



Agenda of Regular Meeting

April 15, 2024

5:30 PM Closed Session / 7:00 PM Open Session

A Regular Meeting of the Board of Trustees of Georgetown ISD is April 15, 2024, beginning at 5:30 PM in the GISD Hammerlun Center for Leadership & Learning Building at 507 E University Avenue. Immediately after opening, the Board of Trustees will convene in Closed Session and will return to Open Session following the completion of Closed Session. The Board will not reconvene in Open Session before 7:00 p.m.

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

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

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

- I. Determination of Quorum, Call to Order
- II. Closed Session (authorized by TX Gov't Code Section 551.071, 551.072, 551.074, 551.082, 551.0821)
 - A. Personnel: Consider Appointment, Employment, Evaluation, or Duties of Professional Employees
 - B. Discussion of the Purchase, Exchange, Lease, or Value of Real Property
 - C. Consider employment and potential termination of Ruth Jordan's employment contract at the end of her contract's term in the district's best interests.
- III. Pledge of Allegiance
- IV. Recognitions
 - Melinda Brasher
 - A. Jack Frost Citizens of the Month
 - 1. EVHS 4
 - 2. GHS 6

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Jordan's probationary contract at the end of her contract's term and related actions.

Devin Padavil

B. Consideration and Action to Amend GISD Local Innovation Plan

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Wes Vanicek

XI. Closed Session (authorized by TX Gov't Code Section 551.071, 551.072, 551.074, 551.082, 551.0821)

A. Personnel: Consider Appointment, Employment, Evaluation, or Duties of Professional Employees

B. Discussion of the Purchase, Exchange, Lease, or Value of Real Property

XII. Adjourn



BOARD AGENDA ITEM

Board Meeting Date: 4/15/2024

Submitted Date: 4/8/2024 14:35:36

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

Recognition

Name of Person Responsible:

Frances Porter

Department or Campus:

EVHS

Title of Agenda Item:

Jack Frost Citizen of the Month

Background Information:

Levi Robertson

Attachments:

YES

Superintendent's Recommendations:

Jack Frost Award for April



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/9/2024 13:04:35

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

Recognition

Name of Person Responsible:

Frances Porter

Department or Campus:

EVHS

Title of Agenda Item:

Jack Frost Citizen of the Month

Background Information:

Ashley Gelsinger

Attachments:

YES

Superintendent's Recommendations:

Jack Frost citizen of the month



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/4/2024 16:37:30

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

Recognition

Name of Person Responsible:

Jenny Gebhardt

Department or Campus:

Georgetown High School

Title of Agenda Item:

Jack Frost Recognitions for GHS

Background Information:

Winner 1: Jake Decker (his teacher is Marcus Flores, in his form he only lists him as "Mr. Flores")

Winner 2: Elizabeth McCallum

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 3/28/2024 11:41:20

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

Recognition

Name of Person Responsible:

Paige Hoellen

Department or Campus:

Teaching and Learning

Title of Agenda Item:

SeaPerch

Background Information:

GISD hosted the regional SeaPerch competition on March 22nd at the Georgetown Recreational Center. Over 250 students competed making up 55 teams from eight elementary, four middle, and three high school campuses. Teams built a Remotely Operated Vehicle (ROV), competed in a mission course (secondary) or speed course (elementary), obstacle course, bucket challenge, and submitted a technical design report.

Congratulations to the following teams for their achievements:

The elementary overall champion is from Carver Elementary - H2R2. Team Members are Elias Harter, Ethan Berry, Matt Williams, Gaines Johnson.

In the middle school division, Wagner Middle School's The Inflatables placed second. Team members include Christopher Martinez, Elizabeth Shumate, Colten Rockhold, and Mason Green. The Inflatables received a perfect score on their technical design report.



BOARD AGENDA ITEM

In the high school division, GHS's Team 2 was the overall champion. Team Members include Colton Rehberg and Wesley Bingham. EVHS's Big Cheese received second place in the high school division. Team members are Eymy Brenas Alvarez, Ava Reed, Yelitza Penaloza, and Cruz Holgate.

The Inflatables, Team 2, and The Big Cheese will represent GISD in the International Competition at The University of Maryland from May 31 to June 1.

Attachments:

NO

Superintendent's Recommendations:

yes



BOARD AGENDA ITEM

Board Meeting Date: 4/15/2024

Submitted Date: 4/10/2024 15:30:25

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

Recognition

Name of Person Responsible:

Mari Corales, Jessica Daley, Tori Agnew

Department or Campus:

GHS - SkillsUSA Culinary Arts

Title of Agenda Item:

GHS SkillsUSA Culinary Arts State Competitors

Background Information:

All of these students are enrolled in the Culinary Arts program and participate in the SkillsUSA CTSO. It took many hours of training, practicing and preparing for them to get to this stage. The Quiz Bowl students had many practices going over culinary information not only including information taught in class but also including facts, pop culture, history, and current events.

The culinary competitors have been working on their skills from day one and at competition were required to fabricate a chicken and proceed to create a salad using the tenderloin of the chicken, create a stock and clear soup with the carcass. They also had to create 2 plates using the breast and thigh of the chicken, 1 starch of either rice or potatoes and a vegetable medley. They created two different plates using knife cuts and two different cooking methods.

The Cake competitors worked in teams or individually to create a tiered cake decorated in this year's theme which was Super Heroes. Most of the students competing in this



BOARD AGENDA ITEM

category are first year competitors with the exception of the team that was Awarded Best in Show for Thor's Hammer. The cakes and filling were all made from scratch and students were required to use various decorating techniques including fondant, royal icing and butter cream. Students have been working on their flavor profiles since November and their cake designs since January. Blood, sweat and tears went into the preparation for this competition.

Students to be Recognized:

Robert Grafton - Culinary Arts State Competitor and Ribbon of Excellence Commercial baking individual 1-2 tier cake ""Fantastic Four

Carolina Hernandez - State Competitor

Alejandra Sanchez- State Competitor

Abygale Vout, Ashley Morris, Eli Cabrera, and David Gotti (Commercial Baking Team 3-5 Tier Cake ""Perry the Platypus)- Superior Ribbon

Ben Keefe, Jairo Navarro Torres, and Austin Farris (Commercial Baking Team 3-5 Tier Cake ""Scarlett Witch"")- Superior Ribbon

Madison Sanders and Jacob Corron (Commercial Baking Team 3-5 Tier Cake ""Venom"")- Superior Ribbon

Aubrie Hignojo, Isabel Spraybary, and Ellie Mata (Commercial Baking Team 3-5 Tier Cake ""Thor's Hammer"")- Superior Ribbon and Best in Show

Chris Mashburn, Seth Wiley, Karson Kubala, Will Lopez, Madeline Vanderford - Culinary Quiz Bowl State Top 10 Finalest

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 15:37:14

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

Recognition

Name of Person Responsible:

Denny Herrin & Richard Fowler

Department or Campus:

EVHS - SkillsUSA Automotive

Title of Agenda Item:

EVHS SkillsUSA Automotive State Competition

Background Information:

These students picked Automotive components to rebuild for job exhibits at the beginning of the school year. They chose complicated parts such as a Dodge Automatic Transmission(Aryann) and a Ford Supercharger(Dylan). These students applied their skillsets and learned quite a bit through the process to restore these items based on Industry standards of repair and safety. It should be noted that Aryann is in Automotive Tech 1 and her project is something more fitting for a Tech 2 student yet she overcame all obstacles and was able to present this project at the state level. The Binders Noting their progress were presented at district and were judged qualifying them for state with judges notes on where to improve. they made these adjustments to their final projects and were awarded with Superior Ribbons at State Competition. Aryann scored a 360 out of 400 and Dylan scored a 380 out of 400.



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Students to be Recognized:

Aryann Suggs, Dylan Porterfield

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 15:42:35

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

Recognition

Name of Person Responsible:

Greg Wall & Kelley Mayo

Department or Campus:

GHS - SkillsUSA Automotive

Title of Agenda Item:

[Correction] GHS SkillsUSA Automotive State Competitors

Background Information:

The road to state was a long journey that started the first week of school. The students spent countless hours before and after school studying and practicing to get themselves to state. In completing the binder projects they not only demonstrated the mastering of the skills portrayed in the binder but the ability to explain in such a way that made sense to someone with no Automotive ability. With the painted hood the students had to design and paint a hood. This included sanding buffing and painting. With the Electric car the students got a firm grasp of how electricity flows and works in an electric car. They also worked to master the ability to solder wires and create a diagram on how to run the wires. All of these students have shown an ability to credibly think and problem solve.

Qualifying students include:

Mason Hunn, Michael Friemel, Morgan Elder, Logan McCormack, Jacob Nolan, Dylan



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Cooke Lorenz Tate, Ashton Eckert, Amber Laurents, Megan Denton, Ethan Milford, William Phelps, Calvin Taylor, Tyler Bracken, Vanessa Servin, Kaylee Yeley, Tara Shae McMillan, Colten Rehberg, Isabel Sparabary, Soriana Torres, James Hugel

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 15:44:35

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

Recognition

Name of Person Responsible:

Hollie Jones

Department or Campus:

GISD - SkillsUSA Cosmetology

Title of Agenda Item:

GISD SkillsUSA Cosmetology State Competitors

Background Information:

Angelica has been in my class for 3 years, she has spent approximately 550 hours in Cosmetology so far. We prepared for several months leading up to the competition. Attended leadership day with all the officers. I had a representative come in who was a previous advisor and current judge in West Texas to explain to the students what to expect at competition and how to prepare for competing. We did several run throughs and even invited Sport Clips to "judge" the students, when they felt they were competition ready. Angelica is very talented already in Nail Art & Design so she choose to compete in 3D Nail Art and placed 2nd at District. Only 1st and 2nd place advance in this category so she secured her place to compete at state. The challenge for her to overcome and adjust to were the limited type of supplies you were allowed to use. The list was very short and very few things students usually use to prepare nails for nail art, so I feel that was the largest challenge to figure out how to master the designs with these obstacles, and the theme was super heros. We learned a lot about competing in



BOARD AGENDA ITEM

the future and will be ready next year. I took 13 students to district and it was our first time to compete. We had several 2nd place winners, but their categories only took 1st place winners to state, we were excited to get a chance to go to State in this category. She is a GHS junior and attends cosmetology at EVHS, we had a great time traveling & taking other students in our vehicle so everyone could go. She will be attending cosmetology her senior year in my class at the Future Ready Complex.

Student to be recognized: Angelica Valenzuela

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 15:27:05

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

Recognition

Name of Person Responsible:

Chrystal Gonzalez & Leah Miller

Department or Campus:

EVHS - SkillsUSA Criminal Justice

Title of Agenda Item:

EVHS SkillsUSA Criminal Justice State Competitors

Background Information:

Students met weekly to study for SkillsUSA Quiz Bowl Competition from October through December. Then moved to twice a week in January until Competition on February 2nd and 3rd. Studying consisted of being knowledgeable with Science, Math, History, SkillsUSA content, Politics, and events that occurred in the past 90 days.

Areas of Judging:

Online Testing, Resume, Professional Attire, and actual Quiz Bowl.

The students did a great job for it being their first time to compete in the SkillsUSA Quiz Bowl Competition.

State Qualifier: 1st Place at SkillsUSA Regional Competition for SkillsUSA Quiz Bowl



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Jael Schmidt, Briana Jimenez, Luke Cherry, Jack Cherry, Nate Boen, Damian Cantu, and Cavan Gonzalez

Attachments:

NO

Superintendent's Recommendations:

Recognition



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Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 15:34:55

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

Recognition

Name of Person Responsible:

Deron Reinders & Delta Jolly

Department or Campus:

GHS - SkillsUSA Criminal Justice

Title of Agenda Item:

GHS SkillsUSA Criminal Justice State Competitors

Background Information:

The students spent many hours studying, crying, encouraging one another and being dedicated to the team. There were moments of suffering and joy. A lot of sweat and stress, but it was all worth it. Students have been preparing all year, some even started preparing last year, taking time out of the personal lives. The skills we learned include time management, self restraint, mediation, consideration for others, and self reflection. In order to qualify for state we placed 1st at the regional SkillsUSA competition in Criminal Justice Quizbowl, 1st in Criminal Justice, 2nd in Prepared Speech, and two students' 3D Crime Scene Models qualified for state. At state, we placed 2nd out of 21 teams in Criminal Justice Quizbowl. During this time, we had the opportunity to bond by singing "Man or Muppet," and spending time at Dave & Busters, the mall, the bookstore, the beach, Cheesecake Factory and La Palatera (Ice cream cafe). The hard work demonstrated by students shows the real definition of Eagle Fight Never Dies!



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Students to be Recognized:

Denise Zavala, Brooke Thomas, Greta Hutmacher, Piper Elliot, Autumn Bernard, Finnly More, Yesenia Munoz, Joshua Aldana

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date: 4/15/2024

Submitted Date: 4/11/2024 16:03:50

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

Recognition

Name of Person Responsible:

Jenny Gebhart

Department or Campus:

Georgetown High School - Debate team

Title of Agenda Item:

GHS Debate Team - State Qualifiers

Background Information:

Two students from Georgetown High School qualified for Debate at UIL State in March.

Attachments:

YES

Superintendent's Recommendations:

Recommended for recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/11/2024 16:18:39

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

Recognition

Name of Person Responsible:

Brady Bond

Department or Campus:

East View Powerlifting

Title of Agenda Item:

EVHS State Qualifiers (Boys and Girls) and EVHS State Championship (Girls)

Background Information:

Google Sheet sent via email

Attachments:

YES

Superintendent's Recommendations:

recommended for recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 16:38:53

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

Recognition

Name of Person Responsible:

Nate Nicholson

Department or Campus:

EVHS - FFA

Title of Agenda Item:

EVHS FFA Archery State Competitors

Background Information:

In late September the EVHS Archery Team stood back up after our summer break. We welcomed back 6 archers from last year who were joined by an additional 20+ members. Archers learned the 11 Steps to Archery Success which we put into practice up to 3 days a week before or after school. In late January we held 2 qualifying shoots. As a team we qualified for the Texas State NASP Tournament. These members maintained their eligibility and represented the EVHS Archery Team at the Tournament. As a team we improved on last years tournament results. Our top archer is Ms. Germaine Binalla, Sophomore and 2nd year archer. This year Ms. Valeria Velasquez and Mr. Levi Krier improved at a the highest rate, which can be attributed to their outstanding attendance records, they were tied for highest among the team. At this time the EVHS Archery Team continues to practice for next years competitions. We will stand down for the summer after practice on May 3rd.



BOARD AGENDA ITEM

Students to be Recognized:

Germaine Binalla, Top Archer

Stella Brannon

Melissa Gantz

Colin Kaylor

Levi Krier

Ma'Kayla Johnson

Leonardo Ledesma

Dylon Lee

Ariel Marshall

Ruby Morris

Angel Padron

Josika Pushparaj

Aaron Soto, Top Male Archer

Dayana Tapia

Victor Valadez

Valeria Velasquez

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 15:46:58

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

Recognition

Name of Person Responsible:

Ray Langley, Katy Henry & Lacy Lewis

Department or Campus:

GHS - FFA

Title of Agenda Item:

GHS FFA Archery State Competitors

Background Information:

The Georgetown FFA Archery team started their season in October with practices Monday, Wednesday, Friday morning practices and Tuesday / Thursday after school practices. The team had their State qualifying shoot in January and qualified to compete in the state archery tournament in Belton on March 26th. Georgetown FFA Archery placed 27th in the Texas State NASP Tournament with Caden Coco shooting a 295 out of 300, Calleigh Tobola shooting a 274, and Trent Green shooting a 271. Caden Coco placed 1st in the tournament overall. He qualified to compete individually in the National Tournament by placing in the first top ten overall high school boys division. He will compete in the National Tournament in Louisville, Kentucky in May!

The team also participated in the Texas State NASP®/IBO 3D Challenge where the team placed 18th. The team was led by Caden Coco shooting a 280, Amber Hollon shooting a 257 and Trent Green shooting a 250.



BOARD AGENDA ITEM

Students to be recognized:

Bartholomew, Emily

Bruce, Emma

Bruesewitz, Annabelle

Coco, Cade

Corron, Jacob

Cortez, Bella

Cortez, JonLucas

Cutrara, Makayla

Green, Trenten

Hollon, Amber

Jarosek, Bryce

Marsden, Bryce

Rojo, Alondra

Stonebrook, Lacey

Tarby, Smilla

Tobola, Calleigh

Tobola, Zachary

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 18:32:35

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

Recognition

Name of Person Responsible:

Lacy Lewis

Department or Campus:

GHS - FFA

Title of Agenda Item:

GHS FFA Horse Judging Team State Competitors

Background Information:

What did it take to qualify for this competition?

- The Horse Judging Team placed 2nd out of 34 teams at the Area XII CDE Contest and Alexa Kilmer (Senior) received 1st place out of 606 FFA Members. The team earned a qualifying spot to compete at the State Horse Judging Contest, which will be Saturday, April 20th at Texas Tech University in Lubbock, Texas.

How long did the student(s) prepare?

- Students have been practicing since October and have competed at various CDE contests all over the state to prepare for the Area XII and State CDE Contests.

What special skills has the student(s) learned or acquired to prepare them for success?

- Students observe and evaluate horses in rank order based on breed characteristics and conformation, and judge performance classes in various equestrian styles.



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Is there anything additional that should be shared about you or your students recognition?

- Alexa Kilmer is a Senior, and has been part of the Animal Science pathway all four years of high school. She has competed on the Horse Judging Team all throughout high school, and has qualified for state for three of those years. Alexa missed After Alexa graduates from high school, she plans to attend Tarleton State University in the fall, and continue to study animal science and will compete on Tarleton's Stock Horse Team! Alexa will be dearly missed from the Horse Judging Team next year, but we look forward to having Allie, Reagan and Carley return to the team next year!

Students to be Recognized:

Alexa Kilmer (Senior), Allison Foster (Sophomore), Reagan Roppolo (Freshman), Carley Stutzriem (Freshman)

Attachments:

NO

Superintendent's Recommendations:

Recognition



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 14:38:41

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

Presentation

Name of Person Responsible:

Jimmy Jones

Department or Campus:

Construction and Development

Title of Agenda Item:

4th Quarter 2023 Demographic Report

Background Information:

District demographic reports are provided quarterly. This enables district leadership and staff to identify trends in housing developments and district enrollments by campus. These reports also assist staff with planning locations for future district facilities and staffing at campuses as growth continues.

Attachments:

NO

Superintendent's Recommendations:

Staff recommends presentation by Zonda Education Demographics.



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 12:09:04

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

Presentation

Name of Person Responsible:

Amanda Johnson

Department or Campus:

Human Resources

Title of Agenda Item:

Grow Your Own Presentation - G.R.E.A.T. Program

Background Information:

The G.R.E.A.T (Georgetown Recognizes & Elevates Aspiring Teachers) program offers a comprehensive approach for current GISD paraprofessionals to pursue a teacher certification and completion of a bachelor's degree while, at the same time serving and working as the Classroom Instructor. GISD will partner with Teachworthy and Indiana Wesleyan University to support this process and coursework will be tailored to each participant's specific needs. This will come at no additional cost to the district and the employee will only pay the cost of books, the certification exam and posted certification at the completion of the program.



BOARD AGENDA ITEM

Attachments:

NO

Superintendent's Recommendations:

None



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 3/27/2024 14:36:02

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

Information Only

Name of Person Responsible:

Michelle Mainz

Department or Campus:

Supt. Office

Title of Agenda Item:

Continuing Education for Board Members Report

Background Information:

School board members must complete training that is required by the State Board of Education (SBOE), and the board president must publicly announce whether each board member has met their training requirements.

Attachments:

YES

Superintendent's Recommendations:

N/A

Annual Continuing Education Credit Report – Board Members

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

The following board member(s) have met or exceeded the required hours of continuing education:

Jen Mauldin
Anthony Blankenship
Elizabeth McFarland
Cody Hirt
James Scherer
Stephanie Blanck

The following board member(s) have not met the required hours of continuing education:

Stephen Benold

Board members have until the anniversary date of their election to fulfill any required training.

SUPERINTENDENT REPORT



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

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

WE BELIEVE PUBLIC EDUCATION IS THE FOUNDATION OF OUR COMMUNITY.

OUR ACTIONS SHOULD BE STUDENT-CENTERED. [relationships]

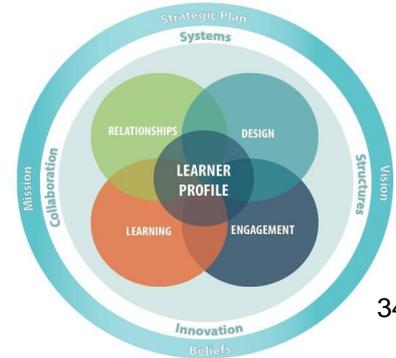
IT IS OUR RESPONSIBILITY TO PREPARE STUDENTS FOR THEIR FUTURE. [innovation]

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

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

COMMUNITY ENGAGEMENT ENHANCES EDUCATIONAL EXPERIENCES. [collaboration + engagement]

STRATEGIC FRAMEWORK



GISD Strategic Direction

[Adopted March 2023]



4 Strategic Priority Areas:

Student Learning, Growth, and Progress

Student and Staff Well-Being

Staff Recruitment and Retention

Community and Connectivity

35

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

April BOARD WORKSHOP

[April 2, 2024]

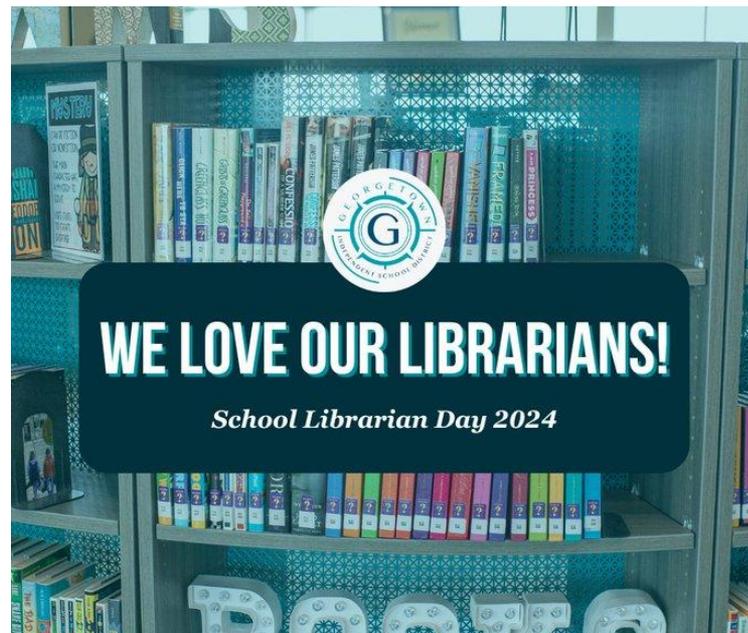
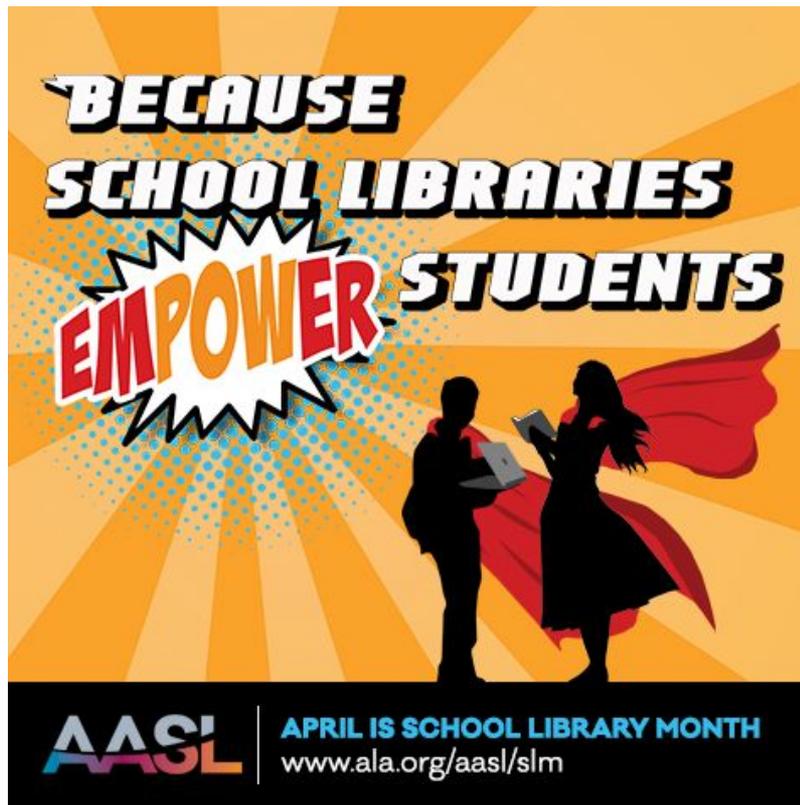


Agenda Items Included:

- Board Training - Strategic Direction Balanced Scorecard
- Teacher Incentive Allotment
- District of Innovation
- TASB Compensation Study + Planning
- Budget Update #4

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



April 4



5TH GRADERS CONSTRUCTING BRIDGES WITH JUST PAPER, COTTON SWABS AND TAPE



4TH GRADER LEARNING ABOUT SIMPLE MACHINES AND RENEWABLE ENERGY

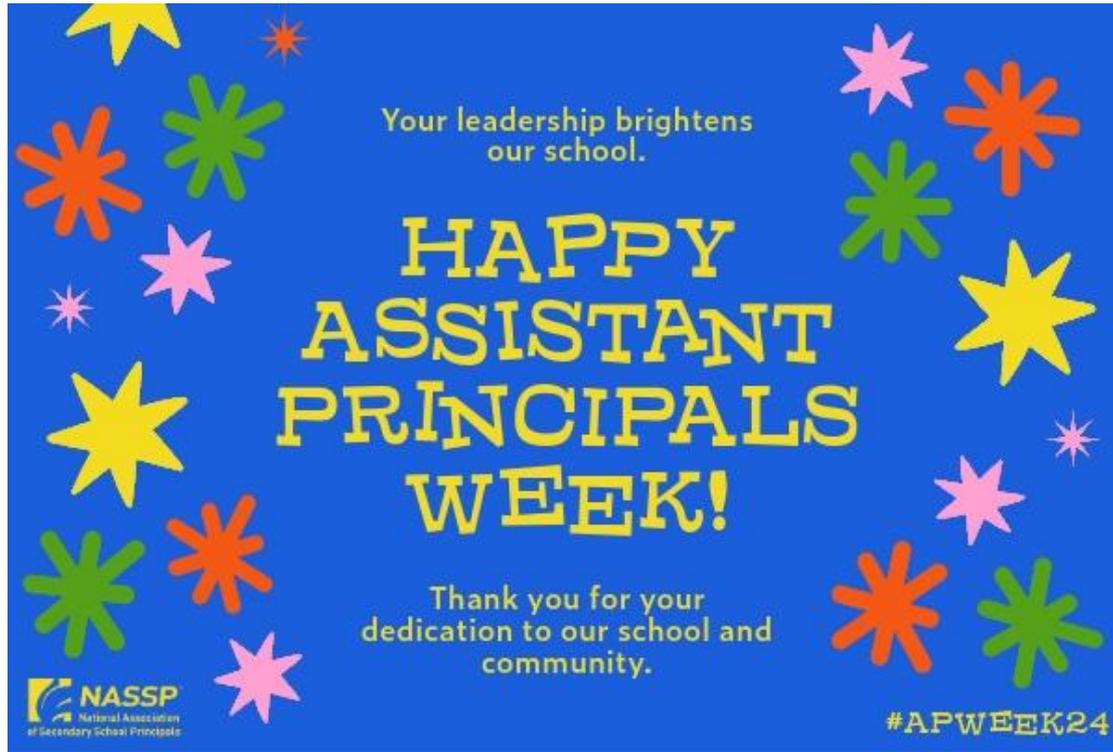



G/T AWARENESS WEEK
 APRIL 1 - APRIL 5, 2024
#TAGT #GTWEEK #whyGT




G/T AWARENESS WEEK
 APRIL 1 - APRIL 5, 2024
#TAGT #GTWEEK #whyGT

April 1-5

A blue rectangular graphic with colorful starburst patterns in yellow, orange, green, and pink. The text is centered and reads: 'Your leadership brightens our school.' followed by 'HAPPY ASSISTANT PRINCIPALS WEEK!' in large yellow letters, and 'Thank you for your dedication to our school and community.' at the bottom. The NASSP logo is in the bottom left and '#APWEEK24' is in the bottom right.

Your leadership brightens
our school.

**HAPPY
ASSISTANT
PRINCIPALS
WEEK!**

Thank you for your
dedication to our school and
community.

 **NASSP**
National Association
of Secondary School Principals

#APWEEK24

April 1-5



April 3

THE SOLAR ECLIPSE

APRIL 8, 2024



Recognizing Teachers of the Month

March 2024

Elementary

Carver ES - Sonia Tindle
Cooper ES - Emily Luna
Ford ES - Jill Spilotro
Frost ES - Carrie Vogler
McCoy ES - Lillie Wilson
Mitchell ES - Jackie Ross
Purl ES - Tory Cox
Village ES - Kathy Knudsen
Williams ES - Anne Snitker
Wolf Ranch ES - Cassie Davis

Secondary

Benold MS - Bryan Pulver
EVHS - Jennifer Taylor
Forbes MS - Liz Boyd
GHS - Vanessa Charles
RHS - Jeff Lanoue
STEP - Stefanie Bateman
Tippit MS - Linda Ferrell
Wagner MS - Jennifer Paddock

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Recognizing Team Members of the Month March 2024

Benold - Yogi Chand

Carver - Lilly Fowler

Cooper - Klarissa Trejo

EVHS - Kelly Armstrong

Forbes- Officer Shannon Hall &

Nurse Liz Pfuntner

Ford - Jamie Torres

Frost - Ashley Nunley

GHS -Lori Carter

McCoy - Amy Norton

Mitchell - Kelly Salazar

Purl - Allona Bodkin

Tippit - Lesley Anne Maddox

Village - Michelle Medina

Wagner - Wendy Williams

Williams - Nikki Martin

Wolf Ranch - Amber Cervantes

SpEd - Kelsey Shoepe

Technology - Belle Orta

Teaching & Learning - Erin Pierce

Maintenance/Support Svcs - Kara Del Bosque

Transportation - Steve Ledbetter

Custodial - Juan Martinez

Federal Programs - Susan Olivares

Communications - Jo Ann Hernandez



Summer Learning

PRE-K/K BILINGUAL

Purl Elementary

June 3 - June 27

Teacher/Para Prep: May 29-30

Schedule:

Monday - Thursday

7:30 am -3:30 pm

ESY

Purl Elementary

Session I: June 10-27

Session II: July 8-18

Teacher/Para Prep: June 5-6

Schedule:

Monday-Thursday

7:30 am -12:30 pm

ELEMENTARY

Cooper/Mitchell

Elementary

Session I: June 10-June 27

Teacher/Para Prep: June 5-6

Schedule:

Monday-Thursday

8:00 am -12:30 pm

MIDDLE SCHOOL

Forbes/Wagner MS

Session I: June 10-June 27

Teacher/Para Prep Dates:

June 5-6

Schedule:

Monday-Thursday, 8:00 am

-12:30 pm

HIGH SCHOOL

EOC Prep

EVHS/GHS/Richarte

Session I: June 3-20

Monday - Thursday

8:00 am - 3:30 pm

Session II: July 8 - July 25

Monday - Thursday

8:00 - 11:30 am

Teacher/Para Prep: May 29-30

HIGH SCHOOL

Credit Recovery

Session I: June 3-20

Monday - Thursday

8:00 am - 3:30 pm

Session II: July 8-25

Monday - Thursday

8:00 - 11:30 am

Teacher/Para Prep: May 29-30

*Invitations were sent to families
on April 12; RSVP due May 1*



*Information will be shared with
families soon*

Terri Conrad, Chief Strategist, Learning + Design



Attributes:

- Dynamic, engaging leader of adult learning – whether it's on challenging concepts like the design process or eliciting thinking using Lego Serious Play... and a much-known penchant for incorporating brain science and physics into it
- Beloved thought partner and coach
- Empowering leader who guided with support, honesty, and oftentimes humor
- Empathy: Understanding leader who was able to relate to the emotions and experiences of others, ultimately creating an environment of support and inclusivity

45

Under Terri's leadership and service:

- Served as a board member of the Georgetown Education Foundation, leading its Innovative Grants for Teachers/Teams work for 8 years
- GISD Curriculum completed + ongoing refinement process implemented
- Led the creation + implementation of our Leading Learning Framework
- GISD teachers and staff developed + implemented a virtual learning environment
- Designed + implemented the Learning Design Coach model
- Professional learning innovator: pioneered opportunities for teachers and staff members to advance their professional growth journey through GISD Grow. Spearheaded the development of asynchronous and synchronous learning platforms amidst the challenges of COVID-19.





announcing

Dr. Sonja Howard

Chief Academic Officer

Dr. Howard has been serving in Del Valle ISD since 2017 as the Director of Literacy and Biliteracy, Executive Director of Curriculum and Instruction, and most recently, Executive Director of Principal Leadership.

A veteran educator in central Texas, Howard has served as a teacher, reading specialist, assistant principal, and principal in Austin and Round Rock ISDs as well as leadership roles at the Region 13 Education Service Center.



Spring Bus Tours



SCAN ME

For Pictures

GEORGETOWN ISD BOND2024

Georgetown ISD Board Calls for May Bond Election

The Georgetown ISD Board of Trustees unanimously approved an order calling for a \$649,510,000 bond election to be held on May 4, 2024.

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The bond addresses district growth, aging facilities, safety, technology, fine arts, and athletics. The proposed projects will be presented to voters in four separate propositions on the ballot.

GEORGETOWNISDBOND.ORG

Important Dates

PUBLIC INFORMATION MEETINGS

→ April 17 | Village Elementary School
6 pm

Important Dates

April 4 Deadline to register to vote in May 4 election

April 22-30 Early voting

Georgetown ISD Technology Bldg, 603 Lakeway Dr.

The Oaks Community Center-Sun City, 301 Del Webb Blvd.

Hammerlun Center for Leadership and Learning, 507 E. University Ave.

East View High School, 4490 E. University Ave.

May 4 Election Day

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GEORGETOWN ISD
BOND2024

GEORGETOWNISDBOND.ORG



IMPORTANT DATES

April 9 - May 3 – STAAR Testing

See our assessment calendar for testing dates by grade level and subject area: www.georgetownisd.org/Page/162

April 17 – Community Bond Presentation, Village ES, 6 pm

April 22 – Early Voting Begins

April 26 – District closed/ student & staff holiday

May 6 – Board workshop

May 7 - 11 – Teacher + Staff Appreciation Week

May 24 - Last Day of School (early release for students)

Graduation ceremonies

May 18 - Bridges Graduation, 530 pm (HCLL)

May 23 - Richarte HS, 7 pm (PAC)

May 24 - Georgetown HS, 8 pm (GISD Stadium)

May 25 - East View HS, 8 pm (GISD Stadium)

BE INFORMED

Visit

www.georgetownisd.org

Sign up for District News

www.georgetownisd.org/newsletter

@GeorgetownISD



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Questions?

We can help. Send us your inquiries.

Submit a Let's Talk Dialogue





BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/11/2024 13:47:54

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

Consent Agenda

Name of Person Responsible:

Michelle Mainz

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Minutes of Previous Board Meetings

Background Information:

Board meeting minutes are attached for review.

Attachments:

YES

Superintendent's Recommendations:

Approval of board meeting minutes as presented.

The **Regular** March meeting of the GISD Board of Trustees was called to order at 5:32 p.m. by Elizabeth McFarland presiding, with Jen Mauldin, Stephen Benold, Cody Hirt, James Scherer, Stephanie Blanck, Anthony Blankenship, and Superintendent Devin Padavil present.

Under the authority of the Texas Government Code Chapters 551.071, 551.072, 551.074, 551.082, 551.0821, 551.089, and 551.129, the Board went into closed session at 5:33 p.m. to discuss personnel, real property, and legal. The Board came into open session at 7:01 p.m.

Attendees: Heather Rule, Tiffani Carson-Walker, Barbara Wilson, Corey Graef, Megan Ross, Tosha VanMetre, Rhonda McWilliams, Suzie Kovach, Andrew Karraffa, Kristina Moore, Katie Moore, Jackson Moore, Greg Vidal, Jarred Dorhauer, Lisa Brady, Jenny Gebhardt, Joey Lowrance, Lynn Azuma, Brian Hall, Roger Henson, Jamie Wiley, Emily Fraser, Carol Watson, Jacob Donnell, Lindsay Harris, Lannon Heflin, Terri Conrad, Wes Vanicek, Renee Hancock, Melinda Brasher, Bretton Schulz

Recognitions:

Lead, Grow, Serve Award - Awarded to the following individuals for heroic actions in saving the life of a student:

Liz Boyd, Paul Gammage, Kristi Schrieber, Miguel Munoz, Shelly Dunn, Officer Shannon Hall, Nurse Elizabeth Pfuntner, Joshua Bourland, Josh Riding, Andrew Karaffa, Jenna Whiteside, Thor Thompson, Dylan Orr, Jill Torres, and Rebel Paulk

Jack Frost Recipients:

EVHS March - Bree Williamson, February - Roane Lion

GHS March - Annabelle Brusewitz, Augustus Fangman, February - Lydia Steinly, January - Caroline Rutledge

TMEA All-State Qualifiers - Band and Choir

Ian McAlister - GHS Band

Kamrin Gordon - GHS Choir

UIL State Film Contest - GHS

Peace Msengi

TAFE (Texas Association of Future Educators) - State and National Qualifiers

EVHS - Genesis Murillo-Rodriguez, Jordan Fitzpatrick, Rhyanna Pena, Arianna Tatar-Perez

GHS - Brylee Dew, Emily Spinner, Ellie House, Bailey Sloas, Lauren Broussard, Abbie Squyres

GISD Navy NJROTC Liberty Battalion - State Competitors/National Qualifiers

Swim State Champions - GHS Boys

Wrestling State Qualifiers

1. EVHS
2. GHS

Presentations:

Bretton Schulz presented on the FAA Grant for GISD Drone

There were no information items.

Superintendent's Report:

GISD Mission, Vision, Belief, Strategic Direction, March Board Workshop Agenda, National Athletic Training Month, Music In Our Schools Month, Theatre In Our Schools, Youth Art Month, International Women's Month, Maintenance Worker Appreciation Day, Recent Highlights, February Teachers of the Month, February Team Members of the Month, Charlotte Young - Carver Elementary Principal, GISD Bond 2024, Important Dates, GISD Job Fair, GISD Spring Bus Tour 3.23.24

Public Comments:

Henry G. Silva Morales - Advocating for people with disabilities including hiring Bridges students for district positions

Mark Butler - Advocating for people with disabilities including driving classes

John Daniel Terbush - Advocating for people with disabilities including asking for bidets in restrooms to help with personal hygiene

Gordon Logan - GISD Bond

Suzie Kovach - District Programs for Younger Learners

Mark Grant - GISD Bond

Jason Norwood – GISD Bond

James Scherer made the motion, seconded by Stephen Benold, to approve all Consent items as presented. Unanimously approved.

Consent Item VIII. G.

RESOLUTION

THE Georgetown Independent School District FINDS AS FOLLOWS:

Section 61.012 of the Texas Election Code requires that Georgetown Independent School District must provide at least one accessible voting system in each polling place used in a Texas election on or after August 1, 2023. This system must comply with state and federal laws setting the requirements for voting systems that permit voters with physical disabilities to cast a secret ballot.

The Office of the Texas Secretary of State has certified that the ExpressVote® Universal Voting System Version 6.3.0.0 provided by Election Systems & Software (ES&S) is an accessible voting system that may legally be used in Texas elections. Early voting and election day voting, including provisional ballots will take place on the ExpressVote® Universal Voting System, ballot marking device, in conjunction with the DS200 and DS300 Digital® Precinct Scanner. The DS850 Digital® Central Count Scanner will be used to process all by mail ballots.

Sections 123.032 and 123.035 of the Texas Election Code authorize the acquisition of voting systems by local political subdivisions and further mandate certain minimum requirements for contracts relating to the acquisition of such voting systems.

THE Georgetown Independent School District HEREBY RESOLVES:

As chief elections officer of the Georgetown Independent School District, the Williamson County Elections Office shall provide at least one ExpressVote® Universal Voting System and DS200 and DS300 Digital® Precinct Scanner may be acquired by any legal means available to Georgetown Independent School District, including but not limited to lease or rental from the County of Williamson or from any other legal source, as authorized or required by Sections 123.032 and 123.035, Texas Election Code.

PASSED BY VOTE AND APPROVED this ____ day of _____, 20__

REQUIRED: /s/ _____

Presiding officer

ADDITIONAL SIGNATURES REQUIRED: ATTEST: /s/ _____

City Secretary/ Clerk APPROVED AS TO FORM: /s/ _____

City Attorney

There were no Action items.

Jen Mauldin made the motion, seconded by Cody Hirt, to adjourn at 8:21 p.m. Unanimously approved.

The **Board Workshop** was called to order at 11:05 a.m. with Elizabeth McFarland, Anthony Blankenship, James Scherer, Stephanie Blanck, Jen Mauldin, Stephen Benold and Superintendent Dr. Devin Padavil present. Cody Hirt was not present.

Staff Attendees: Kirby Campbell, Jennifer Hanna, Amanda Johnson, Tamra Marbibi, Jennifer Guidry, Carol Malcik, Bretton Schulz, Wes Vanicek, Lannon Heflin, Terri Conrad, Lindsay Harris, Jen Kearney, Heather Stoner, Melinda Brasher, Logan Reuland, Rebecca Lambert, Brandon Jayroe, Julie Cornish, Emily Fraser, Kim Garcia, Mindy Petty, Deb Jacobson, Renee Hancock, Stacie Seveska

Visitors: Katherine Anthony, Stacy McLaughlin, Brooke Sjoberg, Barbara Wilson

Public Comments:

There were no public comments.

Dr. Greg Gibson, Moak Casey, provided board training on the Strategic Direction Balanced Scorecard.

Wes Vanicek presented on the topics of Teacher Incentive Allotment and District of Innovation (DOI).

Amy Campbell, TASB, presented on the Compensation Study and Planning.

Jennifer Hanna presented on Budget Workshop #4.

The workshop adjourned at 12:55 p.m.

Stephanie Blanck



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 16:54:26

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Financial Reports

Background Information:

Reports showing activity and balances through March 31, 2024 for tax collections and General Fund, Food Service Fund and Debt Service Fund budgets. Included is the Quarterly Investment Report ending March 31, 2024.

Attachments:

YES

Superintendent's Recommendations:

Approval of the Financial Reports



GEORGETOWN ISD

***Financial Reports
March 31, 2024***

Table of Contents

General Fund Year-to-Date Budget Report	1
Food Service Year-to-Date Budget Report	2
Debt Service Year-to-Date Budget Report	3
Tax Assessor/Collector's Report	4
Quarterly Investment Report	5

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

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	1,853,429	134,526,176	(8,338)	130,109,837	4,424,677	96.7%
5800	State Revenues	2,594,870	15,840,318	-	9,186,953	6,653,365	58.0%
5900	Federal Revenues / Other	17,945	3,931,658	-	365,284	3,566,374	9.3%
	TOTAL	4,466,244	154,298,152	(8,338)	139,662,074	14,644,416	90.5%
<u>EXPENDITURES</u>							
11	Instructional	6,855,773	82,337,771	197,176	61,868,146	20,272,448	75.1%
12	Instructional Resources & Media	104,237	1,194,365	29,147	912,866	252,352	76.4%
13	Curriculum & Instructional Development	171,243	2,488,713	32,352	1,435,944	1,020,417	57.7%
21	Instructional Administration	294,010	3,659,973	5,426	2,793,414	861,132	76.3%
23	School Leadership	719,591	8,863,837	8,564	6,571,833	2,283,440	74.1%
31	Guidance & Counseling	472,132	5,641,528	72,943	4,235,525	1,333,061	75.1%
32	Social Work Services	20,480	232,524	-	170,832	61,692	73.5%
33	Health Services	128,014	1,653,297	6,586	1,236,768	409,943	74.8%
34	Student Transportation	640,404	6,836,171	278,540	5,220,420	1,337,212	76.4%
35	Child Nutrition	-	-	-	-	-	-
36	Co-Curricular Activities	328,216	3,920,524	167,864	2,773,481	979,178	70.7%
41	General Administration	322,914	4,409,589	177,887	2,992,348	1,239,354	67.9%
51	Plant Maintenance & Operations	1,658,973	15,228,352	2,050,893	11,995,183	1,182,276	78.8%
52	Security & Monitoring	13,644	1,203,042	506,377	161,401	535,265	13.4%
53	Data Processing Services	246,020	4,276,335	238,610	3,084,380	953,345	72.1%
61	Community Services	52,011	626,307	4,899	479,545	141,863	76.6%
71	Debt Administration	-	-	-	-	-	-
81	Facilities Acquisition & Construction	-	-	-	-	-	-
91	Contracted Instructional Services Between Public Schools	-	12,790,573	-	-	12,790,573	0.0%
95	Payments to JJAEP	-	501,307	-	501,307	-	100.0%
99	Appraisal Services	286,540	1,314,419	286,540	853,340	174,539	64.9%
	TOTAL	12,314,200	157,178,627	4,063,804	107,286,734	45,828,089	68.3%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(7,847,956)	(2,880,475)	(4,072,142)	32,375,340	(31,183,673)	
7900	Other resources	-	-	-	5,907	(5,907)	
8900	Other uses	-	-	-	(2,716)	2,716	
	NET	-	-	-	3,191	(3,191)	
	NET INCREASE/(DECREASE) IN FUND BALANCE		(2,880,475)				
	BEGINNING FUND BALANCE (audited)		36,233,643				
	ENDING FUND BALANCE (estimated)		33,353,168				

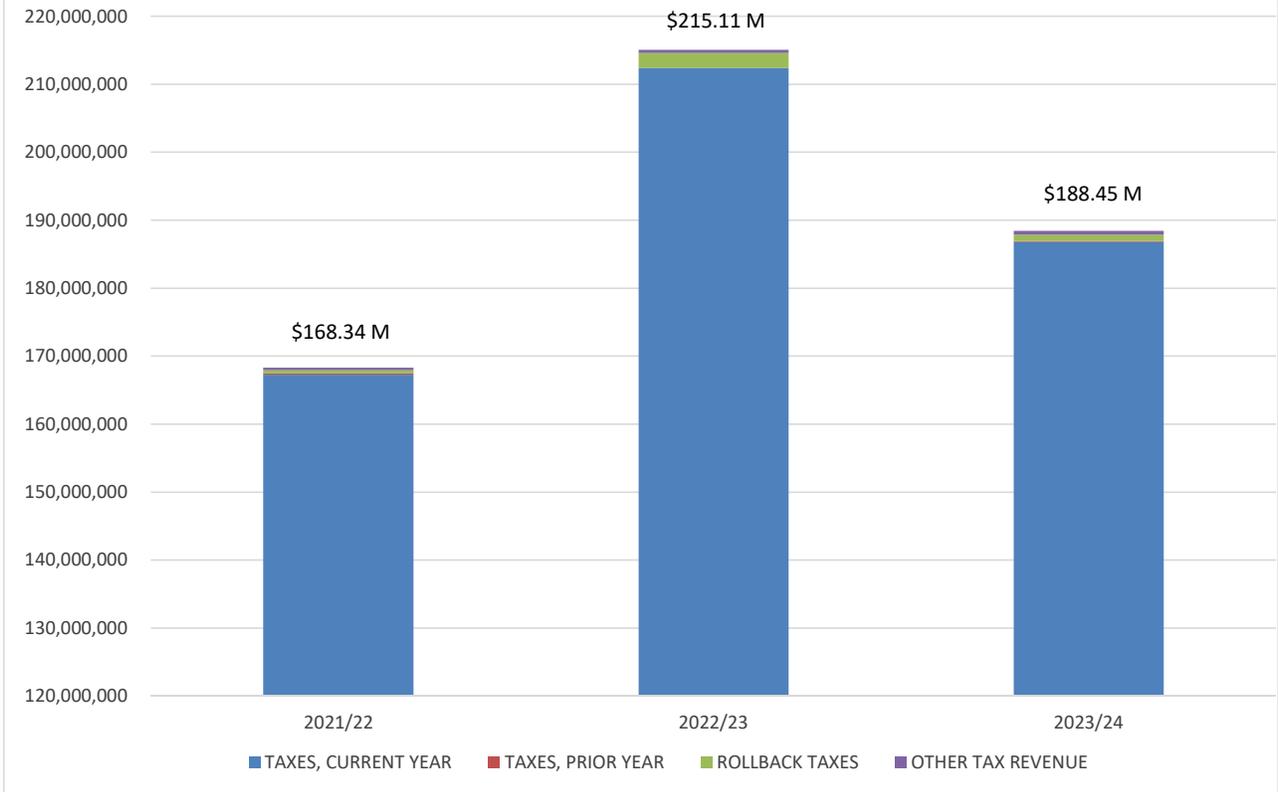
FOOD SERVICE FUND
YTD MONTHLY REVENUE/EXPENDITURES
March 31, 2024
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	402,158	2,647,895	-	2,431,838	216,057	91.8%
5800	State Revenues	26,421	-	-	26,421	(26,421)	
5900	Federal Revenues / Other	420,175	3,526,198	-	3,065,106	461,092	86.9%
	TOTAL	848,754	6,174,093	-	5,523,365	650,728	89.5%
<u>EXPENDITURES</u>							
35	Child Nutrition	588,824	7,169,735	779,709	5,069,558	1,320,468	70.7%
51	Plant Maintenance & Operations	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
	TOTAL	588,824	7,169,735	779,709	5,069,558	1,320,468	70.7%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	259,930	(995,642)	(779,709)	453,807	(669,740)	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		(995,642)				
	BEGINNING FUND BALANCE (audited)		2,749,162				
	ENDING FUND BALANCE (estimated)		1,753,520				

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

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	869,795	65,243,121	-	63,884,320	1,358,801	97.9%
5800	State Revenues	-	872,751	-	2,825,979	(1,953,228)	0.0%
5900	Federal Revenues / Other	-	-	-	-	-	0.0%
	TOTAL	869,795	66,115,872	-	66,710,299	(594,427)	100.9%
<u>EXPENDITURES</u>							
71	Debt Service	1,500	63,016,714	-	62,936,005	80,709	99.9%
	TOTAL	1,500	63,016,714	-	62,936,005	80,709	99.9%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	868,295	3,099,158	-	3,774,294	(675,136)	
7900	Other resources	-	-	-	41,822,811	(41,822,811)	
8900	Other uses	-	-	-	(41,823,425)	41,823,425	
	NET	-	-	-	(614)	614	
	NET INCREASE/(DECREASE) IN FUND BALANCE		3,099,158				
	BEGINNING FUND BALANCE (audited)		52,166,914				
	ENDING FUND BALANCE (estimated)		55,266,072	-			

Georgetown ISD
Combined Tax Report
March 2024



Budgeted Totals	\$171.61 M	\$217.17 M	\$193.30 M
Collection Rate	98.09%	99.05%	97.49%

TAX COLLECTIONS						
	Rate	Current	Prior	Rollback	Other	Total
M&O	0.6992	124,908,478	-	794,571	411,229	126,114,278
Debt Service	0.3475	61,907,789	-	266,282	157,303	62,331,374
Total	1.0467	186,816,267	-	1,060,853	568,532	188,445,652

Projected Recapture	12,790,573
Net	138,904,851



Georgetown Independent School District

Quarterly Investment Report

March 31, 2024



Georgetown ISD
Quarterly Investment Report
January 1, 2024 - March 31, 2024

Portfolio Summary Management Report

This quarterly report is prepared in compliance with Investment Policy and Strategy of the District and the Public Funds Investment Act (Chapter 2256, Texas Government Code).

<p>Portfolio as of 12/31/2023</p> <p>Beginning Book Value \$ 278,928,921</p> <p>Beginning Market Value \$ 278,928,921</p>	<p>Portfolio as of 3/31/2024</p> <p>Ending Book Value \$ 282,332,294</p> <p>Ending Market Value \$ 282,332,294</p> <p>Investment Income for quarter \$ 4,077,032</p> <p>Unrealized Gain/Loss \$ -</p>
<p>WAM at Beginning Period Date 1 day</p>	<p>WAM at Ending Period Date (1) 1 day</p>
	<p>Change in Market Value (2) \$ 3,403,373</p>
<p>Average Yield to Maturity for period</p> <p>Average Yield 90-Day Treasury Bill for period</p> <p>Average Yield 180-Day Treasury Bill for period</p> <p>Average Yield 1-Year Treasury Bill for period</p>	<p>5.39%</p> <p>5.45%</p> <p>5.28%</p> <p>4.90%</p>

Jennifer Hanna
 Jennifer Hanna, Chief Financial Officer

Carol Malcik
 Carol Malcik, Director of Finance

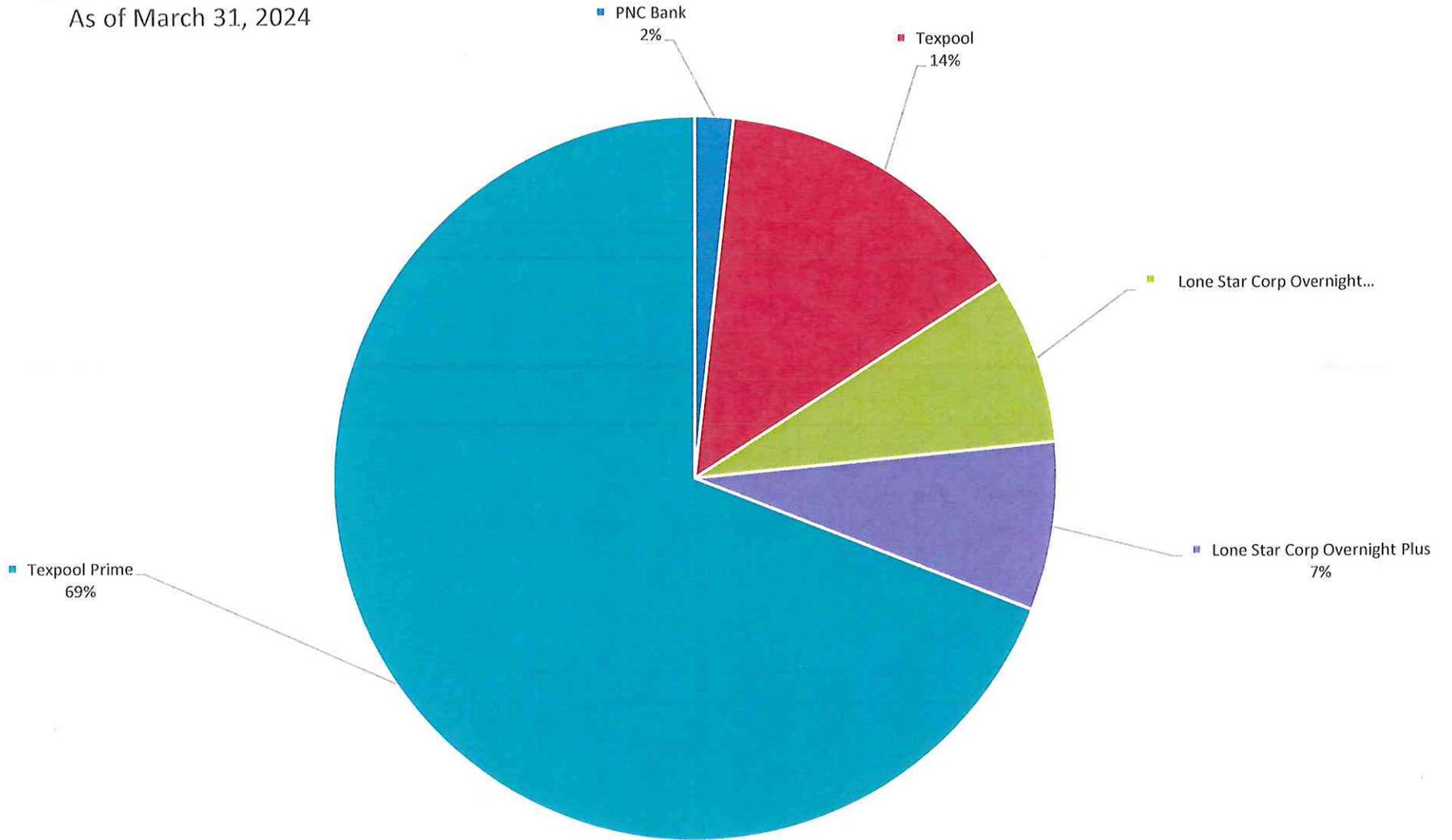
4-3-24
 Date

4.2.24
 Date

1WAM - weighted average maturity

2"Change in Market Value" is required data, but will primarily reflect the receipt and expenditure of the District's funds from month to month.

GeorgetownISD Portfolio Allocation
As of March 31, 2024



**Georgetown ISD
Portfolio Management
Portfolio Summary
March 31, 2024**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 365 Equiv.
Money Markets	-	-	-	0.00%	1	1	0.000%
PNC Bank	4,826,236.51	4,826,236.51	4,826,236.51	1.71%	1	1	0.850%
Texpool	40,056,777.24	40,056,777.24	40,056,777.24	14.19%	1	1	5.316%
Lone Star Corp Overnight	21,284,232.47	21,284,232.47	21,284,232.47	7.54%	1	1	5.480%
Lone Star Corp Overnight Plus	21,274,991.85	21,274,991.85	21,274,991.85	7.54%	1	1	5.490%
Texpool Prime	<u>194,890,056.17</u>	<u>194,890,056.17</u>	<u>194,890,056.17</u>	<u>69.03%</u>	<u>1</u>	<u>1</u>	<u>5.489%</u>
Total Investments	282,332,294.24	282,332,294.24	282,332,294.24	100.00%	1	1	5.385%
Total Earnings	31-Mar-24		Fiscal Year to Date				
Current Year	1,340,117.17		11,843,087.26				

This report is presented in accordance with the Texas Government Code Title 10 Section 2256.023. The below signed hereby certify that, to the best of their knowledge on the date this report was created, Georgetown ISD is in compliance with the provisions of Government Code 2256 and with the stated policies and strategies of Georgetown ISD.

Jennifer Hanna
Jennifer Hanna, Chief Financial Officer

Carol Malcik
Carol Malcik, Director of Finance

4-3-24
Date

4.2.24
Date

Reporting period 3/1/2024 -3/31/2024



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 16:46:36

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Budget Amendment No. 9

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.

Districtwide projections for revenues and expenditures have been updated for:

1. Local Revenues – reduced for property tax collections and investment earnings.
2. State Revenues – increased for additional Foundation School Program revenue
3. Federal Revenues – reduced for School Health Related Services (SHARS)
4. Contracted Instructional Services Between Public Schools – recapture reduced based on Summary of Finance template update



BOARD AGENDA ITEM

5. Other Resources – updated for Operating Transfers In from STEP for prior year expenditure accounting.

The current budget column reflects the adopted budget; the increase/(decrease) column total reflects all of the increases or decreases to revenue/expenditure categories; and the amended budget column reflects the budget revision. Thus, ending unaudited fund balance is expected to be \$34.1 million by June 30, 2024.

Attachments:

YES

Superintendent's Recommendations:

Approval of Budget Amendment No. 9 for 2023-24

**GENERAL FUND
BUDGET AMENDMENT
April 15, 2024**

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<u>REVENUES</u>				
5700	Local Revenues	134,526,176	(1,151,369)	133,374,807
5800	State Revenues	15,840,318	1,238,576	17,078,894
5900	Federal Revenues / Other	3,931,658	(2,131,658)	1,800,000
	TOTAL	154,298,152	(2,044,451)	152,253,701
<u>EXPENDITURES</u>				
11	Instructional	82,337,771	(666)	82,337,105
12	Instructional Resources & Media	1,194,365	455	1,194,820
13	Curriculum & Instructional Development	2,488,713	(4,143)	2,484,570
21	Instructional Administration	3,659,973		3,659,973
23	School Leadership	8,863,837	2,370	8,866,207
31	Guidance & Counseling	5,641,528	(310)	5,641,218
32	Social Work Services	232,524		232,524
33	Health Services	1,653,297	30,017	1,683,314
34	Student Transportation	6,836,171		6,836,171
35	Child Nutrition	-		-
36	Co-Curricular Activities	3,920,524	2,217	3,922,741
41	General Administration	4,409,589	60	4,409,649
51	Plant Maintenance & Operations	15,228,352		15,228,352
52	Security & Monitoring	1,203,042	(30,000)	1,173,042
53	Data Processing Services	4,276,335		4,276,335
61	Community Services	626,307		626,307
71	Debt Administration	-		-
81	Facilities Acquisition & Construction	-		-
91	Contr. Instr. Svcs. Between Public Schools	12,790,573	(2,558,800)	10,231,773
95	Payments to JJAEP	501,307		501,307
99	Appraisal Services	1,314,419		1,314,419
	TOTAL	157,178,627	(2,558,800)	154,619,827
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(2,880,475)	514,349	(2,366,126)
7900	Other resources	-	194,000	194,000
8900	Other uses	-		0
	NET	0	194,000	194,000
	NET INCREASE/(DECREASE) IN FUND BALANCE	(2,880,475)	708,349	(2,172,126)
	BEGINNING FUND BALANCE (audited)	36,233,643		36,233,643
	ENDING FUND BALANCE	33,353,168	708,349	34,061,517

**Georgetown Independent School District
2023-2024 General Fund
Budget Amendment No. 9
April 15, 2024**

Account Code	Description	Increase to Budget	Decrease to Budget
1. 199 E 31 6299 00 902 0 99 903	MISC. CONTRACTED SERVICES	-	60
199 E 41 6299 10 902 0 99 903	MISC. CONTRACTED SERVICES	60	-
Reallocate 23/24 budget for legal ads for Assessment Dept.			
2. 199 E 13 6411 00 903 0 99 912	TRAVEL - EMPLOYEE ONLY	-	455
199 E 12 6411 00 903 0 99 912	TRAVEL - EMPLOYEE ONLY	455	-
Reallocate 23/24 budget for employee travel for Digital Learning Dept.			
3. 199 E 33 6649 00 999 0 99 942	FURN/EQUIP < 5000	30,000	-
199 E 52 6299 05 903 0 99 915	MISC. CONTRACTED SERVICES	-	30,000
Reallocate 23/24 budget for AED equipment for Health Services Dept.			
4. 199 E 11 6399 20 040 0 11 919	GENERAL SUPPLIES	-	600
199 E 36 6117 20 040 0 99 919	PROFESSIONAL EXTRA DUTY	600	-
Reallocate 23/24 budget for extra duty pay for Benold MS Orchestra for Fine Arts Dept.			
5. 199 E 11 6399 20 040 0 11 919	GENERAL SUPPLIES	-	1,000
199 E 36 6299 20 040 0 99 919	MISC. CONTRACTED SERVICES	1,000	-
Reallocate 23/24 budget for contracted services for Benold MS Orchestra for Fine Arts Dept.			
6. 199 E 11 6399 20 041 0 11 919	GENERAL SUPPLIES	-	600
199 E 36 6117 20 041 0 99 919	PROFESSIONAL EXTRA DUTY	600	-
Reallocate 23/24 budget for extra duty pay for Tippit MS Orchestra for Fine Arts Dept.			
7. 199 E 31 6399 00 001 0 99 951	GENERAL SUPPLIES	-	250
199 E 11 6399 01 001 0 11 951	GENERAL SUPPLIES	250	-
Reallocate 23/24 budget to pupil supplies at GHS			
8. 199 E 11 6399 01 004 0 11 952	GENERAL SUPPLIES	-	17
199 E 36 6112 50 004 0 99 952	SUBSTITUTE	17	-
Reallocate 23/24 budget to substitutes at EVHS			
9. 199 E 11 6399 01 004 0 11 952	GENERAL SUPPLIES	-	17
199 E 33 6399 00 004 0 99 952	GENERAL SUPPLIES	17	-
Reallocate 23/24 budget to nurse supplies at EVHS			
10. 199 E 11 6399 01 004 0 11 952	GENERAL SUPPLIES	-	1
199 E 13 6411 00 004 0 99 952	TRAVEL - EMPLOYEE ONLY	1	-
Reallocate 23/24 budget to employee travel at EVHS			
11. 199 E 11 6117 00 002 0 26 953	PROFESSIONAL EXTRA DUTY	-	3,000
199 E 23 6399 00 002 0 26 953	GENERAL SUPPLIES	3,000	-
Reallocate 23/24 budget to leadership supplies at RHS			

**Georgetown Independent School District
2023-2024 General Fund
Budget Amendment No. 9
April 15, 2024**

Account Code	Description	Increase to Budget	Decrease to Budget
12. 199 E 11 6649 00 002 0 26 953	FURN/EQUIP < 5000	-	1,000
199 E 23 6399 00 002 0 26 953	GENERAL SUPPLIES	1,000	-
Reallocate 23/24 budget to leadership supplies at RHS			
13. 199 E 11 6399 00 045 0 24 964	GENERAL SUPPLIES	-	836
199 E 13 6411 00 045 0 24 964	TRAVEL - EMPLOYEE ONLY	836	-
Reallocate 23/24 budget to employee travel at Wagner MS			
14. 199 E 23 6122 00 101 0 99 971	SUBSTITUTE SUPPORT PERSONNEL	-	58
199 E 11 6112 00 101 0 11 971	SUBSTITUTE	58	-
Reallocate 23/24 budget to substitutes at Purl ES			
15. 199 E 13 6411 00 101 0 99 971	TRAVEL - EMPLOYEE ONLY	-	1,000
199 E 11 6249 00 101 0 11 971	CONT. MAINTENANCE & REPAIR	1,000	-
Reallocate 23/24 budget to contracted maintenance & repair at Purl ES			
16. 199 E 11 6299 00 101 0 11 971	MISC. CONTRACTED SERVICES	-	168
199 E 11 6299 54 101 0 11 971	MISC. CONTRACTED SERVICES	-	300
199 E 23 6411 00 101 0 99 971	TRAVEL - EMPLOYEE ONLY	-	95
199 E 23 6495 00 101 0 99 971	DUES	-	90
199 E 11 6112 00 101 0 11 971	SUBSTITUTE	653	-
Reallocate 23/24 budget to substitutes at Purl ES			
17. 199 E 23 6495 00 103 0 99 973	DUES	-	387
199 E 11 6399 01 103 0 11 973	GENERAL SUPPLIES	387	-
Reallocate 23/24 budget to pupil supplies at Frost ES			
18. 199 E 13 6411 00 103 0 99 973	TRAVEL - EMPLOYEE ONLY	-	3,525
199 E 11 6399 01 103 0 11 973	GENERAL SUPPLIES	3,525	-
Reallocate 23/24 budget to pupil supplies at Frost ES			
19. 199 E 23 6399 00 103 0 99 973	GENERAL SUPPLIES	-	800
199 E 11 6399 01 103 0 11 973	GENERAL SUPPLIES	800	-
Reallocate 23/24 budget to pupil supplies at Frost ES			
20. 199 E 11 6299 54 106 0 11 976	MISC. CONTRACTED SERVICES	-	1,100
199 E 11 6399 00 106 0 24 976	GENERAL SUPPLIES	1,100	-
199 E 11 6339 00 106 0 11 976	TESTING MATERIALS	-	150
199 E 11 6399 00 106 0 24 976	GENERAL SUPPLIES	150	-
199 E 23 6299 54 106 0 99 976	MISC. CONTRACTED SERVICES	-	200
199 E 11 6399 00 106 0 24 976	GENERAL SUPPLIES	200	-
Reallocate 23/24 budget to supplies at McCoy ES			

Georgetown Independent School District
 2023-2024 General Fund
 Budget Amendment No. 9
 April 15, 2024

Account Code	Description	Increase to Budget	Decrease to Budget
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BUDGET REVISIONS

	INCREASE	DECREASE
REVENUES		
199 R 00 5711 00 000 0 00 000 TAXES, CURRENT YEAR		570,042
199 R 00 5742 00 000 0 00 000 EARNINGS FROM TEMP.INVESTMENTS		581,327
199 R 00 5811 00 000 0 00 000 PER CAPITA APPORTIONMENT	1,253,768	
199 R 00 5812 00 000 0 00 000 FOUNDATION SCHOOL PROGRAM		15,192
199 R 00 5929 01 000 0 00 000 FED.REVENUE FROM TEA		131,658
199 R 00 5931 00 000 0 00 000 SCHOOL HEALTH SERVICES - SHARS		2,000,000
199 R 00 7915 00 000 0 00 000 OPERATING TRANSFERS IN	194,000	
 EXPENDITURES		
199 E 91 6224 00 999 0 99 999 STUDENT ATTENDANCE CREDITS		2,558,800



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 16:50:13

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Cooperative Program Management Fees Report

Background Information:

A law added by Acts 2007, 80th Legislature, requires that school districts disclose the amounts spent on purchasing cooperative fees on an annual basis. Specifically, it states:

Sec. 44.0331. MANAGEMENT FEES UNDER CERTAIN COOPERATIVE PURCHASING

CONTRACTS. (a) A school district that enters into a purchasing contract valued at \$50,000 or more under Section 44.031(a)(5), under Subchapter F, Chapter 271, Local Government Code, or under any other cooperative purchasing program authorized for school districts by law shall document any contract-related fee, including any management fee, and the purpose of each fee under the contract.

(b) The amount, purpose, and disposition of any fee described by Subsection (a) must



BOARD AGENDA ITEM

be presented in a written report and submitted annually in an open meeting of the board of trustees of the school district. The written report must appear as an agenda item.

(c) The commissioner may audit the written report described by Subsection (b).

The fees paid by Georgetown ISD for cooperative purchasing contracts in FY 2022-23 are reported on the attachment.

Attachments:

YES

Superintendent's Recommendations:

Approval of the Cooperative Program Management Fee Report as presented.

COOPERATIVE PROGRAM MANAGEMENT FEES REPORT

Organization	Fee	Reason for Fee	Common Vendors
1 Government Purchasing Alliance (1GPA)	\$ -	Annual Membership Fee	
Central Texas Purchasing Alliance (CTPA)	\$ 100.00	Annual Membership Fee	
Choice Partners HCDE (Harris County Department of Education)	\$ -	Annual Membership Fee	Amazon
DIR (Texas Department of Information Resources)	\$ -	Annual Membership Fee	
Equalis Group	\$ -	Annual Membership Fee	Procedeo
H-GAC (Houston-Galveston Area Council)	\$ -	Annual Membership Fee	
Omnia Partners (Reg 4, TCPN, US Communities)	\$ -	Annual Membership Fee	Lowes, Office Depot
Region 19 (Allied States Cooperative)	\$ -	Annual Membership Fee	
Region 20 (PACE)	\$ -	Annual Membership Fee	
Sourcewell	\$ -	Annual Membership Fee	
TASB BuyBoard	\$ -	Annual Membership Fee	Staples
TASB BuyBoard	\$ 1,200.00	Management Fees Net of Rebates	
Texas Educational Employee Benefits Cooperative	\$ -	Annual Membership Fee	
TIPS-USA (The Interlocal Purchasing System)	\$ -	Annual Membership Fee	



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 16:52:40

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Interlocal Agreement with Goodbuy Purchasing Program of ESC Region 2

Background Information:

Goodbuy Purchasing Program is part of ESC Region 2, a nonprofit national governmental purchasing cooperative, that helps public agencies take advantage of public contracts. By becoming a member, the District will be able to take advantage of the buying power of the organization, streamline the buying process, while saving time and money.

Attachments:

YES

Superintendent's Recommendations:

Approval of Interlocal Agreement as presented



**Shared Service Arrangement for Participation in the
Goodbuy Purchasing Cooperative
(A program of the Education Service Center, Region 2)**

Board Resolution

_____ **Georgetown ISD** _____, and
(local government name)

WHEREAS, the _____ **Georgetown ISD** _____, local government (Hereinafter "Member") pursuant to the authority by Article 791et.seq. of the Inter-local Cooperation Act, as amended, desires to participate in the Goodbuy Purchasing Cooperative.

WHEREAS, the _____ **Georgetown ISD** _____, local government has elected to be a Member of the Goodbuy Purchasing Cooperative, a program created by local governments in accordance with the Inter-local Cooperation Act 791, Texas Government Code.

WHEREAS, the Member, is of the opinion that participation in the Goodbuy Purchasing Cooperative will be highly beneficial to the taxpayers of the local government through the efficiencies and potential savings to be realized through participation in this Shared Service Arrangement Resolution; and

WHEREAS, the Member desires to participate and join with other local governments in a cooperative inter-local agreement and a shared service agreement for the purpose of fulfilling and implementing their respective public governmental purposes, needs, objectives, programs, functions and services.

NOW, THEREFORE, BE IT RESOLVED, that the Member does request the Goodbuy Purchasing Cooperative include its stated needs for all categories of instructional goods and services, whereby the Member may be allowed to purchase those items from the Goodbuy Purchasing Cooperative contracts; and that the Goodbuy Purchasing Cooperative is authorized to sign and deliver all necessary requests and other documents in connection therewith for and on behalf of the Members that have elected to participate in this agreement.

FURTHER, BE IT RESOLVED, that the Board of Directors of the Member does hereby authorize its Board President, Superintendent or other officer to execute this Agreement.

Revised 05/08/2014



FINALLY, BE IT RESOLVED that the execution of this Resolution shall evidence the election of the Member and eligible local governments to become members of the Multi-Regional Purchasing Program Shared Service Agreement upon the terms and conditions stated. The Board of Directors has, and at the time of adoption of this Resolution had, full power and lawful authority to adopt the foregoing Resolution and to confer the obligations, powers, and authority to the persons named, who hereby grant the power to exercise the same.

I certify that the foregoing is a true and correct copy of the Resolution duly adopted by the Georgetown ISD local government on the 15th day April, of 2024, and that the same now appears of record in its official minutes.

Adopted and approved this _____ day of _____, 2_____.

By: _____, Date: _____
(Local Government Official)

Board President
(Title of Official)

Attest:

(Secretary of the Board of Directors) Date: _____



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/11/2024 16:11:17

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

Action Needed

Name of Person Responsible:

Devin Padavil

Department or Campus:

Superintendent Office

Title of Agenda Item:

Consideration and Action on Approval of the Balanced Scorecard Strategic Objectives for 2024-2025 School Year

Background Information:

District leaders reviewed the strategic objectives from the community's strategic direction document to create a balanced scorecard that establishes actions, process checks, progress checks, and long-term outcomes. This document is used to establish a sense of organizational clarity for district leaders that support campus principals. The district is asking the Board of Trustees to approve the strategic objectives and empower the district to continue creating alignment throughout the rest of the document.

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Approve as presented



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 3/26/2024 13:41:37

- 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:

24-25 TEKS Certification Form

Background Information:

Every year, TEA requires the board of trustees to approve the “Allotment and TEKS Certification” form. This form certifies that GISD has materials that cover 100% of the TEKS for K-12 Math, Reading/Language Arts, Science and Social Studies. All of these materials have been approved previously by the GISD Board of Trustees through the appropriate adoption process. This form must be submitted to TEA in order to access the State's system for ordering instructional materials (EMAT).

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Recommend that the 24-25 TEKS Certification form be approved as presented.

Certification of Provision of Instructional Materials Survey 2024–25

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Survey Pre-Work

2024–25 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2024–25 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2024–25 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2024–25 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2024–25 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2024–25 Survey and upload of the ratified Certification 2024–25 Form.

TEA recommends that LEAs complete these steps by **May 1, 2024**. The Certification 2024–25 Form can be accessed at the following link on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 29, 2024, and is scheduled to reopen on May 15, 2024. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2024.**

Certification 2024–25 Survey submissions received after May 15, 2024, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2024–25

1. **Review the Certification 2024–25 Form:** Print the fillable TEKS Certification 2024–25 Form found on the [Instructional Materials website](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2024–25 Form:** Complete the TEKS Certification 2024–25 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2024–25 Form** by the LEA’s board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2024–25 Survey:** Complete the online Certification 2024–25 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2024–25 Form from Step 4. The survey will be open for submissions beginning Monday, March 18, 2024, and will be located on the [Instructional Materials website](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2024–25 Process on *Monday, March 18th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours on *Monday, March 25, at 11:00 a.m. CDT and Thursday, March 28, at 11:00 a.m. CDT*. [Registration](#) is required.
- To facilitate completion of this year’s submission, LEAs may request a copy of their previous year’s submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2024–25 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

Certification 2024–25 Survey

Background Information

QUESTION 1.0: Name of person completing this form

Jennifer Kearney

QUESTION 1.1: Your email address

kearneyj@georgetownisd.org

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

13

QUESTION 2.1: LEA Name and Number

Georgetown ISD (246904)

QUESTION 2.2: Superintendent's Name

Dr. Devin Padavil

QUESTION 2.3: Superintendent's email address

padavild@georgetownisd.org

QUESTION 2.4: School board president's or governing body's name

Elizabeth McFarland

QUESTION 2.5: School board president's or governing body's email address

mcfarlandelizabeth@georgetownisd.org

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

April 15, 2024

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:

- Georgetown ISD District Created Materials
- Lucy Calkins & TCRWP Colleagues: Units of Study for Reading & Writing
- Stenhouse: Patterns of Power Patterns of Power Plus, & Patterns of Wonder
- Amplify Texas Phonics
- Fountas & Pinnell: Mini Lesson Book
- Heinemann: Jennifer Serravallo, Reading Strategies & Writing Strategies book
- Cambium Learning Group Company: Raz Plus

English RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:

- Georgetown ISD District Created Materials
- Lucy Calkins & TCRWP Colleagues: Units of Study for Reading & Writing
- Stenhouse: Patterns of Power Patterns of Power Plus
- Amplify Education CKLA
- Fountas & Pinnell: Mini Lesson Book
- Cambium Learning Group Company: Raz Plus
- Heinemann: Jennifer Serravallo, Reading Strategies & Writing Strategies book
- Handwriting Without Tears

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
 No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA grades K-2 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- Lucy Calkins & TCRWP Colleagues: Units of Study for Reading & Writing
- Stenhouse: Patterns of Power & Patterns of Power en Espanol
- Cengage: Canciones y Cuentos
- Learning without Tears: Handwriting without Tears
- Fountas & Pinnell: Mini Lesson Book

Spanish RLA grades 3-5 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- Lucy Calkins & TCRWP Colleagues: Units of Study for Reading, Writing, & Phonics
- Stenhouse: Patterns of Power & Patterns of Power en Espanol
- Fountas & Pinnell: Mini Lesson Book

English Reading Language Arts 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- Savvas: myPerspectives Texas English Language Arts
- Stenhouse: Patterns of Power
- Fountas & Pinnell: Leveled Literacy Instruction (LLI)
- Lexia PowerUp Literacy
- Rosetta Stone

English Reading Language Arts 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

- Yes
 No

English Reading Language Arts 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- Savvas: myPerspectives Texas English Language Arts
- Stenhouse: Patterns of Power
- Xtreme Reading: The Strategic Instructional Model
- Lexia PowerUp Literacy
- Rosetta Stone

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- Yes
- No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- Accelerate Learning: STEMscopes Texas Math
- Savvas: enVision Math Texas 2.0
- Easybridge Realize
- Mind Education: ST Math
- Heinemann: Do the Math
- Carnegie Learning: MATHia
- Mentoring Minds: ThinkUp!

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- McGraw Hill: Texas Math
- Carnegie Learning: MATHia
- Mentoring Minds: ThinkUp!
- Accelerate Learning: Texas STEMscopes Math

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- McGraw Hill: Texas Algebra1/Algebra2, Geometry/Precalculus
- Agile Mind: Intensified Algebra
- UT Dana Center: Transition to College Math
- Carnegie Learning: MATHia

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K-5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- Studies Weekly

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- McGraw Hill School Education LLC: World Cultures and Geography/Texas History/US History
- Nystrom Education: Active Classroom
- DBQ Project: DBQ

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
 No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- McGraw-Hill School Education LLC: United States Government/US History/World Geography/World History
- Nystrom Education: Active Classroom
- DBQ Project: DBQ

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- Accelerate Learning: Texas STEMscopes Science

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- Accelerate Learning: Texas STEMscopes Science
- Explore Learning: Gizmos

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

- District Created Materials
- McGraw Hill: Texas Biology; Texas Chemistry
- Pasco: Essential Physics
- TPS Publishing: Aquatic Science
- Cengage: Environmental Science: Sustaining Your Environment
- K-12 Summit
- Explore Learning: Gizmos

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

- Yes
- No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- English Reading Language Arts
- Spanish Reading Language Arts
- Prekindergarten
- English Phonics
- Spanish Phonics
- Science

QUESTION 36.0:

How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 37.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="NWEA MAP"/>			
Other:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="mCLASS"/>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Formative & SeeSaw"/>			

QUESTION 38.0:

Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?

SBOE-Approved Instructional Materials Allotment - An annual entitlement of \$40 per enrolled student credited to a district's Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

QUESTION 39.0:

Is your LEA planning on using the Open Education Resource Funding Allotment?

Open Education Resource Printing Allotment - An annual entitlement of up to \$20 per enrolled student credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

Certification 2024-25 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

246904

District Name:

Georgetown ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

Insert here

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan ALL PAGES of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/2/2024 14:16:58

- 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:

Proclamation 2024 Instructional Resources

Background Information:

Proclamation 2024 calls for the selection of instructional materials for K-12 Science, some CTE courses, and technology applications. Additionally, we need to approve instructional resources for Personal Financial Literacy and Spanish 4 (which will be newly offered at the middle schools for dual language students). The attached list shows the recommended resources.

Attachments:

YES

Superintendent's Recommendations:

Recommend the adoption of the instructional resources as presented.

Proclamation 2024 Resources for Board Approval

Course	Resource	% of TEKS covered
K-5 Science	Accelerate Learning - STEMScopes	100%
6-8 Science	Accelerate Learning - STEMScopes	100%
Aquatic Science	TPS Publishing	100%
Astronomy	Open Stax - Astronomy 2e	100%
Environmental Systems	Cengage - - Environmental Science: Sustaining your Environment	100%
Biology	McGraw Hill - Texas Biology	100%
Chemistry	McGraw Hill - Texas Chemistry	100%
IPC	K-12 Summit	100%
Physics	Pasco Essential Physics	100%
Personal Financial Literacy	Next Gen Personal Finance	100%
Spanish 4	McGraw Hill-Asi Se Dice	100%
Technology Applications	District-Created Resources	100%
Fundamentals of Computer Science	Compusolar	100%
Principles of Applied Engineering	iCEV	100%
Child Development	iCEV	100%
Instructional Practices	Goodheart Wilcox	100%
Principles of Education & Training	Goodheart Wilcox	100%
Health Science Theory	Cengage - DHO	100%
Medical Terminology	Goodheart Wilcox	100%
Forensic Science	Savvas, Forensic Science	100%
Computer Science 1	Compusolar	100%



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 12:06:25

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

Consent Agenda

Name of Person Responsible:

Amanda Johnson

Department or Campus:

Human Resources

Title of Agenda Item:

2024-2025 Professional Educator/Teacher Contract Recommendation

Background Information:

Contract recommendations for district professional educators including coordinators and teachers. Probationary (including any for a 4th year), term, and continuing contract recommendations as presented in executive session.

Attachments:

NO



BOARD AGENDA ITEM

Superintendent's Recommendations:

Contract recommendations for district professional educators including coordinators and teachers. Probationary (including any for a 4th year), term, and continuing contract recommendations as presented in executive session.



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 14:59:03

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

Consent Agenda

Name of Person Responsible:

Jimmy Jones

Department or Campus:

Construction And Development

Title of Agenda Item:

Consideration and Possible Approval of Bond Savings Projects

Background Information:

The projects included here are being proposed to be funded with savings from prior bond referendums.

Williams Elementary School:

This will correct an unsafe traffic condition for students and staff along Rock Ride Ln. when vehicles are attempting to park on the grass for drop-off and pick-up at this campus. We will utilize 6ft long Limestone blocks placed along Rock Ride Ln. This funding for this would utilize bond interest funds or bond savings from the 2021 Bond.

GHS Running Track:

This will resurface the athletic track due to excessive wear and cracking of the surface. The track is at its end-of-life resurfacing interval. This project needs to get an early start in order to ensure it is completed over the summer. It is part of the 2024 bond election in



BOARD AGENDA ITEM

Proposition D (Athletics). In the order calling the bond, a reimbursing resolution was included and this project is intended to be reimbursed by the 2024 Bond after the election.

A breakdown of cost is listed below:

GHS Running Track Not-to-Exceed	\$225,000.00
Williams Elementary School Not-to-Exceed	\$ 32,000.00

Total amount of funds requested for these projects: \$257,000.00

Attachments:

NO

Superintendent's Recommendations:

Staff recommends approval of the proposed bond savings projects as listed.



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/10/2024 12:04:34

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

Action Needed

Name of Person Responsible:

Amanda Johnson

Department or Campus:

Human Resources

Title of Agenda Item:

2023-2024 Professional Educator/Teacher Contract Termination Recommendation

Background Information:

Information will be shared with the Board during closed session regarding proposing termination of a probationary employment contract at the end of its term in the best interests of the district.

Attachments:

NO



BOARD AGENDA ITEM

Superintendent's Recommendations:

Find it is in the district's best interest to terminate the employee's employment at the end of her probationary contract's term and authorize the Superintendent to provide the teacher notice of the Board's action.



BOARD AGENDA ITEM

Board Meeting Date:4/15/2024

Submitted Date: 4/12/2024 7:53:17

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

Consent Agenda

Name of Person Responsible:

Wes Vanicek

Department or Campus:

Assessment and Feedback

Title of Agenda Item:

Consideration and Action to amend GISD Local Innovation Plan

Background Information:

At the recent Board Workshop, we reviewed a few possible changes to our DOI Plan.

Two changes in particular are technical in nature in that the exemption is no longer necessary based on changes to current state laws. Those include excused absences for students and health insurance options for employees. Removing these exemptions does not change any practice in GISD, it simply aligns our DOI plan to current legal requirements or allowances.

An additional adjustment we are seeking is in the area of teacher certification for the GISD G.R.E.A.T. Program for growing our own staff into certified teachers. The amendment will add flexibility for the district to further pursue a grow-your-own program as well as add flexibility on considering teaching candidates that are not fully certified for hard to hire positions. This will help to avoid the disruption of an instructional path for



BOARD AGENDA ITEM

students and better meet the educational needs of our students today and into the future with a sustained plan of filling our teacher pipeline. This exemption will afford the District the opportunity to hire professionals in certain trades and vocations (such as fine arts, etc.). The District will establish its own local qualification requirements 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 all Chapter 22, Subchapter C, Criminal History requirements, including fingerprinting, and all applicable Board policies. Individuals hired under this exemption will be provided with district-identified training, resources and support.

Our District Performance Committee has reviewed this adjustment and approved the amendment with a majority vote: 21 approved, 1 did not approve (8 members not present).

Attachments:

YES

Superintendent's Recommendations:

Consideration and Action to Amend



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 a 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 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 the district's Strategic Plan and future actions 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.

March 2024 Revisions for Consideration:

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. ~~The district is pursuing this exemption to provide greater flexibility for hiring individuals who are knowledgeable and equipped to fill positions other than bilingual, special education, or PreK. 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 locally certify teachers through a grow your own program in areas of high demand, to better meet the educational needs of our students today and into the future with a sustained plan of filling our teacher pipeline. 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 all Chapter 22, Subchapter C, Criminal History requirements, including fingerprinting, and all applicable Board policies.~~ 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 the student(s) involved. Each campus will undergo a development plan process that collaboratively creates a chain of communication that best meets the needs of the campus.

STATUTES 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 teams.

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.

***PER TEA, the below exemption is no longer applicable as of August 31, 2022 per SB 1444, 87th Legislative Session.**

~~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 to 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.~~



***PER TEA, the below exemption is prohibited per adopted rules (19 TAC §102.1309(b)(2)) as this is an optional power for districts to utilize.**

STATUTE RECOMMENDED FOR EXEMPTION
TEC §25.087 (b)(2) EXCUSED ABSENCES

CONNECTION TO STRATEGIC PLAN

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

- Our actions should be student-centered.
- It is our responsibility to prepare students for their future.
- Community engagement enhances the educational experience.

In addition to these beliefs, Goal 1 states that we must develop a future-ready learning experience that reflects student voice, choice and ownership.

RATIONALE

Currently, a school district may excuse a student from attending school to visit an institution of higher education accredited by a generally recognized accrediting organization during the student's junior and senior years of high school for the purpose of determining the student's interest in attending the institution of higher education, provided that:

1. The district may not excuse for this purpose more than two days during the student's junior year and two days during the student's senior year; and
2. the district adopts:
 1. a policy to determine when an absence will be excused for this purpose
 2. a procedure to verify the student's visit at the institution of higher education

Exempting this statute would allow GISD to develop a process and guidelines to allow students in grades 9 and 10 the same opportunity to explore future opportunities without accruing absences. Students in grades 9 and 10 who wish to take advantage of this flexibility would follow the GISD established guidelines and procedures currently in place for grades 11 and 12 regarding visits to institutions of higher education. In addition to collegiate visits, GISD can explore methods to allow for career exploration without penalty as well.

PARAMETERS

- Current guidelines requiring documentation from an accredited institution would remain in place.
- Guidelines for allowing career exploration would be created in accordance with the collegiate visits (i.e. prior verification with career entity, verification of attendance at career exhibit, etc...)
- The number of days allowed for visits would be limited to 2 days each year for grades 9 and 10 and limited to 4 days each year for grades 11 and 12.
- Guidelines for allowing for aggregating days (i.e. using unused days in 9th grade for the 10th grade year) will be created in accordance with the total allowable days for a year not to exceed 4 days in 9th or 10th, and 8 days 11th or 12th.



STATUTE RECOMMENDED FOR EXEMPTION

TEC §37.006 MANDATORY DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM PLACEMENT FOR E-CIGARETTES

CONNECTION TO STRATEGIC PLAN

Georgetown ISD's Strategic Plan includes the following Strategic Priority Areas and Objectives that guide our actions and decisions related to this recommended exemption:

- Student and Staff Wellbeing: In GISD, caring adults advocate for students and help them make safe, healthy choices.
- Student and Staff Wellbeing: GISD students are treated with respect and are respectful to each other and to adults.

RATIONALE

Legislation from the 88th Texas Legislative Session (2023) established a requirement for how schools must administer disciplinary consequences concerning e-cigarettes on campus property. The law no longer differentiates between the substance of an e-cigarette (i.e. nicotine or THC) and mandates schools to treat e-cigarette violations the same. Under this legislation, students who are observed possessing, using, selling, giving, or delivering to another person an e-cigarette will be recommended for a mandatory disciplinary alternative education program placement (GAP). This requirement for nicotine e-cigarettes is not in alignment with current law and policy concerning nicotine or tobacco products other than e-cigarettes. By making this offense a mandatory placement to DAEP, it removes the ability of an administrator to consider the whole child and make the best possible placement decision for the student. This exemption provides the flexibility of campus and district administrators to manage student discipline in a way that is consistent with current law and GISD policy regarding tobacco products.

PARAMETERS

- Currently, the consequences for other forms of tobacco, such as cigarettes and chewing tobacco, are campus-based disciplinary actions such as In-School Suspension (ISS).
- The offense of a student possessing, using, selling, giving, or delivering to another person an e-cigarette will result in campus-based disciplinary actions, such as ISS, or a discretionary placement at the GISD disciplinary alternative education program placement (DAEP).
- This approach would align our consequences based on the substance and not the method of delivery.
- In addition, the approach allows our administrators to have discretion in ensuring that students are assigned the most appropriate disciplinary consequences when considering all mitigating factors.
- All marijuana/THC related infractions would continue to result in mandatory DAEP placements