election no later than August 16, the last day to call an election for the general election date, November 2, 2021.