



# **Agenda of Regular Meeting**

## **June 16, 2025**

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

A Regular Meeting of the Board of Trustees of Georgetown ISD is June 16, 2025, 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, and Pledges of Allegiance
- II. Public Hearing - 2025-26 Budget and Proposed Tax Rates 3  
Jennifer Hanna
- III. 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
- IV. Recognitions  
Melinda Brasher
- V. Presentations
- VI. Information Items
- VII. Superintendent's Report 6

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A. Consideration and action on the 2025-26 Proposed Budget Adoption Jennifer Hanna	128
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XI. Closed Session (authorized by TX Gov't Code Section 551.071, 551.072, 551.074, 551.082, 551.0821)	
A. Personnel: Consider Appointment, Employment, Evaluation, or Duties of Professional Employees	
B. Discussion of the Purchase, Exchange, Lease, or Value of Real Property	
XII. Adjourn	



## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/11/2025 11:31:22

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

**Information Only**

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**Name of Person Responsible:**

Jennifer Hanna, CFO

**Department or Campus:**

Business Services

**Title of Agenda Item:**

Public Hearing - 2025-26 Budget and Proposed Tax Rates

**Background Information:**

The budget for the fiscal year July 1, 2025 to June 30, 2026 must be adopted by the Board prior to July 1st. The budget includes the General, Food Service and Debt Service Funds. Prior to the adoption of the budget, a public hearing must be held.

The Board of Trustees must also set proposed Maintenance & Operations (M & O) and Interest & Sinking (I & S) tax rates by September 30, 2025. These proposed tax rates were part of the discussion at the June 9th Board Workshop. Last year's M & O rate was .6969 and I & S rate was .3575 for a total of \$1.0544. For 2025-26 budget purposes, an M & O tax rate of .6549 and an I & S rate of .3575 for a total of \$1.0124 were used, however the actual tax rate adoption will occur after the receipt of the certified property tax values roll in July 2025 and the maximum compressed tax rate from the Texas Education Agency in August 2025.



## BOARD AGENDA ITEM

**Attachments:**

YES

**Superintendent's Recommendations:**

No Action Required

**Budget Summary and Proposed Tax Rate  
General, Food Service and Debt Service Funds  
Revenues, Expenditures and Fund Balances  
For 2025-2026**

<b>Revenues</b>		<b>General Fund</b>	<b>Food Service Fund</b>	<b>Debt Service Fund</b>	<b>Total of Budgets</b>
5700	Local	\$ 151,184,015	\$ 3,369,130	\$ 81,383,143	\$ 235,936,288
5800	State	\$ 18,096,399	\$ 29,000	\$ 4,453,973	\$ 22,579,372
5900	Federal	\$ 985,000	\$ 4,176,957		\$ 5,161,957
7900	Other	\$ -	\$ -	\$ -	\$ -
<b>Total Revenues</b>		<b>\$ 170,265,414</b>	<b>\$ 7,575,087</b>	<b>\$ 85,837,116</b>	<b>\$ 263,677,617</b>
<b>Expenditures</b>					
11	Instruction	\$ 90,945,460			\$ 90,945,460
12	Instructional Media	\$ 1,461,706			\$ 1,461,706
13	Curriculum and Staff Development	\$ 1,705,081			\$ 1,705,081
21	Instructional Leadership	\$ 3,415,273			\$ 3,415,273
23	School Leadership	\$ 8,960,731			\$ 8,960,731
31	Guidance and Counseling	\$ 6,173,051			\$ 6,173,051
32	Social Work	\$ 74,785			\$ 74,785
33	Health Services	\$ 1,939,313			\$ 1,939,313
34	Transportation	\$ 6,785,490			\$ 6,785,490
35	Food Service	\$ -	\$ 7,575,087		\$ 7,575,087
36	Co-Curricular/Extra-Curricular	\$ 3,687,511			\$ 3,687,511
41	General Administration	\$ 3,540,950			\$ 3,540,950
51	Maintenance	\$ 17,203,392			\$ 17,203,392
52	Security	\$ 1,017,151			\$ 1,017,151
53	Data Processing	\$ 3,135,002			\$ 3,135,002
61	Community Services	\$ -			\$ -
71	Debt Service	\$ -		\$ 85,837,116	\$ 85,837,116
81	Facilities Acquisition & Construction	\$ -			\$ -
91	Contr. Instr. Svcs. Between Public Schools	\$ 18,676,627			\$ 18,676,627
95	JJAEP	\$ 443,891			\$ 443,891
99	Intergovernmental Charges	\$ 1,100,000			\$ 1,100,000
<b>Total Expenditures</b>		<b>\$ 170,265,414</b>	<b>\$ 7,575,087</b>	<b>\$ 85,837,116</b>	<b>\$ 263,677,617</b>
<b>Net Revenues Over (Under) Expenditures</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other (Uses)</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Beginning Fund Balance **</b>		<b>\$ 35,702,060</b>	<b>\$ 2,704,760</b>	<b>\$ 62,623,728</b>	<b>\$ 101,030,548</b>
<b>Ending Fund Balance</b>		<b>\$ 35,702,060</b>	<b>\$ 2,704,760</b>	<b>\$ 62,623,728</b>	<b>\$ 101,030,548</b>
<b>Proposed Tax Rate*</b>		<b>\$ 0.6969</b>		<b>\$ 0.3575</b>	<b>\$ 1.0544</b>

\* Last year's tax rate until MCR and Certified Property Values are received

\*\*Reflects the unaudited fund balance

# 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]



# GISD Strategic Direction

[Adopted March 2023]

## 4 Strategic Priority Areas:



Student Learning, Growth, and Progress



Student and Staff Well-Being



Staff Recruitment and Retention



Community and Connectivity

*Access more information about our Strategic Direction at  
[www.georgetownisd.org/strategicdirection](http://www.georgetownisd.org/strategicdirection)*



# MAY BOARD WORKSHOP

[June 9, 2025]



## June Workshop Agenda Items Included:

- Public Hearing - Presentation of Wagner and Cooper Turnaround Plans
- Budget Workshop #6
- 25-26 Staff Compensation Plan
- Projects Funded with Unspent 2021 Bond Funds

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*Access board agendas and recordings at*  
[www.georgetownisd.org/board](http://www.georgetownisd.org/board)

# Board Budget Parameters and Expectations

Balanced Budget Focused on Strategic Priorities

Several Recommendations with Justifications

Equity Across All Campuses

Acknowledge Emotion of Decisions, but Ground Decisions in Logic

Avoid Negative Academic Impact to Core Instructional Staff

Community Transparency and Stakeholder Survey

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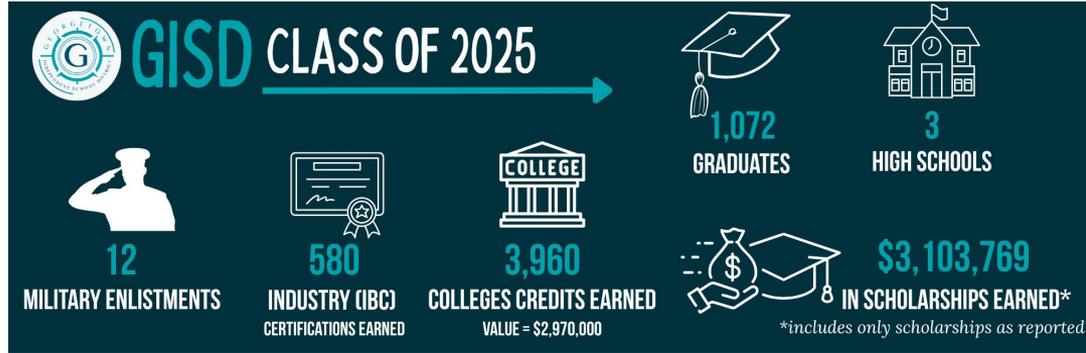


# Board Budget Priorities

- ✓ Competitive Salaries Across the Board
- ✓ Maintain Class Size at Elementary
- ✓ CTE Certifications Remain, assuming programs are fully utilized
- ✓ Extracurriculars Remain, assuming programs are fully utilized
- ✓ Staffing Study of Existing Programs
- ✓ Teacher Compensation Increase



# Congratulations, Class of 2025!



Find photos from graduation on our website at [www.georgetownisd.org/graduation](http://www.georgetownisd.org/graduation). 11



# JUNE CELEBRATES



# Good Things





**ENROLL NOW**

**THE HOME OF THE MOST INSPIRED STUDENTS,  
SERVED BY THE MOST EMPOWERED LEADERS.**

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

The logo for GISD Summer Programs is contained within a rounded rectangular frame with a gradient from orange to white. The text is centered and reads:

**GISD SUMMER PROGRAMS**  
**SUMMER MEALS - FREE FOR ALL STUDENTS**

The following GISD campuses will serve free summer meals Monday-Thursday from 7-9 am and 10:30 am-1 pm:

**Purl Elementary School: June 2 - Aug 7**

**Tippit Middle School: June 2 - Aug 8\***

*\*Tippit MS will also be open on Fridays*

**East View High School: June 2 - Aug 7**

**Georgetown High School: June 2 - Aug 7**

***Please note: Summer meals will not be served June 30 - July 4 while the district is closed.***

**Frost Elementary School** underwent a rebranding ahead of the opening of the new campus this fall.

The new polar bear design and colors will be reflected in the campus design



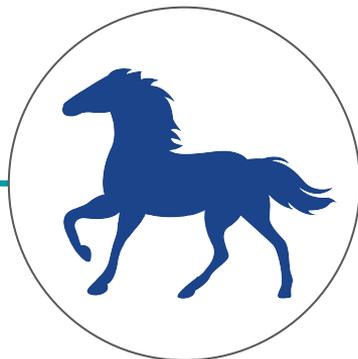
*announcing*

# HEATHER PETRUZZINI

## CHIEF ACADEMIC OFFICER



*announcing*  
**MELANIE MOORE**  
**PRINCIPAL, MITCHELL ELEMENTARY**



*announcing*

**JOSHUA ALBRO**

**DIRECTOR, TRANSPORTATION**





# IMPORTANT DATES

**June 30 - July 4** – Closed

**July 7** – Board Workshop

**July 21** – Board Meeting

*GISD facilities are closed on Fridays between June 6 and July 25.  
Most facilities are open Monday through Thursday, 8:00 am - 4:30 pm.*



# Be Informed

Visit

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

Engage



ParentSquare

News

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

Follow

@GeorgetownISD



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Questions?

We can help. Send us your inquiries.

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





## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/3/2025 12:49:09

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

**Consent Agenda**

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**Name of Person Responsible:**

Michelle Barlow

**Department or Campus:**

Superintendent's Office

**Title of Agenda Item:**

Meeting Minutes from previous Board Meetings for Approval

**Background Information:**

Approval of Minutes from May 19, 2025 Board Meeting and June 9, 2025 Board Workshop

**Attachments:**

YES

**Superintendent's Recommendations:**

Approval of Minutes as presented

May 19, 2025  
Georgetown, TX

The **Regular** May meeting of the GISD Board of Trustees was called to order at 5:37 p.m. by James Scherer presiding, with Cody Hirt, Stephanie Blanck, Anthony Blankenship, Jen Mauldin, Stacy McLaughlin and Superintendent Dr. Devin Padavil present.

Under the authority of the Texas Government Code Chapters 551.071, 551.072, 551.074, 551.076, 551.082, 551.0821, 551.089, and 551.129, the Board went into closed session at 5:37, p.m. to discuss personnel, real property, and legal.. The Board came into open session at 7:01 p.m. and Trustee Stacy McLaughlin was no longer in attendance, a quorum still present.

Attendees: Jimmy Jones, Suzie Kovach, Barbara Wilson, Angela Aaker, Laura Kincheloe, Meredith Gandy, Frances Porter, Leah Miller, Susan Cooper, Rebecca Lambert and Khoi Pham.

Pledges of Allegiance: Ford Elementary School Students Chase Ledesma, Levi Thomison and David Aaker.

Oath of Office Administered by Judge Snell to: James Scherer, Place 1; Rachel Gallardo, Place 2; Cody Hirt, Place 3

Reorganization of the Board:

Dr. Devin Padavil opened the floor for nominations of Board President. Anthony Blankenship nominated James Scherer, there were no other nominations. Cody Hirt made a motion to accept James Scherer as Board President, Jen Mauldin seconded the motion. Unanimously approved.

James Scherer opened the floor for nominations of Board Vice President. Stephanie Blanck nominated Jen Mauldin, there were no other nominations. Cody Hirt made a motion to accept Jen Mauldin as Board Vice President, Anthony Blankenship seconded the motion. Unanimously approved.

James Scherer opened the floor for nominations of Board Secretary. Jen Mauldin nominated Stephanie Blanck, there were no other nominations. Anthony Blankenship made a motion to accept Stephanie Blanck as Board Secretary, Rachel Gallardo seconded the motion. Unanimously approved.

Information Item Issuance of Bonds Authorized by Voters in the 2024 Bond Election was presented by Jennifer Hanna and Dan Wegmiller.

Recognitions presented by Superintendent Dr. Devin Padavil and Trustees Anthony Blankenship and Jen Mauldin:

- Jack Frost Recipients:
  - EVHS - April - Damian Cantu
  - EVHS - May - Addyson Huck
  - GHS - May - Ian McAlister and (Lindsey Facchini, not in attendance)
- Valedictorian and Salutatorian
  - GHS - Aurelia Anderson (V) and Nathan Aaker (S)
  - EVHS - Kayla Frazier (V) and Maissa Pozo (S)
  - RHS - Leslie Hernandez (V) and Nathaniel Nguyen (S)
- GHS National Merit Recognitions
- EVHS SkillsUSA Criminal Justice State Competitors
- GISD High School UIL State Solo and Ensemble Qualifiers (GHS)
- State VASE Gold Seal Winners
- Track State Qualifiers

- EVHS
- GHS
- Georgetown High School Tennis Team
- McCoy Elementary Student Council - TEPSA Student Leadership Award
- Kickstart Kids State Championship Winners
- Tippit Student Council's Nation and State Awards

Presentations:

Safety Follow-Up on Exterior Door Monitoring presented by Dr. Heather Stoner.

Elementary Teacher Time Action Team Work and Recommendations presented by Lindsay Harris, Emily Fraser and Jennifer Hinson.

Demographics Report - 1st quarter 2025 presented by Jimmy Jones and Rocky Gardiner from Zonda.

Superintendent's Report: Mission, Vision, Beliefs, GISD Strategic Direction, May Board Workshop Agenda items, CSHB2 in the Texas Senate, VATRE, Recognizing April Teachers of the Month, Recognizing April Team Members of the Month, Learner Profile Awards (Scout Schulz present), May Celebrates, Teacher of the Year, Employees of the Year, Good Things, Be a Star - Win a Car, Enroll Now, GISD Summer Programs, Community Engagement, Announcing Dr. Angie Harris as Cooper Elementary Principal, Announcing Hollee Braun as Wolf Ranch Elementary Principal, Important Dates, Be Informed.

Public comments:

Dr. Talisia McHugh - "Comment on GHS leadership inability to follow their own processes and lack of accountability."

Nissi Padilla - "House Bill 3708 passed in 2023 that ensured that school districts that opt to allow homeschool participation in UIL will now receive \$1,500 per student per activity in which they participate. Georgetown is currently not opted in for homeschool participation in UIL athletics. As residents of this district, and in the spirit of supporting and preparing all students for success, I am writing today to ask that you support an opt-in at GISD to allow your Georgetown homeschooled students access to UIL extracurricular activities."

Susan Cooper - "Update on book ban issue"

Suzie Kovach - "Thank you"

Consent Items:

Cody Hirt made the motion, seconded by Anthony Blankenship to approve all Consent items as presented. Unanimously approved.

XI.E. Resolution for Inclement Weather on May 02, 2025

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE GEORGETOWN  
INDEPENDENT SCHOOL DISTRICT REGARDING EMPLOYEE PAY  
DURING WEATHER EMERGENCY**

**Whereas**, inclement weather conditions across Texas resulted in severe thunderstorms and hail on May 2, 2025; and

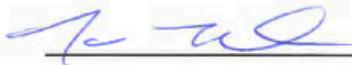
**Whereas**, inclement weather in Georgetown, Texas and surrounding areas resulted in necessitating school closures; and

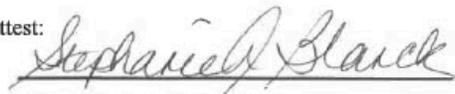
**Whereas**, the Board finds that there is a public purpose served, and a benefit to Georgetown ISD, for the District to: (1) demonstrate support of its employees, (2) enhance employee morale, (3) support the retention of employees, by paying employees for the time on May 2, 2025, that Georgetown ISD was closed during the weather emergency:

**Now, Therefore, Be It Resolved** by the Board of Trustees of the Georgetown Independent School District as follows:

1. All the above-referenced recitals are incorporated into and made a part of this Resolution.
2. There is a public purpose served, and a benefit to Georgetown ISD for the District to authorize the Superintendent of Schools to compensate school district employees, who remained ready, willing, and able to work during May 2, 2025 school closure day, but who were prohibited from working due to emergency weather closure(s).
3. The Board hereby authorizes the Superintendent or designee to establish a plan to implement the payments described in this Resolution, and to determine the eligibility of employees for such payment.

PASSED and ADOPTED this 19th day of May 2025, by the Board of Trustees of the Georgetown Independent School District.

  
\_\_\_\_\_  
President, Board of Trustees

Attest:   
\_\_\_\_\_  
Secretary, Board of Trustees

XI.F. Resolution Authorizing Termination of the Bank of New York Mellon Trust Company, N.A. as Paying Agent/Registrar for Various Outstanding Debt Obligations of Georgetown Independent School District and the Appointment of a Successor Paying Agent/Registrar for Such Debt Obligations.

**RESOLUTION AUTHORIZING TERMINATION OF THE BANK OF NEW YORK MELLON TRUST COMPANY, N.A. AS PAYING AGENT/REGISTRAR FOR VARIOUS OUTSTANDING DEBT OBLIGATIONS OF GEORGETOWN INDEPENDENT SCHOOL DISTRICT AND THE APPOINTMENT OF A SUCCESSOR PAYING AGENT/REGISTRAR FOR SUCH DEBT OBLIGATIONS**

**THE STATE OF TEXAS §  
COUNTY OF WILLIAMSON §  
GEORGETOWN INDEPENDENT SCHOOL DISTRICT §**

*WHEREAS*, Georgetown Independent School District (the "Issuer") has outstanding the following obligations in which The Bank of New York Mellon Trust Company, N.A. ("BNYM"), serves as the paying agent/registrar pursuant to individual paying agent/registrar agreements between the Issuer and BNYM (such paying agent/registrar agreements collectively referred to herein as the "Prior Paying Agent/Registrar Agreements"):

Georgetown Independent School District Unlimited Tax Refunding Bonds, Series 2013-A;

Georgetown Independent School District Unlimited Tax School Building Bonds, Series 2016-A;

Georgetown Independent School District Unlimited Tax School Building Bonds, Series 2017;

Georgetown Independent School District Unlimited Tax Refunding Bonds, Series 2017-A;

Georgetown Independent School District Unlimited Tax School Building Bonds, Series 2019-A;

Georgetown Independent School District Unlimited Tax Refunding Bonds, Series 2019-C;

Georgetown Independent School District Unlimited Tax Refunding Bonds, Series 2019-D;

Georgetown Independent School District Unlimited Tax School Building Bonds, Series 2020;

Georgetown Independent School District Unlimited Tax School Building Bonds, Series 2022;

Georgetown Independent School District Unlimited Tax School Building Bonds, Series 2023;

Georgetown Independent School District Unlimited Tax Refunding Bonds, Series 2023A; and

Georgetown Independent School District Unlimited Tax School Building Bonds, Series 2024 (collectively, the "Obligations"); and

*WHEREAS*, pursuant to the authority in the respective authorizing resolutions for each series of the Obligations and the related Prior Paying Agent/Registrar Agreements, the Board of Trustees of the Issuer deems it prudent and appropriate to (i) terminate each of the Paying Agent/Registrar Agreements between the Issuer BNYM relating to the respective series of the Obligations; and (ii) further appoint BOKF, NA to serve as successor paying agent/registrar for each of the respective series of the Obligations; and

*WHEREAS*, it is hereby officially found and determined that the meeting at which this Resolution was passed was open to the public, and public notice of the time, place and purpose of said meeting was given, all as required by Chapter 551, Texas Government Code;

***THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF GEORGETOWN INDEPENDENT SCHOOL DISTRICT THAT:***

**SECTION 1. TERMINATION OF BNYM AS PAYING AGENT/REGISTRAR AND APPOINTMENT OF SUCCESSOR PAYING AGENT/REGISTRAR.** The Issuer hereby determines to (i) terminate each of the Prior Paying Agent/Registrar Agreements between the Issuer and BNYM in connection with the bank serving as paying agent/registrar for the respective series of the Obligations upon the qualification and agreement of the successor paying agent/registrar provided in clause (ii); and (ii) appoint BOKF, NA to serve as successor paying agent/registrar for each series of the Obligations.

The President, Vice President and Secretary of the Board of Trustees of the Issuer and the Superintendent and Chief Financial Officer of the District are each hereby authorized to give appropriate notices and negotiate, revise, approve, execute and deliver all documents and agreements, including the paying agent/registrar agreements to be entered into with BOKF, NA, as the successor paying agent/registrar for each series of the Obligations, on behalf of the Issuer and which are deemed necessary to accomplish the purposes of this Resolution, and the Secretary is authorized to attest any related documents if so required.

**SECTION 2. INCORPORATION OF RECITALS.** The Board of Trustees hereby finds that the statements set forth in the recitals of this Resolution are true and correct, and the Board of Trustees hereby incorporates such recitals as a part of this Resolution.

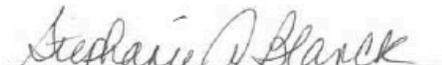
**SECTION 3. SEVERABILITY.** If any provision of this Resolution or the application thereof to any circumstance shall be held to be invalid, the remainder of this Resolution and the application thereof to other circumstances shall nevertheless be valid, and the Board of Trustees hereby declares that this Resolution would have been enacted without such invalid provision.

**SECTION 4. EFFECTIVE DATE.** This Resolution shall become effective immediately after it is approved by the Board of Trustees.

***PASSED AND APPROVED BY THE BOARD OF TRUSTEES OF GEORGETOWN  
INDEPENDENT SCHOOL DISTRICT AT A REGULAR MEETING ON THE 19TH DAY OF  
MAY, 2025, AT WHICH MEETING A QUORUM WAS PRESENT.***

  
\_\_\_\_\_  
President, Board of Trustees  
Georgetown Independent School District

ATTEST:

  
\_\_\_\_\_  
Secretary, Board of Trustees  
Georgetown Independent School District

[DISTRICT SEAL]

**RESOLUTION OF GEORGETOWN INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES  
2025 WILLAMSON COUNTY HAZARD MITIGATION ACTION PLAN UPDATE**

WHEREAS, natural hazards in Williamson County, Texas, and surrounding areas historically have caused significant disasters with losses of life and property and natural resources damage; and

WHEREAS, the Federal Disaster Mitigation Act of 2000 and Federal Emergency Management Agency ("FEMA") require communities to adopt a hazard mitigation action plan to be eligible for the full range of pre-disaster and post-disaster federal funding for mitigation purposes; and

WHEREAS, FEMA requires that communities update hazard mitigation action plans every five years in order to be eligible for the full range of pre-disaster and post-disaster federal funding for mitigation purposes; and

WHEREAS, Georgetown Independent School District has participated in the assessment of the community's potential risks and hazards and is committed to planning for a sustainable community and reducing the long-term consequences of natural and man-caused hazards, as feasible and as approved by Georgetown Independent School District's Board of Trustees; and

WHEREAS, the 2025 Williamson County Hazard Mitigation Action Plan Update (the "HMAP") outlines a mitigation vision, goals and objectives; assesses risk from a range of hazards; and identifies risk reduction strategies and actions for hazards that threaten the community. Now, Therefore,

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF GEORGETOWN INDEPENDENT SCHOOL DISTRICT, THAT:

Section 1: Georgetown Independent School District approves the HMAP; however, Georgetown Independent School District disclaims any liability or responsibility for any errors or omissions in the HMAP or for any projects, efforts, or actions taken by other parties resulting from or related to the HMAP;

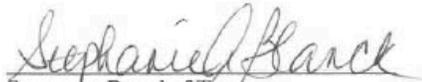
Section 2: Georgetown Independent School District will, as feasible given sufficient funding, resources, and labor, and as determined to be in its best interest, and as approved by its Board of Trustees, pursue available funding opportunities for implementation of mitigation strategies designated therein, and will, upon receipt of such funding or other necessary resources, seek to implement the actions contained in the mitigation strategies;

Section 3: The Board of Trustees authorizes the Superintendent or designee to inform all relevant parties of this action, assure that the HMAP will be reviewed at least annually, and that any needed adjustments or resulting projects or related efforts will be presented to the Board of Trustees for approval in accordance with the policies of Georgetown Independent School District; and

Section 4: Georgetown Independent School District agrees, as feasible given sufficient funding, resources, and labor, and as determined to be in its best interest, and as approved by its Board of Trustees to take such other action as may be reasonably necessary to carry out the objectives of the HMAP and report on progress as required by FEMA and the Texas Division of Emergency Management ("TDEM").

PASSED AND ADOPTED this \_th day of May, 2025.

  
\_\_\_\_\_  
President, Board of Trustees

  
\_\_\_\_\_  
Secretary, Board of Trustees

(SEAL)

Action Items:

Consideration and action with respect to "An Order Authorizing the Issuance of Georgetown Independent School District Unlimited Tax School Building and Refunding Bonds; Establishing Procedures for the Sale and Delivery of the Bonds; Levying an Annual Ad Valorem Tax for the Payment of Said Bonds; Authorizing Execution of a Purchase agreement, a Paying Agent/Register Agreement and an Escrow Agreement; and Authorizing Other Matters Related to the Issuance of the Bonds" was presented by Jennifer Hanna. There were no questions. Stephanie Blanck made a motion, seconded by Jennifer Mauldin to approve the action and Order. Unanimously approved.

Consideration and Approval of High School #4, Guaranteed maximum Price 2 - Building package was presented by Jimmy Jones. Cody Hirt made a motion, seconded by Rachel Gallardo to approve the High School #4 GMP2. Unanimously approved.

Rachel Gallardo made the motion, seconded by Cody Hirt to adjourn at 8:51 p.m. Unanimously approved.

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James Scherer  
Board President

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Stephanie Blanck  
Board Secretary

June 9,2025  
Georgetown, TX

The **Board Workshop** commenced at 3:00pm with James Scherer, Cody Hirt, Rachel Gallardo, Stacy McLaughlin, Stephanie Blanck and Superintendent Dr. Devin Padavil present.

Staff Attendees: Lindsay Harris, Wes Vanicek, Sonja Howard, Melinda Brasher, Jennifer Hanna, Logan Reuland, Amanda Johnson, Tamra Marbibi, Jen Kearney, Heather Stoner, Clint Pruett, Bretton Schulz, Angie Harris, Danielle Holloway, Emily Fraser, Orlando Baca, Davin Vogler, Renita Wright, David Rainey, Carol Watson, Meredith Gandy, Renee Hancock, Michelle Barlow, Brian Johnson and Sheri Ogden.

Visitors: Suzie Kovach, Jennifer Toth Clary, Charlotte Parramore and Katherine Anthony.

Public Comments:

There were no public comments.

Public Hearing for Campus Turnaround Plans: Wagner Middle School (presented by Principal, Danielle Holloway) and Cooper Elementary School (presented by Principal, Dr. Angie Harris).

Jennifer Hanna presented Budget Workshop #6.

Amanda Johnson presented information on the 25/26 Compensation Plan.

Wes Vanicek presented Projects Funded with Unspent 2021 Bond Funds for consideration at the June 16, 2025 Board Meeting.

The workshop concluded at 4:07 p.m.

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James Scherer  
Board President

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Stephanie Blanck  
Board Secretary



## BOARD AGENDA ITEM

**Board Meeting Date: 6/16/2025**

**Submitted Date:** 6/11/2025 11:42:41

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

**Consent Agenda**

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**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 May 31, 2025 for tax collections and General Fund, Food Service Fund and Debt Service Fund budgets.

**Attachments:**

YES

**Superintendent's Recommendations:**

Approval of the Financial Reports



**GEORGETOWN ISD**

***Financial Reports  
May 31, 2025***

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<b>General Fund Year-to-Date Budget Report .....</b>	<b>1</b>
<b>Food Service Year-to-Date Budget Report .....</b>	<b>2</b>
<b>Debt Service Year-to-Date Budget Report .....</b>	<b>3</b>
<b>Tax Assessor/Collector's Report .....</b>	<b>4</b>

**LOCAL MAINTENANCE**  
**YTD MONTHLY REVENUE/EXPENDITURES**  
**May 31, 2025**  
**(Unaudited)**

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<b>REVENUES</b>							
5700	Local Revenues	1,038,844	144,840,951	-	143,384,111	1,456,840	99.0%
5800	State Revenues	1,165,464	22,901,278	-	17,046,695	5,854,583	74.4%
5900	Federal Revenues / Other	34,068	1,200,000	(6,879)	368,902	837,977	30.7%
	<b>TOTAL</b>	<b>2,238,376</b>	<b>168,942,229</b>	<b>(6,879)</b>	<b>160,799,708</b>	<b>8,149,400</b>	<b>95.2%</b>
<b>EXPENDITURES</b>							
11	Instructional	7,590,187	90,453,052	334,658	81,554,689	8,563,705	90.2%
12	Instructional Resources & Media	102,858	1,437,090	9,155	1,208,177	219,758	84.1%
13	Curriculum & Instructional Development	134,271	1,722,332	88,147	1,581,952	52,233	91.8%
21	Instructional Administration	266,681	3,405,455	12,086	2,992,138	401,231	87.9%
23	School Leadership	757,540	9,056,657	12,860	8,254,315	789,481	91.1%
31	Guidance & Counseling	523,019	6,096,042	11,513	5,632,421	452,108	92.4%
32	Social Work Services	14,361	169,543	-	181,682	(12,139)	107.2%
33	Health Services	209,170	1,806,778	3,777	1,643,076	159,925	90.9%
34	Student Transportation	612,537	6,733,301	108,012	6,853,732	(228,443)	101.8%
35	Child Nutrition	-	-	-	-	-	-
36	Co-Curricular Activities	302,783	3,835,883	226,034	3,228,994	380,855	84.2%
41	General Administration	288,451	4,041,776	136,907	3,414,335	490,534	84.5%
51	Plant Maintenance & Operations	1,240,161	17,469,627	724,624	15,487,965	1,257,038	88.7%
52	Security & Monitoring	38,917	1,149,391	494,040	374,736	280,615	32.6%
53	Data Processing Services	223,375	3,082,297	124,603	2,555,922	401,772	82.9%
61	Community Services	(561)	-	-	(1,035)	1,035	-
71	Debt Administration	-	-	-	-	-	-
81	Facilities Acquisition & Construction	-	-	-	-	-	-
91	Contracted Instructional Services Between Public Schools	-	17,797,525	-	15,801	17,781,724	0.1%
95	Payments to JJAEP	-	337,461	-	337,461	-	100.0%
99	Appraisal Services	-	1,234,222	315,894	918,328	-	74.4%
	<b>TOTAL</b>	<b>12,303,750</b>	<b>169,828,432</b>	<b>2,602,310</b>	<b>136,234,689</b>	<b>30,991,433</b>	<b>80.2%</b>
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>(10,065,374)</b>	<b>(886,203)</b>	<b>(2,609,189)</b>	<b>24,565,019</b>	<b>(22,842,033)</b>	
7900	Other resources	-	-	-	-	-	-
8900	Other uses	4,943	-	-	23,929	(23,929)	
	<b>NET</b>	<b>4,943</b>	<b>-</b>	<b>-</b>	<b>23,929</b>	<b>(23,929)</b>	
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>(886,203)</b>				
	<b>BEGINNING FUND BALANCE (audited)</b>		<b>36,588,263</b>				
	<b>ENDING FUND BALANCE (estimated)</b>		<b>35,702,060</b>				

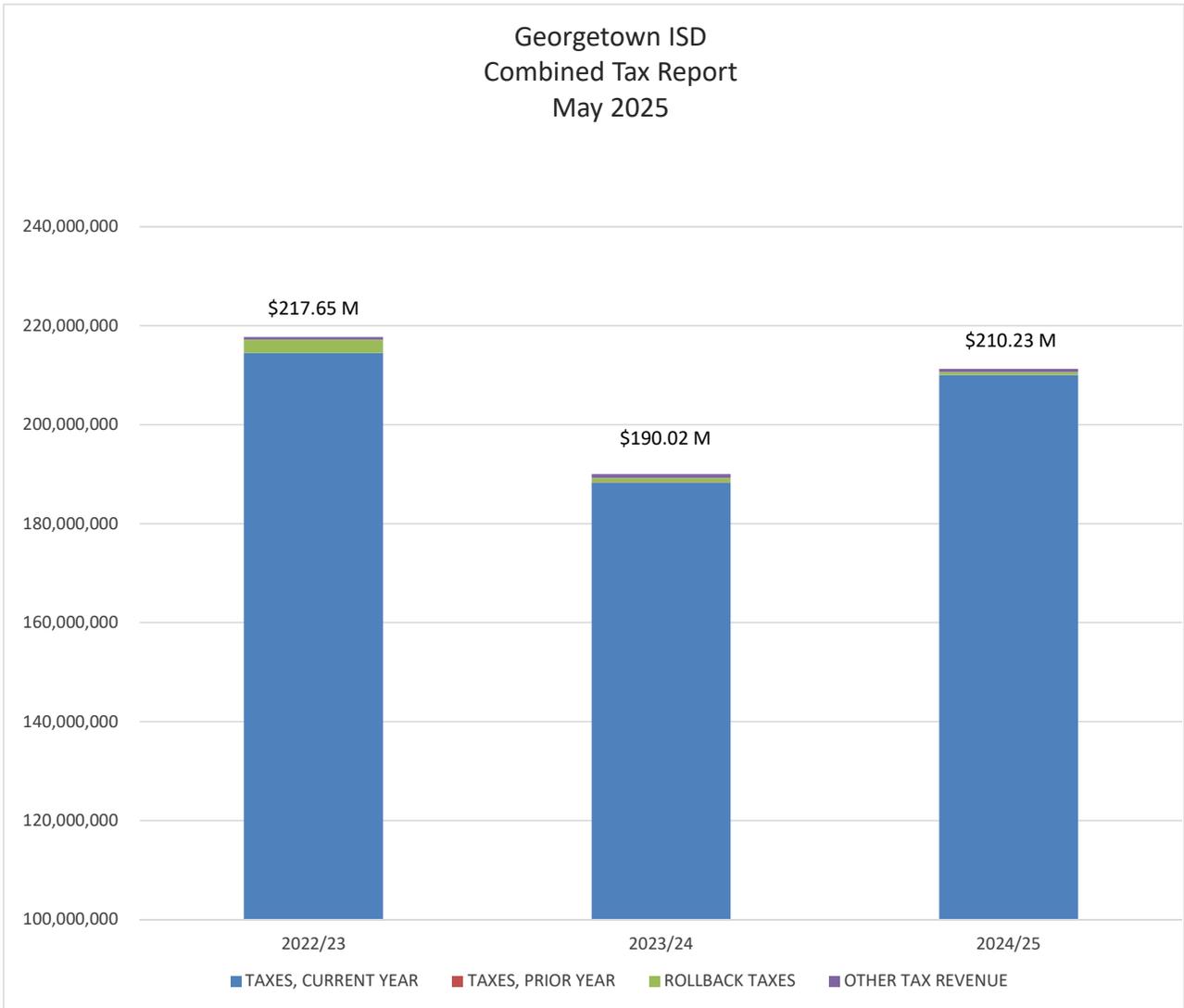
**FOOD SERVICE FUND**  
**YTD MONTHLY REVENUE/EXPENDITURES**  
**May 31, 2025**  
**(Unaudited)**

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<b><u>REVENUES</u></b>							
5700		267,750	4,667,865	-	3,028,624	1,639,241	64.9%
5800		-	12,226	-	-	12,226	0.0%
5900		459,091	3,116,704	-	3,503,887	(387,183)	112.4%
	<b>TOTAL</b>	<b>726,841</b>	<b>7,796,795</b>	<b>-</b>	<b>6,532,511</b>	<b>1,264,284</b>	<b>83.8%</b>
<b><u>EXPENDITURES</u></b>							
35	Child Nutrition	572,486	7,424,576	349,856	6,019,417	1,055,302	81.1%
51	Plant Maintenance & Operations	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
	<b>TOTAL</b>	<b>572,486</b>	<b>7,424,576</b>	<b>349,856</b>	<b>6,019,417</b>	<b>1,055,302</b>	<b>81.1%</b>
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>154,355</b>	<b>372,219</b>	<b>(349,856)</b>	<b>513,094</b>	<b>208,982</b>	
7900	Other resources	-	18,985	-	18,985	(0)	100.0%
8900	Other uses	-	-	-	-	-	
	<b>NET</b>	<b>-</b>	<b>18,985</b>	<b>-</b>	<b>18,985</b>	<b>(0)</b>	<b>100.0%</b>
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>391,204</b>				
	<b>BEGINNING FUND BALANCE (audited)</b>		<b>2,313,556</b>				
	<b>ENDING FUND BALANCE (estimated)</b>		<b>2,704,760</b>				

**DEBT SERVICE FUND (Bonds)**  
**YTD MONTHLY REVENUE/EXPENDITURES**  
**May 31, 2025**  
**(Unaudited)**

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<b><u>REVENUES</u></b>							
5700	Local Revenues	461,308	73,330,644	-	72,833,541	497,103	99.3%
5800	State Revenues	-	5,957,230	-	5,957,230	-	100.0%
5900	Federal Revenues / Other	-	-	-	-	-	
	<b>TOTAL</b>	461,308	79,287,874	-	78,790,771	497,103	99.4%
<b><u>EXPENDITURES</u></b>							
71	Debt Service	3,650	77,392,919	-	73,837,020	3,555,899	95.4%
	<b>TOTAL</b>	3,650	77,392,919	-	73,837,020	3,555,899	95.4%
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>457,658</b>	<b>1,894,955</b>	<b>-</b>	<b>4,953,751</b>	<b>(3,058,796)</b>	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	<b>NET</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>		<b>1,894,955</b>				
	<b>BEGINNING FUND BALANCE (audited)</b>		<b>60,728,773</b>				
	<b>ENDING FUND BALANCE (estimated)</b>		<b>62,623,728</b>				

Georgetown ISD  
Combined Tax Report  
May 2025



<b>Budgeted Totals</b>	<b>\$217.17 M</b>	<b>\$191.90 M</b>	<b>\$212.29 M</b>
<b>Collection Rate</b>	<b>100.22%</b>	<b>99.02%</b>	<b>99.03%</b>

TAX COLLECTIONS						
	Rate	Current	Prior	Rollback	Other	Total
M&O	0.6969	138,861,881	(768,949)	447,631	455,444	138,996,007
Debt Service	0.3575	71,180,093	(335,749)	161,457	224,246	71,230,047
<b>Total</b>	<b>1.0544</b>	<b>210,041,974</b>	<b>(1,104,698)</b>	<b>609,088</b>	<b>679,690</b>	<b>210,226,054</b>

Projected Recapture	17,797,525
<b>Net</b>	<b>121,198,482</b>



## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/3/2025 12:33:08

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

**Consent Agenda**

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**Name of Person Responsible:**

Jen Kearney

**Department or Campus:**

Teaching, Learning, & Assessment

**Title of Agenda Item:**

Course Guide Addendum

**Background Information:**

The director of CTE along with Teaching, Learning, & Assessment are seeking approval for the addition of the listed CTE courses. Once approved, TLA will update the 2025-26 Course Guide with an addendum.

**Attachments:**

YES

**Superintendent's Recommendations:**

Yes

2024-25 GISD Course Guide Addendum - Board Approval  
In Preparation for the 2025-2026 School Year

Date of Addendum	Board Approval	Course Name	Service ID	Update
4/23/2025	Awaiting	CTE: Kinesiology	N1302104	CT Kinesiology I Course - Addition - provides a CTE pathway for students pursuing sports medicine.
4/23/2025	Awaiting	CTE: Family & Community Services (PALS 1)	13024900	CT Family & Community Services - Addition - provides a CTE pathway for students pursuing PALS.
4/23/2025	Awaiting	CTE: Practicum in Commercial Photography	13009250	CT Practicum in Commercial Photography - Addition - Provides a CTE pathway for students pursuing Art - Photography
4/23/2025	Awaiting	CTE: Digital Art and Animation	03580500	CT Digital Arts and Animation - Addition - Provides a CTE pathway for students pursuing Digital Art and Graphic Design
4/23/2025	Awaiting	CTE: Graphic Design and Illustration I	13008800	CT Graphic Design and Illustration I - Addition - Provides a CTE pathway for students pursuing Digital Art and Graphic Design
4/23/2025	Awaiting	CTE: Graphic Design and Illustration II w/ Lab	13008910	CT Graphic Design and Illustration II w/ Lab - Addition - Provides a CTE pathway for students pursuing Digital Art and Graphic Design
4/23/2025	Awaiting	CTE: Commercial Photography II	13009200	CT Commercial Photography II - Addition - Provides a CTE pathway for students pursuing Art - Photography
4/23/2025	Awaiting	CTE: Printing and Imaging Tech I	13009600	CT Printing and Imaging Tech I - Addition - Provides a CTE pathway for students pursuing Journalism / Yearbook / Printing Tech
4/23/2025	Awaiting	CTE: Printing and Imaging Tech II with Lab	13009710	CT Printing and Imaging Tech II with Lab - Addition - Provides a CTE pathway for students pursuing Journalism / Yearbook / Printing Tech
4/23/2025	Awaiting	CTE Practicum in Printing and Imaging	13009800	CT Practicum in Printing and Imaging - Addition - Provides a CTE pathway for students pursuing Journalism / Yearbook / Printing Tech
4/23/2025	Awaiting	CTE: Project based Capstone Student Leadership	12701103	CT Capstone Student Leadership - Addition - Provides a CTE course for students pursuing the Student Leadership elective.

Date of Addendum	Board Approval	Course Name	Service ID	Update
4/23/2025	Awaiting	CTE: Capstone PALS 2	12701102	CT Capstone PALS 2 - Addition - provides a CTE pathway for students pursuing PALS. No students will take in 25-26.
4/23/2025	Awaiting	CTE: Kinesiology II	N1302124	CT Kinesiology II - Addition - provides a CTE pathway for students pursuing sports medicine.
4/23/2025	Awaiting	CTE: Practicum of Health Science Kinesiology	13020500	CT Practicum of Health Science Kinesiology - Addition - provides a CTE pathway for students pursuing sports medicine.
4/23/2025	Awaiting	CTE: Lifetime Nutrition and Wellness (MS)	13024500	CT Lifetime Nutrition and Wellness - Addition - Provides a Middle School CTE course for students to meet their Health graduation requirement.
4/23/2025	Awaiting	CTE: Digital Design and Media Production (MS)	3580400	CT Digital Design and Media Production - Addition - Provides a CTE elective for Middle School Students pursuing Yearbook / Journalism / Digital Design
4/23/2025	Awaiting	CTE: Principles of Human Services	13024500	CT Principles of Human Services - Addition - Provides an additional HS Credit CTE elective for Middle School students.

### Previously Approved

Date of Addendum	Board Approval Date	Course Name	Service ID	Update
March 13, 2025	March 2025 Approved	Intro to Computer-Aided Design and Drafting	13037350	The addition of the CAD course will provide an option for students in the Engineering Foundation's Pathway. This course is necessary to allow students to build consistency in their coursework in this pathway. There will be no additional cost to this course.



## BOARD AGENDA ITEM

**Board Meeting Date: 6/16/2025**

**Submitted Date:** 6/9/2025 14:14:38

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

**Consent Agenda**

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**Name of Person Responsible:**

Amanda Johnson

**Department or Campus:**

Human Resources

**Title of Agenda Item:**

Local Policy Update

**Background Information:**

The local policies recommended for update are part of TASB Update #124 and include local policy revisions from the 88th Legislative Session to address those Administrative Code changes that impact local policy.

Recommended changes to local policies address the following topics:

CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS

CDA(LOCAL): OTHER REVENUES - INVESTMENTS

CY(LOCAL): INTELLECTUAL PROPERTY

DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT

EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAM

EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS

FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT



## BOARD AGENDA ITEM

GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

**Attachments:**

YES

**Superintendent's Recommendations:**

Recommend approval of local policy updates as presented.



## **(LOCAL) Policy Comparisons**

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

### **Contact us:**

School Districts and Education Service Centers, call 800-580-7529 or email [policy.service@tasb.org](mailto:policy.service@tasb.org).

Community Colleges, call 800-580-1488 or email [colleges@tasb.org](mailto:colleges@tasb.org).

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

**Note:** See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
  - for Board members— BBF
  - for employees— DH
- Financial conflicts of interest:
  - for public officials— BBFA
  - for all employees— DBD
  - for vendors— CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

### **Fraud and Financial Impropriety**

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

#### Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES  
FINANCIAL ETHICS

CAA  
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

**Financial Controls and Oversight**

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

**Fraud Prevention**

The Superintendent ~~or designee~~ shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent ~~or designee~~, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure

FISCAL MANAGEMENT GOALS AND OBJECTIVES  
FINANCIAL ETHICS

CAA  
(LOCAL)

may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

*Protection from  
Retaliation*

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

**Fraud Investigations**

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent ~~or designee~~ shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards  
Disclosure

~~The~~ In connection with federal awards, the District shall promptly disclose, ~~in a timely manner~~ in writing ~~to the federal awarding agency or pass-through entity, all violations~~ whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations ~~potentially affecting~~ found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal ~~grant~~ award. [See CBB]

**Analysis of Fraud**

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent ~~or designee~~ shall ensure that

appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

The administration of District funds and the investment of those funds shall be handled as the highest public trust. Investments shall be made in a manner that shall provide the maximum security of principal with both liquidity and diversification limitations in order to meet the daily cash flow needs of the District.

This investment policy applies to all financial assets of the District.

**Investment Authority**

The chief financial officer and director of budget and finance or other person designated by Board resolution shall serve as the investment officer(s) of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. A registered investment adviser may be contracted to assist in the investment process.

**Investment  
Strategy**

The strategy for commingled funds shall be to ensure that cash flows are matched with adequate liquidity. This objective may be accomplished by purchasing high credit quality, short-term securities in a laddered structure, and using constant dollar investment pools and other liquid alternatives for liquidity.

The maximum dollar weighted average maturity for the total District portfolio shall be 360 days. The maximum stated maturity of any specific investment shall not exceed two years.

Investments of the following fund categories shall be consistent with this policy and in accordance with the strategies defined below.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, diversification, and maturities matched to meet anticipated cash flow requirements. A reasonable liquidity buffer shall be maintained for unexpected liabilities.

Custodial Funds

Investment strategies for custodial funds shall have as their primary objectives safety, investment liquidity, diversification, and maturities matched to meet anticipated cash flow requirements.

Debt Service Funds

Investment strategies for debt service funds shall have as their objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. No future investments may be made until successive debt service payments are funded.

Capital Projects

Investment strategies for capital project funds shall be structured to timely meet capital project obligations. If the District has funds from bond proceeds, the funds shall be invested in accordance with provisions in the policy and in the bond documents.

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

All Other Funds

Investment strategies for all other funds shall have as their primary objectives safety, investment liquidity, diversification and maturities matched to meet anticipated cash flow requirements.

**Authorized  
Investments**

From those investments authorized by law and described further in the Act and the District's CDA(LEGAL) policy, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, the U.S. Government, its agencies and instrumentalities not to exceed two years to stated maturity and excluding mortgage-backed securities. In bond funds, the stated maturity of these securities shall be matched to specific planned liabilities and not extend in maturity beyond the expenditure schedule of the bond funds invested.
2. Fully insured or collateralized certificates of deposit and share certificates with any bank or credit union in Texas under the terms of a written depository agreement, collateralized in accordance with this policy and not to exceed two years to stated maturity.
3. Fully collateralized repurchase agreements as defined by the Act with banks doing business in Texas or primary dealers, not to exceed 90 days to maturity, with 102 percent collateral held by a third party, and under the terms of an executed master repurchase agreement. Flex repurchase agreements may be used for bond proceeds, matched to the expenditure schedule and transacted under an executed Bond Market Master Agreement, not to exceed the expenditure schedule of proceeds.
4. Prime domestic banker's acceptances from a bank with a short-term rating not less than A1/P1 or equivalent, not to exceed six months to maturity.
5. Commercial paper rated no less than A1/P1 or its equivalent by two nationally recognized rating agencies, not to exceed three months to stated maturity.
6. AAA-rated, SEC-registered money market mutual funds, which strive to maintain a \$1 net asset value.
7. A guaranteed investment contract for use as an investment vehicle for bond proceeds, meeting the criteria and eligibility requirements of the Act.

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8. Constant-dollar, local government investment pools as defined by the Act.
9. Federal Deposit Insurance Corporation (FDIC)-brokered certificate of deposit securities from a bank in any state, delivered-versus-payment to the District's safekeeping agent, not to exceed one year to maturity. Before purchase, the investment officer(s) must verify the FDIC status of the bank with the FDIC to ensure coverage.
10. Fully insured or collateralized interest bearing accounts in any bank in Texas.
11. State and local government obligations of any state rated A or above by two nationally recognized rating agencies.

The District may enter into a securities lending program with a bank in Texas or a primary dealer as defined by the Federal Reserve.

**Investment Objectives**

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. The investment officer(s) or adviser shall monitor financial market indicators, study financial trends, and utilize available educational tools in order to maintain appropriate investment managerial expertise. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio. No investment transactions shall be undertaken that jeopardize the capital position of the overall portfolio.

**Liquidity**

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements and shall adhere to the investment strategy approved annually by the Board.

**Diversification**

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from over-concentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Yield**

The benchmark for the District's portfolio shall be the one-year U.S. Treasury Bill from the comparable period, designated for its comparability to the expected average cash flow pattern and maximum weighted average maturity of the portfolio. The investment program shall seek to augment returns above this threshold consistent with risk limitations identified herein and prudent investment policies.

**Collateralization**

All cash, collateral, and investments of the District shall be held by an independent third party with whom the District has a current

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safekeeping/custodial agreement. The District shall retain clearly marked receipts providing proof of the District's ownership.

Time and Demand  
Bank Deposits  
Pledged Collateral

Collateralization shall be required on all bank time and demand deposits over the applicable FDIC insurance coverage. All securities pledged to the District for these deposits shall be held by an independent third-party institution outside the holding company of the pledging bank.

In order to anticipate market changes and provide a level of additional security for all funds, the market value of the collateral shall be maintained at 102 percent of total principal and accrued interest or 110 percent for mortgage-backed securities. The depository shall be responsible for monitoring and maintaining the collateral and margins daily. The custodian shall provide monthly reports to the District detailing the collateral.

Collateral shall be pledged under the terms of a written depository agreement executed under the terms of the Financial Institutions Resource and Recovery Enforcement (FIRREA). (If the custodian is the Federal Reserve, the District shall execute as an alternate an FRB Pledgee Agreement of Circular 7 form.) The agreement shall be approved by resolution of the bank's board or loan committee.

Acceptable collateral shall include only obligations of the U.S. Government, its agencies and instrumentalities, including mortgage backed securities passing the bank test and excluding letters of credit, and municipal securities rated A or better by two nationally recognized rating agencies. A monthly report of collateral shall be provided directly from the custodian.

Repurchase  
Agreements Owned  
Collateral

Collateral under a repurchase agreement shall be owned by the District. It shall be held by an independent third-party safekeeping agent approved by the District under an executed Master Repurchase Agreement. Collateral with a market value totaling 102 percent of the principal and accrued interest shall be required, and the counter-party shall be responsible for the monitoring and maintaining of collateral and margins daily.

**Sellers of  
Investments**

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers and [representatives with distributors of investment pools](#) shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good stand-

ing with the Financial Industry Regulatory Authority (FINRA). [Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board \(MSRB\).](#)

**Authorized Financial Brokers / Dealers and Institutions**

In order to get the best return on its investments, the District may solicit bids in writing, by telephone, or electronically, or by a combination of these methods.

**Internal Controls**

Internal controls shall be established and documented in writing and shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of all transactions.
6. Documentation of transactions.

These controls shall be reviewed by the District's independent auditing firm.

**Monitoring FDIC Status**

The investment officer(s) shall monitor on no less than a weekly basis, the status and ownership of all banks issuing brokered certificates of deposits owned by the District based on information from the FDIC. If any bank has been acquired or merged with another bank in which brokered certificates of deposits are owned by the District, the investment officer or adviser shall immediately liquidate any brokered certificates of deposits security that place the District above the FDIC insurance level.

**Competitive Transactions**

All investments shall be purchased or sold on a competitive basis with bids or offers from three authorized brokers/dealers for the best yield and maturity. Offers of new issue agencies need not be competitively bid but must be compared to comparable maturity securities on the secondary market.

**Monitoring Credit Ratings**

The investment officer or investment adviser shall monitor, on no less than a monthly basis, the credit rating on all authorized investments in the portfolio based upon independent information from a nationally recognized rating agency. If any security falls below the minimum rating required by policy, the investment officer or adviser shall notify the Board of the loss of rating, conditions affecting the

rating and possible loss of principal with liquidation options available at the next meeting after the loss of the required rating.

**Delivery Versus  
Payment Settlement**

All security transactions, including collateral for repurchase agreements, shall be conducted on a delivery-versus-payment (DVP) basis. Securities shall be held by an independent third-party custodian designated by the District and evidenced by original safekeeping receipts.

<b>Intellectual Property</b>	All copyrights, trademarks, and other intellectual property rights <del>be- longing to the District</del> shall remain with the District at all times. <del>Ex- cept as provided by law, policy, or written authorization from the Superintendent, the use of District intellectual property shall be lim- ited to District-related purposes.</del>
Students	A student shall retain all rights to <del>their own</del> work created as part of instruction or using District technology resources.
Employees <i>District Ownership</i>	As an agent of the District, an employee, including a student em- ployee, shall not have rights to work <del>he or she creates</del> created on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of <del>his or her</del> District employment, including the right to obtain <del>patents or</del> copyrights.
<i>Employee Ownership</i>	<del>If the employee obtains a patent for such work, the employee shall grant a non-exclusive, non-transferable, perpetual, royalty-free, Districtwide license to the District for use of the patented work.</del> A District employee shall own any work or work product produced on <del>his or her own personal</del> time, <del>away from his or her job</del> and with personal equipment and materials, including the right to obtain pa- tents or copyrights.
<i>Permission A District employee may apply to the</i> Exception	The Superintendent <del>or designee</del> shall have the authority to permit use of District materials and equipment in <del>his or her creative devel- oping the employee's own</del> projects, provided the employee agrees <del>either</del> in writing to grant to the District a <del>non-exclusive, non-transfer- able</del> nonexclusive, nontransferable, perpetual, royalty-free, District- wide license to use the work, or permits the District to be listed as co-author or co-inventor if the District contribution to the work is substantial. District materials do not include student work, all rights to which are retained by the student.
<del>Works Made for Hire</del> Independent Contractors	The District may hire an independent contractor for specially com- missioned <del>work(s)</del> works under a written works-made-for-hire agreement that provides that the District shall own the work prod- uct created under the agreement, as permitted by copyright law. In- dependent contractors shall comply with copyright law in all works commissioned.
Return of Intellectual Property	Upon the termination of any person's association with the District, all permission to possess, receive, or modify the District's intellec- tual property shall also immediately terminate. All such persons shall return to the District all intellectual property, including but not limited to any copies, no matter how kept or stored, and whether directly or indirectly possessed by such person.

### Copyright

Unless the proposed use of a copyrighted work is an exception under the “fair use” guidelines maintained by the Superintendent ~~or designee~~, the District shall require an employee or student to obtain a license or permission from the copyright holder before copying, modifying, displaying, performing, distributing, or otherwise employing the copyright holder’s work for instructional, curricular, or extracurricular purposes. This policy does not apply to any work sufficiently documented to be in the public domain.

### Technology Use

~~All persons are prohibited from using~~ Use of District technology in violation of any law, including copyright law, ~~is prohibited~~. Only appropriately licensed ~~images, applications, programs, or other software~~ may be used with District technology resources. ~~No person shall use the~~ The District’s technology resources shall not be used to post, publicize, or duplicate information in violation of copyright law. The ~~Board shall direct the Superintendent or designee to~~ shall employ all reasonable measures to prevent the use of District technology resources in violation of the law. ~~All persons~~ Any person using District technology resources in violation of law shall lose user privileges in addition to other sanctions. [See BBI and CQ]

### ~~Electronic Media~~

~~Unless a license or permission is obtained, electronic media in the classroom~~ Performances and Displays

The display and performance of copyrighted material, including motion pictures ~~and other audiovisual~~, dramatic works, ~~must be used in~~ musical performances, or other audio and visual works, may only occur as part of instructional activities and in accordance with the following:

- As a regular part of teaching and directly related to the ~~course of~~ curriculum;
- During face-to-face teaching activities ~~as defined by law~~;
- When viewed in a classroom or designated place of instruction; and
- With a lawfully made copy or through authorized access.

### Designated Agent

The District shall designate an agent to receive notification of alleged online copyright infringement and shall notify the U.S. Copyright Office of the designated agent’s identity. The District shall include on its ~~Web site~~ website information on how to contact the District’s designated agent and a copy of the District’s copyright policy. Upon notification, the District’s designated agent shall take all actions necessary to remedy any violation. The District shall provide the designated agent appropriate training and resources necessary to protect the District.

If a content owner reasonably believes that the District’s technology resources have been used to infringe upon a copyright, the owner may notify the designated agent.

INTELLECTUAL PROPERTY

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**Trademark**

The District protects all District and campus trademarks, including names, logos, mascots, and symbols, from unauthorized use.

School-Related Use

The District grants permission to students, student organizations, parent organizations and other District-affiliated school-support or booster organizations to use, without charge, District and campus trademarks to promote a group of students, an activity or event, a campus, or the District, if the use is in furtherance of a school-related business or activity. The Superintendent ~~or designee~~ shall determine what constitutes use in furtherance of a school-related business or activity and is authorized to revoke permission if the use is improper or does not conform to administrative regulations.

Public Use

Members of the ~~general~~ public, outside organizations, vendors, commercial manufacturers, wholesalers, and retailers shall not use District trademarks without ~~the written permission of~~ authorization from the Superintendent ~~or designee~~. Any production of merchandise with District trademarks for sale or distribution must be pursuant to a trademark licensing agreement and may be subject to the payment of royalties.

Any individual, organization, or business that uses District ~~or campus~~ trademarks without appropriate authorization ~~shall~~ may be subject to legal action.

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

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

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

**Violations of Standards of Conduct**

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

**Weapons Prohibited**

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

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
- ~~1.2.~~ A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
- ~~2.3.~~ The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic Communication**

Use with Students

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

~~Employees shall not use an~~ Unless an exception has been made in accordance with the employee handbook or other administrative

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

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

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

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

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

Personal Use

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

Reporting Improper Communication

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

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Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.
<b>Safety Requirements</b>	Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.
<b>Harassment or Abuse</b>	<p>An employee shall not engage in prohibited harassment, including sexual harassment, of:</p> <ol style="list-style-type: none"><li>1. Other employees. [See DIA]</li><li>2. Students. [See FFH; see FFG regarding child abuse and neglect.]</li></ol> <p>While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.</p> <p>An employee shall report child abuse or neglect as required by law. [See FFG]</p>
<b>Relationships with Students</b>	<p>An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]</p> <p>As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]</p>
<b>Tobacco and Nicotine Products and E-Cigarettes</b>	<p><del>An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]</del></p> <p>An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.</p> <p>An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.</p>
<b>Alcohol and Drugs / Notice of Drug-Free Workplace</b>	As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee

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shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

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

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

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

Exceptions

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

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

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

EMPLOYEE STANDARDS OF CONDUCT

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Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,  
Convictions, and  
Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
  - Dishonesty; fraud; deceit; theft; misrepresentation;
  - Deliberate violence;
  - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
  - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
  - Felony driving while intoxicated (DWI); or
  - Acts constituting abuse or neglect under the Texas Family Code.

**Dress and Grooming**

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

**Dyslexia and Related Disorders**

The District shall comply with all applicable state rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test regarding students with dyslexia and related disorders, including the “Dyslexia Handbook” and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student’s admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

<b>Referral</b>	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the <del>assessment</del> identification procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
<b>Identification Criteria</b>	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
<b>Assessments</b>	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
<b>Selection</b>	A <del>selection</del> placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
<b>Notification</b>	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

<b>Reassessment</b>	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
<b>Transfer Students</b>	When a student identified as gifted by a previous school district enrolls in the District, the <del>selection</del> placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
<b>Furloughs</b>	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.  In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
<b>Exit Provisions</b>	The District shall monitor student performance in response to gifted and talented program services. If at any time the <del>selection</del> placement committee or a parent determines <del>it is in the best interest of the student to exit</del> the program <del>is not meeting the student's educational needs</del> , the committee shall meet with the parent and student before finalizing an exit decision.
<b>Appeals</b>	A parent, student, or educator may appeal any final decision of the <del>selection</del> placement committee regarding <del>selection for or exit from</del> services in the gifted and talented program. Appeals shall be made first to the <del>selection</del> placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
<b>Program Evaluation</b>	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus im-

provement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

**Funding**

The ~~District's~~ Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program ~~shall address effective use of funds for programs~~ are spent providing and ~~services consistent with the standards in the state plan~~ enhancing the District's program and that a method accounting for expenditures related to the gifted and talented ~~students~~ program is established and aligns with the Texas Education Agency's financial compliance guidance.

**Community Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

#### Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

#### Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

#### Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of ~~the Texas Department of Family and Protective Services (DFPS)~~ at (800)-252-5400 or the [Texas Abuse Hotline Website](#)<sup>1</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

**Confidentiality**

~~In accordance with state law, the~~The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report Suspected Child Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities Regarding Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

Georgetown ISD  
246904

STUDENT WELFARE  
CHILD ABUSE AND NEGLECT

FFG  
(LOCAL)

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<sup>1</sup> Texas Abuse Hotline ~~Website~~website: <http://www.txabusehotline.org>

DATE ISSUED: ~~11/2/2024~~1/29/2025  
UPDATE ~~118~~124  
FFG(LOCAL)-A

~~ADOPTED:~~Adopted:  
71

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**Access to District Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or Exclusion under Education Code 37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

**Prohibitions**

Tobacco and  
E-Cigarettes

The District prohibits smoking and the use of tobacco products ~~and~~, e-~~cigarettes~~, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

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

*Exceptions*

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

## **Georgetown ISD Local Policy Update List**

Local Policies in TASB Update #124 are:

- CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS
- CDA(LOCAL): OTHER REVENUES - INVESTMENTS
- CY(LOCAL): INTELLECTUAL PROPERTY
- DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT
- EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAM
- EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS
- FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
- GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Georgetown ISD

#### AIC(LEGAL)

#### ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

At Alternative Management, new text has been included due to changes to the Administrative Code, which became effective September 10, 2024. At Training of Board of Managers, language has been added relating to training requirements for board members who are appointed to join a board of managers. New rules effective on September 18, 2024, regarding Special Program Performance Determination and cyclical monitoring have also been included. In addition, adjustments to margin notes have been made elsewhere in the policy.

#### AIE(LEGAL)

#### ACCOUNTABILITY: INVESTIGATIONS

Language has been added at Compliance Monitoring Activities due to Administrative Code changes effective September 18, 2024. The new section at Supervision Under IDEA reflects recent amendments from the Administrative Code that outline TEA's procedures for investigating and issuing findings related to violations of the Individuals with Disabilities Education Act (IDEA).

#### CAA(LOCAL)

#### FISCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS

Recommended revisions to this local policy at Federal Awards Disclosure are to align text with updated rules regarding federal grants found in the Code of Federal Regulations. This guidance became effective October 1, 2024, and is reflected in CBB(LEGAL). The phrase "or designee" is recommended for deletion throughout the policy, except in places where the designation of another individual could be in place of the superintendent or board president and not just the superintendent as is the case in most other policies.

The Legal Issues in Update 124 memo, available with your Update 124 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

#### CBB(LEGAL)

#### STATE AND FEDERAL REVENUE SOURCES: FEDERAL

Extensive revisions and additions have been made to this legally referenced policy in light of updated rules about federal grants found in the Code of Federal Regulations, effective October 1, 2024.

#### CDA(LOCAL)

#### OTHER REVENUES: INVESTMENTS

The section on Sellers of Investments is recommended for revision to specify that representatives with distributors of investment pools must be registered with the Texas State Securities Board, have membership in the Securities Investor Protection Corporation, and be in good standing with the Financial Industry Regulatory Authority. Distributors of investment pools must also be registered in good standing with the Municipal Securities Rulemaking Board.

The Legal Issues in Update 124 memo, available with your Update 124 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

**Please note:** We have retained unchanged the district-developed provisions at Liquidity, dating from 2014.

#### CFA(LEGAL)

#### ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

TEA's Financial Accountability System Resource Guide has been updated to version 19, and those updates were adopted by reference in the Administrative Code effective March 31, 2024. The guide's version number has been updated at Account System, Financial Accountability System Resource Guide.

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Georgetown ISD

#### **CFC(LEGAL)**

#### **ACCOUNTING: AUDITS**

TEA's Financial Accountability System Resource Guide has been updated to version 19, and those updates were adopted by reference in the Administrative Code effective March 31, 2024. The guide's version number has been updated at Financial Accountability System Resource Guide. A reference to material in the Administrative Code has been included in the Financial Accountability Rating System (School FIRST) section of this policy.

#### **CH(LEGAL)**

#### **PURCHASING AND ACQUISITION**

General provisions relating to interlocal contracts have been moved to GRB(LEGAL). Language specific to interlocal contracts used for purchasing remains in this legally referenced policy. A note has been added to assist readers in accessing additional provisions related to interlocal agreements.

#### **CKEA(LEGAL)**

#### **SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS**

A section on Medical and Psychological Exams has been added under Required Policies due to policy adoption requirements found in Senate Bill 1445 (88th Regular Session). The Texas Commission on Law Enforcement (TCOLE) has created a model policy that police departments (not the school board) must adopt. The TCOLE model policy was made available in May 2024 with a September 1, 2024, deadline for law enforcement agencies to submit their policies.

#### **CKEB(LEGAL)**

#### **SECURITY PERSONNEL: SCHOOL MARSHALS**

A new section on Psychological Fitness includes the requirements and processes outlined in Administrative Code rules to conform with changes to the Occupations Code made by Senate Bill 1445 (88th Regular Session). The new rules require TCOLE to adopt standards and procedures for the psychological examination of school marshal applicants, school marshal licensees, and school marshal licensees for whom there is reason to believe a new examination is necessary to ensure the individuals are able to perform the duties for which the school marshal license is required. There is also a clarification of the reporting requirements for school marshal appointing entities. A new reporting responsibility relating to psychological fitness has been included at District Responsibilities, and a new section at Fit for Duty Review has been added to reflect the new requirements from TCOLE.

#### **CO(LEGAL)**

#### **FOOD AND NUTRITION MANAGEMENT**

The revisions in this legally referenced policy reflect changes to federal rules related to child nutrition programs that became effective July 1, 2024.

#### **COA(LEGAL)**

#### **FOOD AND NUTRITION MANAGEMENT: PROCUREMENT**

Substantial additions have been made at Conflicts of Interest to reflect rule amendments that became effective on October 1, 2024. A new section on Procurement Training has been added to comply with an addition to the Code of Federal Regulations, effective July 1, 2024.

#### **COB(LEGAL)**

#### **FOOD AND NUTRITION MANAGEMENT: FREE AND REDUCED-PRICE MEALS**

Revisions to this policy reflect amendments to federal rules, effective July 1, 2024, changing terminology from "meal supplements" to "afterschool snacks." At Community Eligibility Provision, the minimum identified student percentage has changed from 40 to 25 based on an amended rule effective October 26, 2023. This change will give states and schools more flexibility to offer meals to all enrolled students at no cost when financially viable. Reference links have also been updated.

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Georgetown ISD

**Please note:** If your district is participating in the Community Eligibility Provision or Special Assistance Provision 2 program, please review your COB(LOCAL). If the policy is missing language to address the program in place in your district, please contact your policy consultant.

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

The citation at item 48 under Other Required Internet Postings has been updated based on amendments to the Administrative Code.

#### **CQC(LEGAL)                      TECHNOLOGY RESOURCES: EQUIPMENT**

Under Transfer of Equipment to Students, a new subsection on Standards has been added based on guidance recently developed by TEA as required by House Bill 18 (88th Regular Session). The standards provide guidance to districts on what electronic devices and software applications are permissible for use in the district.

#### **CV(LEGAL)                      FACILITIES CONSTRUCTION**

A Note has been added on page 11 to direct readers to other policies related to interlocal contracts generally and interlocal contracts for purchasing good and services, based on organization of those provisions at different codes.

#### **CY(LOCAL)                      INTELLECTUAL PROPERTY**

Revisions are recommended throughout this local policy to clarify the circumstances under which the district's intellectual property may be used and where ownership of intellectual property lies when material is created by a district employee. Other recommended revisions clarify how district employees may use other copyrighted material, including copyrighted material used for performances and displays in instruction.

#### **D(LEGAL)                      PERSONNEL**

Provisions on genetic nondiscrimination, previously at DAB, have been moved to DAA, and policy DAB has been deleted. The D section table of contents has been revised to reflect that change.

#### **DAA(LEGAL)                      EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY**

Changes have been made to comport with the new federal Pregnant Workers Fairness Act (PWFA) regulations, effective June 18, 2024.

Because the legal framework is being revised in light of the PWFA, we have taken the opportunity to significantly streamline content on employee nondiscrimination. Provisions regarding employee nondiscrimination were previously divided between DAA(LEGAL), addressing nondiscrimination in hiring and ending employment, and DIA(LEGAL), addressing nondiscrimination in terms, conditions, and privileges of employment. In order to minimize duplication of language and simplify the legally referenced materials, provisions regarding employment nondiscrimination have been moved to this code. Provisions relating to the Genetic Information Nondiscrimination Act (GINA) have also been moved to this legally referenced policy from DAB(LEGAL) to consolidate all nondiscrimination laws into one location.

#### **DAB(LEGAL)                      EMPLOYMENT OBJECTIVES: GENETIC NONDISCRIMINATION**

Provisions on genetic nondiscrimination have been relocated to DAA(LEGAL) for clarity and continuity, and policy DAB has been deleted. All employment-related nondiscrimination language is now consolidated into DAA(LEGAL).

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Georgetown ISD

#### **DBB(LEGAL)                      EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: MEDICAL EXAMINATIONS AND COMMUNICABLE DISEASES**

The policy cross-reference at Genetic Information has been updated to DAA to conform with the recoding of the provision there.

#### **DECA(LEGAL)                      LEAVES AND ABSENCES: FAMILY AND MEDICAL LEAVE**

Cross-references to DAB regarding genetic nondiscrimination have been updated to DAA throughout to conform with provisions recoded at this update.

#### **DECB(LEGAL)                      LEAVES AND ABSENCES: MILITARY LEAVE**

Updated provisions have been included at Federal Military Leave to comport with the Civilian Reservist Emergency Workforce Act of 2022.

#### **DG(LEGAL)                          EMPLOYEE RIGHTS AND PRIVILEGES**

A new section on Voting reflects existing provisions from the Election Code related to allowing employees time off to vote. This addition was suggested by a member of the Texas Council of School Attorneys, and we agreed it would be a helpful legal reference.

#### **DH(LOCAL)                          EMPLOYEE STANDARDS OF CONDUCT**

At Weapons Prohibited, new text is recommended since our records indicate the district has authorized specific employees to possess a firearm as part of the district's safety and security plan.

Minor revisions at Electronic Communication are recommended for consistency with policy style.

The provisions addressing tobacco and e-cigarettes are recommended for revision to include nicotine products regardless of whether the product contains tobacco. This language aligns with the language included in the Model Employee Handbook.

The Legal Issues in Update 124 memo, available with your Update 124 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

#### **DI(LEGAL)                          EMPLOYEE WELFARE**

Revisions at Reporting Workplace Violence reflect amended Administrative Code rules, which became effective January 8, 2024.

#### **DIA(LEGAL)                          EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

To eliminate duplication and reduce confusion, this legally referenced policy has been substantially revised to recode employee nondiscrimination provisions to policy DAA(LEGAL).

#### **DMA(LEGAL)                          PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

Changes to the subsection on Gifted and Talented Education reflect Administrative Code amendments that became effective September 1, 2024.

#### **EC(LEGAL)                          SCHOOL DAY**

At Pledges of Allegiance, a cross-reference has been added to policy FNA for additional information on patriotic observances.

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Georgetown ISD

#### EFB(LLEGAL)

#### INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

The Note at the beginning of this legally referenced policy has been deleted, as all deadlines to appeal in the *Book People, Inc. v. Wong* case have passed and the injunction put in place by the Fifth Circuit Court of Appeals is now permanent. Other citations to the case have been amended accordingly. Also, the statutory definition of “obscene” has been included in this policy as a legal reference.

#### EHA(A)(LEGAL)

#### BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

The Education Code requirement to obtain written consent of a student’s parent before the student may be provided with human sexuality instruction expired on August 1, 2024. The expired subsection has been removed from this legally referenced policy. TEA has issued [guidance](#) about this change. Districts are encouraged to clarify local expectations for parental consent regarding human sexuality instruction in their local student handbook.

#### EHA(C)(LEGAL)

#### BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

Several revisions have been made to the Middle School Advanced Math Program section based on new Administrative Code rules, effective July 8, 2024. In the CPR and AED Instruction section, revisions regarding the applicability of the requirements have been made based on rule changes effective August 1, 2024.

#### EHB(LLEGAL)

#### CURRICULUM DESIGN: SPECIAL PROGRAMS

This policy includes substantial revisions, most of which are the result of amended Administrative Code rules effective June 30, 2024. At Parental Notice of Assistance for Learning Difficulties, a phrase has been added to item 3e to clarify the content in the cited Education Code provision. A new section with Definitions now found in the Administrative Code has been added. The provisions at Board Action Required and Screening, Testing, and Identification have been updated. Extensive edits at Parent Education are due to revisions from the Administrative Code. Changes include a new paragraph on Instruction and deletion of text related to a dyslexia reading program.

#### EHB(LLOCAL)

#### CURRICULUM DESIGN: SPECIAL PROGRAMS

Recommended revisions to this local policy on Special Programs reflect updated Administrative Code rules addressing dyslexia and related disorders, specifically inclusion of references to the *Dyslexia Handbook* and admission, review, and dismissal (ARD) committee decisions.

#### EHB(A)(LEGAL)

#### SPECIAL PROGRAMS: SPECIAL EDUCATION

Extensive revisions to this legally referenced policy have been made as a result of Administrative Code revisions, effective August 22, 2024. A section on Policies, Procedures, Programs, and Practices has been added, as have provisions addressing Interventions and Sanctions to identify potential consequences for IDEA violations. The paragraph addressing discipline has been removed as the text is no longer in the Administrative Code. The text addressing Instructional Arrangements and Settings includes revisions throughout all subsections, and revisions have also been made to the provisions regarding Other Program Options, Contracts for Services, and Instructional Day. A reference to the applicable Administrative Code provision has been added at Extended School Year Services.

#### EHB(AA)(LEGAL)

#### SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

Substantial additions and amendments throughout this legally referenced policy reflect changes to the Administrative Code, effective July 30, 2024. A Student Communication section regarding student evalua-

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### **Georgetown ISD**

tion for special education has also been added. The Eligibility and Reevaluations section now includes a Birth Through Age Two subsection to conform to Administrative Code rules.

#### **EHBAB(LLEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM**

Changes to the Administrative Code resulted in updates throughout this legally referenced policy. Details related to the responsibilities of the admission, review, and dismissal committee have been added, and a provision relating to dyslexia is included in the section about Committee Members. Parent Participation includes revisions that became effective July 30, 2024, and a provision on Content of the IEP has been added. Revisions at Supplemental Special Education Services became effective May 28, 2024. Dyslexia and autism components have been amended, along with the Visual Impairment or Hard of Hearing section. Failure to Reach Agreement has also been amended to increase clarity around requirements. Finally, a section addressing the Eligibility Folder has been added and Teacher Access to IEP amended.

#### **EHBAC(LLEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT**

Residential Facilities has been revised in accordance with Administrative Code amendments, effective on August 22, 2024. A reference to the Administrative Code at District Placements points readers to an amended rule regarding the district's ability to contract with a nonpublic or nondistrict operated day program provider. An update at School for the Blind and Visually Impaired and School for the Deaf reflects revisions to the Administrative Code effective August 22, 2024.

#### **EHBAD(LLEGAL) SPECIAL EDUCATION: TRANSITION SERVICES**

Significant revisions at Individual Transition Planning are due to Administrative Code changes effective July 30, 2024. A new subsection on the Transition and Employment Designee required of each district has been added in accordance with rule changes that became effective August 22, 2024.

#### **EHBAAE(LLEGAL) SPECIAL EDUCATION: PROCEDURAL REQUIREMENTS**

The Prior Notice and Consent section includes provisions to align with revisions to the Administrative Code, effective July 30, 2024. Substantial revisions at Transfer of Rights to Adult Students are to clarify requirements in the Administrative Code.

#### **EHBBA(LLEGAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

Administrative Code rules regarding gifted and talented students were amended to be effective September 1, 2024. Changes have been made throughout this legally referenced policy to align with the new rules and to clarify requirements.

#### **EHBBC(LLOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

Changes to the Texas State Plan for the Education of Gifted/Talented Students, approved by the State Board of Education in September 2024, prompted updates in terminology throughout this local policy. Recommended revisions at Funding are to align the text with requirements in the Education Code and in Administrative Code rules.

#### **EHBBCA(LLEGAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION**

Revisions at Accelerated Instruction reflect changes to the Administrative Code, effective May 22, 2024. A new section at Significantly Below Satisfactory has been included in accordance with Administrative Code revisions. Sections on Repeating a High School Course and Ratio Waiver have also been added due to the revised regulatory guidance.

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Georgetown ISD

#### **EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN**

Administrative Code revisions that became effective June 9, 2024, prompted several changes to this legally referenced policy. The subsection relating to Eligibility for high-quality prekindergarten programs has been amended. The eligibility requirements are the same as those listed earlier in the policy for tuition-free prekindergarten. Rule changes also required other revisions throughout the policy, including to Teacher Requirements and Supervisor Requirements.

#### **EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT**

A rewriting of Administrative Code rules, effective May 16, 2024, led to substantial revisions at Dual Credit Programs and at Dual Credit Agreement. The Administrative Code was amended in a way that allowed deletion of the Education Code requirements regarding agreements, as all requirements are now consolidated in one list at Dual Credit Agreement. Provisions addressing the FAST Program have also been amended to reflect revisions to Administrative Code rules.

#### **EI(LLEGAL) ACADEMIC ACHIEVEMENT**

Language relating to instruction in the use of an automated external defibrillators (AED) has been added to the subsection on CPR, pursuant to revisions in the Administrative Code, effective August 1, 2024.

#### **EIE(LLEGAL) ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION**

At Parental Option to Retain, a subsection on Passing Grades has been added to clarify the legal standard for assignment of grades when a course is retaken after a passing grade.

#### **EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION**

A reference has been included in this policy pointing to the Administrative Code rule for further details relating to specific endorsements, including the STEM endorsement, that became effective August 1, 2024. Provisions addressing Physical Education and Other Physical Education Activities have been clarified to align with rule amendments effective August 1, 2024.

#### **EKBA(LLEGAL) STATE ASSESSMENT: ENGLISH LEARNERS/EMERGENT BILINGUAL STUDENTS**

Revisions throughout the policy reflect amended Administrative Code rules, effective September 24, 2024, and the provisions have been reorganized for clarity and ease of reading.

#### **ELA(LLEGAL) CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS**

An expired Administrative Code provision addressing partial year as it relates to charter partnerships has been deleted. Administrative Code changes, effective March 26, 2024, also resulted in the removal of a provision regarding appeals of a decision made by TEA to deny, remove, or return an eligibility approval request.

#### **FFB(LLEGAL) STUDENT WELFARE: CRISIS INTERVENTION**

The subsection previously titled Threat Assessment Team has been revised to include "Safe and Supportive Schools" to align with terminology used by TEA.

#### **FFG(LLEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

The Definitions section of this legally referenced policy has been revised to better define Child Abuse and Neglect by including detailed language from the Family Code.

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Georgetown ISD

#### **FFG(LOCAL)**

#### **STUDENT WELFARE: CHILD ABUSE AND NEGLECT**

Under Reporting Child Abuse and Neglect, a new subsection on Oral Reports is recommended to comply with revisions to the Family Code and Administrative Code. Recommended revisions at Making a Report are to clarify new requirements in the Education Code stating that reporting individuals must provide their name and contact information when making a report. The policy still states that the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law.

#### **FFH(LEGAL)**

#### **STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

This legally referenced policy has been updated to remove an editor's note that is no longer applicable since a Texas federal court enjoined the Office for Civil Rights from enforcing this interpretation of the Title IX rules in June 2024. Policy Service issued a Policy Alert notifying districts of this change in July 2024.

#### **FM(LEGAL)**

#### **STUDENT ACTIVITIES**

In the UIL Allotment section, a robust Definitions section has been added in accordance with revisions to Administrative Code rules, effective on August 4, 2024.

#### **FNA(LEGAL)**

#### **STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION**

Under Patriotic Observances, a reference to policy EC has been added to provide additional information regarding pledge of allegiance requirements.

#### **FOF(LEGAL)**

#### **STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES**

A paragraph regarding the discipline of students with disabilities been removed from the Students Receiving Special Education Services section due to amendments to the Administrative Code that became effective July 30, 2024.

#### **GA(LEGAL)**

#### **ACCESS TO PROGRAMS, SERVICES, AND ACTIVITIES**

New provisions addressing Web Content and Mobile App Accessibility have been added based on revisions found in the Code of Federal Regulations.

#### **GKA(LOCAL)**

#### **COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES**

Recommended language prohibiting electronic vaporizing devices has been added to the Tobacco and E-Cigarettes section of this local policy.

The Legal Issues in Update 124 memo, available with your Update 124 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

#### **GRB(LEGAL)**

#### **RELATIONS WITH GOVERNMENTAL ENTITIES: INTERLOCAL COOPERATION CONTRACTS**

Revisions to this legally referenced policy are based on the requirements of the Interlocal Cooperation Act. Details that were formerly in CH(LEGAL) have been recoded here to ensure all general interlocal agreement requirements are consolidated into one location. A citation to CNA(LEGAL) has been added to point readers to additional information relating to the operation of a transportation system.



## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/9/2025 14:29:44

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

**Consent Agenda**

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**Name of Person Responsible:**

Amanda Johnson

**Department or Campus:**

Human Resources

**Title of Agenda Item:**

Local Policy Updates : DEAB(Local), DEC(Local), FDA(Local)

**Background Information:**

Recommend update of a local policy on the following topics:

DEAB(Local) - Compensation Plan - Wage and Hour Laws

DEC(Local) - Compensation and Benefits - Leaves and Absences

FDA(Local) - Admissions - Interdistrict Transfers

**Attachments:**

YES

**Superintendent's Recommendations:**

Recommend approval of the addition of GKG(Loca) as presented.

### PROPOSED REVISIONS

**Leave  
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

**Definitions**

The term “immediate family” is defined as:

Immediate Family

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

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Catastrophic Illness  
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

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**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

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**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

**State Leave Proration**

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

**Medical Certification**

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

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

**State Personal Leave**

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

**Nondiscretionary Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

**Discretionary Use**

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

<i>Request for Leave</i>	<p>In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.</p> <p>Discretionary use of state personal leave shall not exceed three consecutive workdays or ten workdays per school year.</p>
<b>Local Leave</b>	<p>Each employee shall earn <del>five</del>-paid local leave days <u>per each</u> school year in accordance with administrative regulations.</p> <p>Local leave shall accumulate to a maximum of 30 leave days.</p> <p><u>Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]</u></p> <p><del>Local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995-96 school year, except that an employee may contribute local leave to a sick leave bank. [See DEC(LEGAL)]</del></p>
<b>Bereavement Leave</b>	<p>An employee shall be granted three days of bereavement leave upon the death of a member of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave and shall be noncumulative.</p>
<b>Sick Leave Bank</b>	<p>The District shall establish a sick leave bank that employees may join through contribution of local leave.</p> <p>Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave and any applicable compensatory time.</p> <p>The Superintendent shall develop regulations for the operation of the sick leave bank that address the following:</p> <ol style="list-style-type: none"><li>1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;</li><li>2. Procedures to request leave from the sick leave bank;</li><li>3. The maximum number of days per school year a member employee may receive from the sick leave bank;</li></ol>

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

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(LOCAL)

4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

Appeal

An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

**Family and Medical Leave**

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

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**Note:** See DECA(LEGAL) for provisions addressing FMLA.

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Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

**Temporary Disability Leave**

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

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(LOCAL)

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'  
Compensation**

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**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

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No Paid Leave  
Offset

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

**Court Appearances**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Payment for  
Accumulated Leave  
Upon Separation

The following leave provisions shall apply to flex days earned prior to July 1, 2025.

A nonexempt employee who separates from employment with the District shall be eligible for payment for accumulated flex days if the employee's separation from employment is voluntary, i.e., the employee is retiring or resigning and is not being discharged or nonrenewed.

The employee shall receive payment for each day of accumulated flex days, at the rate at which the flex days were originally earned. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

**Neutral Absence  
Control**

If an employee does not return to work after exhausting all available paid and unpaid leave, the District shall provide the employee written notice that he or she no longer has leave available for use. The District shall automatically pursue termination of an employee who has exhausted all available leave, regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for reemployment with the District.

### PROPOSED REVISIONS

<b>Authority</b>	<p>The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.</p> <p>A resident student who becomes a nonresident during the course of a semester shall be permitted to continue in attendance for the remainder of the semester.</p>
<b>Transfer Requests</b>	<p>A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent. Transfers shall be granted for one regular school year at a time.</p>
Child of District Employee	<p>A nonresident District employee, other than a substitute, may request that his or her child be admitted as a transfer student into the District school where the parent works or its feeder pattern by filing an application with the Superintendent. If the parent's work location is a site other than a school, the parent may request a transfer to the school or feeder pattern nearest to the parent's work site. Transfers shall be granted for one regular school year at a time, on a tuition-free basis.</p>
Factors	<p>In approving transfers, the Superintendent shall consider availability of space and instructional staff and the student's disciplinary history, <u>and</u> attendance records, <del>and grades.</del></p>
Transfer Agreements	<p>A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year.</p>
<b>Appeals</b>	<p><del>An appeal of a decision on a transfer request may be made to the Superintendent's designee. If, upon appeal, the designee denies the transfer request, an appeal of that decision may be made to the Superintendent. No further appeals beyond the Superintendent are permitted. Denial of a transfer request based on Student Code of Conduct violations or a documented patterns of truancy, late arrivals, and/or late pick-ups in the previous school year may not be appealed.</del> <u>Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.</u></p>

### PROPOSED REVISIONS

**Classification of Positions**

The Superintendent or designee shall determine the classification of positions or employees as “exempt” or “nonexempt” for purposes of payment of overtime in compliance with the Fair Labor Standards Act (FLSA).

**Exempt**

The District shall pay employees who are exempt from the overtime pay requirements of the FLSA on a salary basis. The salaries of these employees are intended to cover all hours worked, and the District shall not make deductions that are prohibited under the FLSA.

An employee who believes deductions have been made from his or her salary in violation of this policy should bring the matter to the District’s attention, through the District’s complaint policy. [See DGBA] If improper deductions are confirmed, the District will reimburse the employee and take steps to ensure future compliance with the FLSA.

**Nonexempt**

Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for up to and including a 40-hour workweek.

A nonexempt employee shall have the approval of his or her supervisor before working overtime. An employee who works overtime without prior approval is subject to discipline but shall be compensated in accordance with the FLSA.

**Workweek Defined**

For purposes of FLSA compliance, the workweek for District employees shall begin at 12:00 a.m. Monday and end at 11:59 p.m. Sunday.

**Compensatory Time**

At the District’s option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay.

*Accrual*

Compensatory time earned by nonexempt employees may not accrue beyond a maximum of ~~400~~50 hours. If an employee has a balance of more than ~~400~~50 hours of compensatory time, the District shall require the employee to use the compensatory time, or at the District’s option, the District shall pay the employee for the compensatory time.

*Use*

An employee may carry over up to ~~400~~50 hours of compensatory time from the 2024-2025 fiscal year to the 2025-2026 fiscal year. If an employee has more than ~~400~~50 hours of unused compensatory time remaining at the end of the 2024-2025<sup>a</sup> fiscal year, the District

shall pay the employee for the compensatory time in excess of ~~100~~  
50 hours.

Beginning with the 2026-2027 fiscal year, an employee shall use compensatory time within the fiscal year in which it is earned. If an employee has any unused compensatory time remaining at the end of a fiscal year, the District shall pay the employee for the compensatory time.

Compensatory time may be used at either the employee's or the District's option. An employee may use compensatory time in accordance with the District's leave policies and if such use does not unduly disrupt the operations of the District. [See DEC(LOCAL)] The District may require an employee to use compensatory time when in the best interest of the District.



## BOARD AGENDA ITEM

**Board Meeting Date: 6/16/2025**

**Submitted Date:** 6/11/2025 7:48:47

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

**Consent Agenda**

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**Name of Person Responsible:**

Jimmy Jones

**Department or Campus:**

Construction and Development

**Title of Agenda Item:**

Consideration and Possible Approval of Projects Funded with Unspent 2021 Bond Funds

**Background Information:**

The projects included here are being proposed to be funded with unspent funds from prior bond referendums. The list of projects below have been requested through a newly established process within GISD. The projects were evaluated using a scoring matrix and presented to a recently formed Bond Advisory Committee (BAC). On April 15, GISD staff presented the proposed projects to the BAC with context and background information. The committee discussed each project and was able to ask questions of GISD staff regarding the projects. The BAC concurs with GISD staff recommendations for the projects listed.

Tippit MS Track Updates / Additions – Requested by Jennifer Guidry

- Cost \$220,000.00

GHS / EVHS CTE Ag Program Truck – Requested by Bretton Schulz



## BOARD AGENDA ITEM

- Cost \$60,000.00

GHS ILC Behavior Specialized Classroom Furniture – Requested by Sheri Ogden

- Cost \$35,000.00

EVHS Softball Hitting Facility – Requested by Lannon Heflin

- Cost \$300,000.00

The total amount of funds requested for these projects is: \$615,000.00

### **Attachments:**

NO

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

Staff recommends approval of the proposed Projects Funded with Unspent 2021 Bond Funds as listed.



## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/11/2025 8:12:58

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

**Consent Agenda**

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**Name of Person Responsible:**

Heather Stoner

**Department or Campus:**

Campus and Learner Supports

**Title of Agenda Item:**

District Turnaround Plans - Cooper ES and Wagner MS

**Background Information:**

After a campus has been identified as unacceptable for two consecutive years, the campus must develop and submit a turnaround plan to the Texas Education Agency for approval by the Commissioner of Education. The plan must explain the campus's systemic approach to producing significant and sustainable gains in achievement and an acceptable rating within two years. Campuses not meeting this standard in two years are subject to further sanctions, including campus closure or placement of a board of managers over the district.

On April 24, 2025, the Texas Education Agency released 2023 Accountability Ratings following a ruling from the Texas 15th Court of Appeals regarding an injunction on releasing accountability ratings. The agency also released guidance and ordered any campus that received a second consecutive unacceptable rating with a preliminary 2023 accountability rating to develop a campus turnaround plan to be submitted to the



## BOARD AGENDA ITEM

agency no later than June 30, 2025. The release of the 2023 scores and rating gives Cooper their second consecutive unacceptable rating.

Due to the provisions of SB 1365, the April 24, 2025-released D rating George Wagner Middle School earned in 2023 did not reset the unacceptable count. As a result, Wagner now has an Unacceptable Count of 2.

Based on these updated counts, Georgetown ISD is required to develop and submit a Turnaround Plan for both Cooper Elementary School and George Wagner Middle School to TEA by June 30, 2025.

Highlights of the plans were shared with school stakeholders and a public hearing held at the GISD Board workshop on Monday, June 9. TEA requires board approval on the finalized plan, which we are asking for at the June 16, 2025 GISD regular board meeting.

### **Attachments:**

YES

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

Approve the Cooper and Wagner TAP plans, as presented.

**Cooper Elementary School Turnaround Plan, 2025-2027**

**Alignment with Georgetown ISD Strategic Objective #1: In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.**

School Improvement Strategy	Alignment to Effective Schools Framework Levers	Data to Support Strategy Selection	Resources Needed	Milestones	Deadline	Staff Responsible	Collaborating Departments
<p>Building capacity in our leaders and teachers and holding ourselves accountable to measurable outcomes.</p>	<p>Lever 1: Strong School Leadership and Planning.</p> <p>Lever 5: Effective Instruction</p>	<p>In reviewing the 23-24 STAAR assessment data:</p> <p>The overall percentage of students falling into the meeting or exceeding categories was significantly lower than the state average in both math and reading, regardless of student category.</p> <p>These results signal a need to provide additional structure around the implementation of tiered systems and structures to support instruction and the learning</p>		<ol style="list-style-type: none"> <li>1. Strategic hiring of high quality, turnaround-minded teachers and leaders will be prioritized prior to the start of the school year. Hiring decisions will be discussed with the principal coach monthly during the summer.</li> <li>2. All team members create a personal goal and have accountability towards that goal, receive feedback on the goal, and are provided coaching, support, and training to ensure they are on target.</li> <li>3. MAP and STAAR interim assessment data will be collected to monitor student growth and achievement throughout the school year.</li> <li>4. Training for campus staff in the accountability system. Training in OTL (opportunity to learn) and ABL (Master Schedule) was provided. Specific information was shared,</li> </ol>	<ol style="list-style-type: none"> <li>1. Prior to first day of school 2025 and 2026</li> <li>2. Within two weeks of the initial fall benchmark data from MAP and STAAR.</li> <li>3. October, February, and May of each school year</li> <li>4. Prior to the first day of school, August 2025 and for</li> </ol>	<ol style="list-style-type: none"> <li>1. Campus principal</li> <li>2. Campus Principal</li> <li>3. Campus academic MTSS leadership team</li> <li>4. Campus Principal</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal coach<sup>95</sup></li> <li>2. Principal Coach</li> <li>3. Chief Academic Officer and principal coach.</li> <li>4. Director of Assessment, Chief Academic Officer</li> </ol>

		environment as a whole.		designed to the campus for each Domain. This information allowed the campus to design and eventually provide effective interventions and support to students as well as staying abreast of what was needed to move the campus out of the current status.	new staff in August 2026		
<p>Creating sustainable systems with documented processes for tiered instruction and positive behavior support: Tier 1 Instruction for every student that includes access to rigorous, high quality-materials that are aligned to the grade level standards. Tier 2 Instruction for every student that includes personalized adjustments to their needs. Tier 3 Instruction for some students to support unfinished learning in specific areas.</p> <p>Tier 1 positive behavior support for every student that includes explicit instruction in</p>	<p>Lever 1: Strong School Leadership and Planning.</p> <p>Lever 3: Positive School Culture</p> <p>Lever 5: Effective Instruction</p>	<p>Emergent Tree Tier 1 Behavior Review: Spring 2025 Results-Overall score: 59%</p> <p>The fidelity review shows that Tier 2 implementation may be hindered by the weakness of Tier 1 systems and recommends that the school consider addressing features of Tier 1 before proceeding with Tier 2.</p> <p>Student Learner Profile Survey</p> <p>Parent/Staff Annual Survey</p>	<p>Our campus has been allocated additional funds to support students in the following ways:</p> <p>IXL Assessment Providing actionable data in both standards and skills</p> <p>IXL Math and Reading Intervention Providing two-year stretch plans for students not meeting the standards.</p>	<p>1. Instructional, Cultural and Operational Expectations for each campus in order to start the year off successfully. (Instructional and Cultural Playbook with clear vision and expectations spelled out.)</p> <p>2. Student trackers provided and updated by district.</p>	<p>1. Prior to the first day of school, 2025 and 2026</p> <p>2. Following every major interim assessment</p>	<p>1. Campus principal</p> <p>2. Campus Principal</p>	<p>1. Principals coach</p> <p>2. Director of Assessment and Chief Academic Officer</p>

<p>approaches to support learning and classroom procedures. Tier 2 and Tier 3 positive behavior support that is focused on responding to challenging behavior by teaching expectations and repairing harm.</p>							<p>97</p>
<p>Prioritizing student learning, teacher capacity, and instructional coherence by implementing high-quality materials, providing upfront training and coaching, and intentional scheduling.</p>	<p>Lever 1: Strong School Leadership and Planning.</p> <p>Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Lever 5: Effective Instruction</p>	<p>The overall percentage of students falling into the meeting or exceeding categories was significantly lower than the state average in both math and reading, regardless of student category.</p> <p>These results signal a need to provide additional structure around implementation of tiered systems and structures to support instruction and the learning environment as a whole.</p>	<p>RLA-SAVVAS Math-Stemscopes Intervention-IXL</p> <p>IXL Assessment Providing actionable data in both standards and skills</p> <p>IXL Math and Reading Intervention</p> <p>YAAG, MAAG, Integrated Curriculum Documents.</p> <p>Eduphoria bank of assessment questions used as formative assessments and aligned to the language of core instruction.</p>				

<p>1) Student Learning: Prioritizing unbroken instructional blocks in areas of growth as identified by the data and adding additional minutes where needed.</p>				<p>1) The Cooper master schedule will be built to prioritize student learning, teacher collaboration, and instructional coherence. This schedule will be reviewed and approved by the principal coach prior to the start of the school year.</p>	<p>1) Prior to first day of school 2025 and 2026 School Years</p>	<p>1) Principal, Principal Coach</p>	<p>1) District-level Campus Support Team and Chief Academic Officer</p>
<p>2) Teacher Capacity: Creating additional, and intentional, opportunities for teachers to engage in professional learning communities (or PLCs) to support collaboration in identifying and unpacking essential standards, developing aligned assessment plans, and analyzing assessment data to determine appropriate reteach and/or enrichment. Providing weekly observation and feedback cycles.</p>				<p>2) Intentional staffing, resources, and supports are in place to meet student needs:</p> <p>Administrators attend training with an instructional focus. Training included observation, walk-through using Collective Efficacy Form, Effective leadership in PLC, Analysis of Data and Collaboration and Planning</p>	<p>2) Evidence of progress will be measured in August and December each school year</p> <p>Essential standards will be identified following initial August benchmark</p> <p>PLC's will be held biweekly, throughout the 2025-2026 and 2026-2027 school years.</p> <p>Observation and feedback cycles will be weekly.</p>	<p>2) Chief Academic Officer, Principal, Assistant Principals</p>	<p>2) Principal Coach, 98 Director of Assessment</p>
<p>3) Instructional Coherence: Ensuring that all teaching,</p>				<p>3) Intervention and tutoring lesson plans that align to</p>	<p>3) August 19, October 14, January 6,</p>	<p>3) Principal and campus</p>	<p>3) District-level Campus Support Team</p>



					October 3, 2025 November 7, 2025 December 5, 2025 January 9, 2025 February 6, 2025 March 6, 2025 April 10, 2025 May 1, 2025 + similar dates in 2026		100
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## Wagner Middle School Turnaround Plan, 2025-2027

**Alignment with Georgetown ISD Strategic Objective #1: In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.**

School Improvement Strategy	Alignment to Effective Schools Framework Levers	Data to Support Strategy Selection	Resources Needed	Milestones	Deadline	Staff Responsible	Collaborating Departments
<p>Prioritize the use of high-quality instructional strategies, such as: lessons designed using the gradual release model, common formative and summative assessments, intentional campus-wide implementation of structured writing opportunities, increased student discourse within learning activities, intentional questioning and checks for understanding to gauge student mastery of each learning objective, and use of small groups to provide intervention and/or</p>	<p>Lever 2: Strategic Staffing</p> <p>Lever 4: High-Quality Instructional Materials and Assessments</p>	<p>Root cause analysis of student performance on the 2022-2023 STAAR indicate:</p> <ol style="list-style-type: none"> <li>1. Tighter adherence to systems and expectations around instructional priorities, including those for students in Special Education.</li> <li>2. A need for clarity and training around an assessment plan outlining the purpose and frequency of formative and</li> </ol>	<p>SAVVAS</p> <p>Stemscopes</p> <p>Additionally, the campus will be provided with online programs that provide targeted intervention for students in the following areas:</p> <p>Reading - Amira (grade 6 only) and Writeable</p> <p>Math - IXL (grades 6-algebra)</p> <p>Our campus is provided with two instructional coaches with one supporting our Language Arts and Social Studies departments and the other supporting our Math and Science departments. Additional support will be provided to our campus during professional learning communities by the district content</p>	<ol style="list-style-type: none"> <li>1. Strategic hiring of high-quality, turnaround-minded teachers and leaders will be prioritized prior to the start of the school year. Hiring decisions will be discussed with the principal coach monthly during the summer.</li> <li>2. Intentional staffing, resources, and supports are in place to meet student needs.</li> </ol>	<p>1. August 10, 2025</p> <p>2. Evidence of progress will be provided by the Campus Support Team and reviewed twice yearly (August and December) by our district's Chief Academic Officer.</p>	<p>1. Campus Principal</p> <p>2. Campus Principal</p>	<p>1. Principal Coach 101</p> <p>2. Principal Coach Chief Academic Officer</p>

enrichment based on student needs		summative assessments	coordinators and our district's special education instructional coach.	<p>3. The Measures of Academic Progress Assessment and STAAR interim assessment data will be collected to monitor student growth and achievement throughout the school year</p> <p>4. Progress towards instructional strategies used by classroom teachers during their lessons collected</p>	<p>3. October, February, and May to student review progress</p> <p>4. Weekly by campus team; at least twice yearly by district campus support team</p>	<p>3. Our campus Academic Multi-tiered System of Supports Leadership team</p> <p>4. Campus administration Campus academic dean, and instructional coaches using the district's Collective Efficacy Walkthrough Form, District Campus Support Team</p>	<p>3. Chief Academic Officer and principal coach.</p> <p>4. District Campus Support Team</p> <p style="text-align: center;">102</p>
Clarity behind instructional strategies are outlined in our Wagner Instructional Culture Playbook. This	<p>Lever 1: Strong School Leadership and Planning</p> <p>Lever 5: Effective Instruction</p>	Root cause analysis of student performance on the 2022-2023 STAAR indicate:	None	1. The Wagner Instructional Culture Playbook will be completed and presented to Wagner staff.	1. Prior to the start of the school year.	1. Campus Principal	1. Principal Coach

<p>playbook outlines the systems, expectations, and resources needed to implement these strategies with fidelity.</p>		<ol style="list-style-type: none"> <li>1. Tighter adherence to systems and expectations around instructional priorities, including those for students in Special Education.</li> <li>2. A need for clarity and training around an assessment plan outlining the purpose and frequency of formative and summative assessments</li> </ol>					<p>103</p>
<p>Professional learning communities will occur daily for all core and special education resource teachers to allow for collaboration around these instructional priorities. Grade-level, content professional learning communities will meet to:</p>	<p>Lever 1: Strong School Leadership and Planning</p> <p>Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Lever 5: Effective Instruction</p>	<p>In reviewing the 22-23 STAAR assessment data, a decrease was shown in the following:</p> <ol style="list-style-type: none"> <li>1. Reading achievement, reading growth, and student success (all STAAR tests combined) for students receiving Special</li> </ol>	<p>None</p>	<p>1. The Wagner master schedule will be built to allow for dedicated professional learning communities time for core content and special education teachers. This schedule will be reviewed by the principal coach prior to the start of the school year.</p>	<p>1. August 10, 2025</p>	<p>1. Campus principal and Academic Dean</p>	<p>1. District principal Coach</p>

<p>identify and un-pack essential standards,</p> <p>develop an aligned assessment plan,</p> <p>design lessons that follow a gradual release model,</p> <p>analyze assessment data to determine appropriate reteach and/or enrichment.</p>		<p>Education services</p> <p>2. Reading growth for students in the categories for ALL students, Hispanic, and Two or More Races</p> <p>These STAAR scores reflect a disconnect between students in Special Education and regular education and a need for inclusion of Special Education teachers with their general education peers during professional learning community time.</p> <p>Further, they reflect an overall need for increased fidelity with implementing dedicated, structured</p>		<p>2. Progress towards our implementation of effective professional learning communities will be collected quarterly and reviewed</p>	<p>2. Quarterly</p>	<p>2. Campus principal and academic dean, campus Academic Multi-tiered System of Supports Leadership team</p>	<p>2. District's chief academic officer.</p> <p style="text-align: right;">104</p>
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		collaborative planning time, including strict adherence to professional learning community norms, agendas, and expectations.					
Support will be routinely provided to each professional learning communities by our campus academic dean, campus instructional coaches, district special education instructional coach, and district content coordinators. On-going professional learning will be provided to ensure that each grade-level, content professional learning community ensures high student achievement.	Lever 1: Strong School Leadership and Planning  Lever 5: Effective Instruction	Root cause analysis of these scores, reflect a need for Increased fidelity with implementing dedicated, structured collaborative planning time, including strict adherence to professional learning community norms, agendas, and expectations.	Campus academic dean position created to support focus on professional learning communities and appropriate, routine use of assessment data to inform instructional decisions.	1. Progress towards our implementation of effective professional learning communities will be collected quarterly by the to be reviewed	1. Quarterly	1. Campus principal and academic dean, campus Academic Multi-tiered System of Supports Leadership team	1. District's <sup>105</sup> chief academic officer.



## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/11/2025 8:19:46

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

**Consent Agenda**

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**Name of Person Responsible:**

Wes Vanicek

**Department or Campus:**

Future Ready

**Title of Agenda Item:**

2025-2026 Wilco JJAEP / S.T.E.P. MOU

**Background Information:**

Annually, GISD and cooperating districts in Williamson County enter into an agreement to facilitate the Williamson County Juvenile Justice Center. The attached MOU reflects GISD's continued commitment to provide the educational servicing for the facility as well as the operating agreements between Wilco JJAEP (STEP) and all district partners.

**Attachments:**

NO

**Superintendent's Recommendations:**

Recommend approval



**SUCCESSFUL TRANSITION EDUCATION PROGRAM  
WILLIAMSON COUNTY JUVENILE SERVICES  
MEMORANDUM OF UNDERSTANDING 2025-2026**



**PURPOSE**

As Williamson County, Texas, has a population greater than 125,000, the Williamson County Juvenile Board and the Williamson County Independent School Districts’ (ISDs’) Board of Trustees (hereinafter “Parties”) adopt this memorandum of understanding to operate a Juvenile Justice Alternative Education Program in compliance with the Texas Education Code (TEC Section 37.011). Successful Transition Education Program (S.T.E.P.) educates the Williamson County J.J.A.E.P., C.O.R.E., and Detention students from all ISDs in Williamson County and is for residents of Williamson County only.

S.T.E.P. J.J.A.E.P. is an alternative education campus which allows continued education for students who have committed expellable offenses, Mandatory or Discretionary, in accordance with Texas Education Code Chapter 37 (*Appendix A*). The Parties agree that S.T.E.P. (J.J.A.E.P., C.O.R.E., and Detention) is a cooperative effort between the educational community and Juvenile Services with the primary goals being education, progress toward grade-level performance, rehabilitation, personal accountability, and character development. Students are removed from their home campus and attend school in a facility where behavior is closely monitored, students engage in counseling sessions, and staff works to teach reintegration skills in addition to their academic endeavors.

**PARTICIPATING PARTIES**

Bartlett ISD	Granger ISD	Liberty Hill ISD
Coupland ISD	Hutto ISD	Round Rock ISD
Florence ISD	Jarrell ISD	Taylor ISD
Georgetown ISD	Leander ISD	Thrall ISD

**ADMINISTRATION OF THE PROGRAM**

In consideration of mutual covenants, the Parties agree as follows:

- I. The Williamson County J.J.A.E.P. will serve:
  - A. Juveniles as defined by Title 3 of the Family Code and
  - B. All students who qualify under State compulsory attendance law.
- II. S.T.E.P. will operate in a facility owned by Williamson County, Texas, and all costs for furniture, maintenance, and operation of the facility is at the sole cost and expense of the County as approved by the Juvenile Board and Commissioner’s Court.

- III. The development and daily administration of S.T.E.P. will be conducted by Georgetown ISD in compliance with the Texas Education Code and in cooperation with Williamson County Juvenile Services as it exists or may be amended.
- IV. Georgetown ISD will operate S.T.E.P. for the benefit of all participating Parties. A handling fee of \$25,000 shall be credited to Georgetown ISD as part of the budget for provision of the services listed below. All ancillary costs associated with administration of S.T.E.P. over and above the handling fee will be outlined in the budget and be the combined financial obligation of all districts other than Georgetown ISD. The handling fee covers:
  - A. All fiscal requirements.
  - B. Selection, training, supervision, and evaluation for all educational personnel.
  - C. Acquisition of educational materials and instructional technology in accordance with Georgetown ISD standards.
  - D. Instructional and administrative computers (laptop hardware, printers, and classroom projection in educational spaces) in accordance with Georgetown ISD technology standards.
    - i. Laptops are the property of Georgetown ISD and are managed in that inventory. Replacement of old hardware is in accordance with Georgetown ISD technology life-cycle timelines.
      - 1. Purchasing and warranty agreements are made by Georgetown ISD.
      - 2. Williamson County staff will image and support the hardware and software according to the standards required for operation on their network. Georgetown ISD will support the hardware only when the repairs qualify for warranty service.
    - ii. Printer services are subject to the contract agreements. Georgetown ISD has in place contracted service providers.
      - 1. Williamson County is responsible for purchase of print supplies.
      - 2. S.T.E.P. staff will schedule repairs and maintenance with the contracted service provider.
      - 3. Printers will be replaced in accordance with Georgetown ISD life-cycle timelines.
    - iii. Physical installment of classroom projection devices and other technology into the facility, including providing the necessary electrical or facility modifications, will be completed by Williamson County.
  - E. Supervision and assessment of S.T.E.P. to include plans to address Special Education, Section 504, and EB/ELL/ESL services.
    - i. Each ISD shall retain the responsibility for their students served through Special Education, Section 504, and EB/ELL/ESL with assistance from S.T.E.P. staff, including providing special services, in accordance with IDEA which guarantees the provision of a Free Appropriate Public Education (FAPE).
    - ii. S.T.E.P. will provide feedback to assist the home campus in developing, reviewing, and revising an individualized education plan (IEP) or individualized accommodation plan (IAP) for each student with a disability to ensure he/she receives all accommodations, modifications, and related services as designated by the IEP or IAP.

- iii. A S.T.E.P. representative must be invited to and will attend ARDs, MDRs, and Section 504 meetings in an advisory capacity to provide information but will not be considered deciding members regarding student placement.
    - iv. Special Education services will be provided in the least restrictive environment appropriate to meet the student's educational needs.
    - v. A continuum of placement options is available to meet the unique needs of each eligible student. The availability of S.T.E.P./ Williamson County staff, allowed student groupings, and court advisements will be taken into account when determining placement.
    - vi. Special Education instruction is provided by appropriately certified staff within an instructional day commensurate with that of students without disabilities.
  - F. Report cards at the conclusion of grading periods (2 per semester) to each student's home campus and the parent/guardian. Grades will be calculated accordingly using all grades provided by the home campus, interim placement(s), and grades earned at S.T.E.P.
  - G. Attendance reporting to the student's home campus.
    - i. Students who are absent 10 consecutive days will be considered inactive in the J.J.A.E.P. program. After 30 consecutive absences, the student will be withdrawn.
    - ii. The home campus is responsible for filing truancy charges for students in discretionary placements. S.T.E.P. and Williamson County will provide records to assist in this process. Williamson County will file truancy charges for students in mandatory placements.
- V. Williamson County Juvenile Services will provide:
  - A. Supervision in the form of Juvenile Supervision Officers at a rate no less than 1 officer per 8 students.
    - i. The ratio may temporarily increase to 1:12 for no more than 30 school days if the Juvenile Services Chief, S.T.E.P. Principal/Director of Education, and Facilities Director agree.
    - ii. Teachers may provide 1-to-1 education supervision at the discretion of the S.T.E.P. Principal and Facility Administrators if they are trained in CPI, given a facility radio, and are comfortable without a Juvenile Supervision Officer present. The ratio may temporarily increase to 1:3 if the Juvenile Services Chief, S.T.E.P. Principal/Director of Education, and Facilities Director agree.
  - B. The required school uniform consisting of two pair of pants, fitted undershirts, and S.T.E.P. polo-style shirts. The parent/guardian is responsible for providing undergarments, socks, and shoes.
- VI. As part of the consideration of this Agreement, and until modification of the Parties, the Parties agree to provide funding for the 2024-2025 school year per the budget as listed in the Agreement (*Appendix B & C*).
  - A. All funds paid to Georgetown ISD to be expended on S.T.E.P. counselor, support staff, nurse, case managers, and fringe benefits for these positions will be transferred to Williamson County for disbursement.
  - B. Application for all state and federal funding relating to education for delinquent youth (Title I, Part D, Subpart 2) will be the responsibility of

Georgetown ISD. All funds received shall be expended on reasonable and applicable budget requests outlined in the annual Campus Improvement Plan. A portion of Title I funds will be allocated to continue funding of:

- i. 2 Case Managers serving all districts. Up to \$25,000 will be requested towards covering the cost of these services. In the event the Title I fund request is not approved at the federal level, or the funds awarded do not cover the cost for the Case Managers, the cost for the services may be included in the general budget to be shared by all Parties.
- ii. Character Education Teacher during the school year and summer school (up to \$50,000).

## **EXPULSION CRITERIA**

- I. Expellable Offenses
  - A. For a list of the most common mandatory and discretionary offenses, see *Appendix A (subject to change based on the outcome of the 2025 Legislative session)*. The full regulations are outlined in TEC 37.007.
  - B. Students may be placed at the J.J.A.E.P. through order of the Court, conditions of release from a detention facility, or a Deferred Prosecution Agreement.
  - C. In the event that charges are not filed, the Juvenile Prosecutor declines to prosecute the case, the case is dismissed by the Court, or adjudication determines the charge to be "not true," the sending district shall be notified and they shall determine if the expulsion will be upheld or if the responsibility for educational services shall be returned to the sending district, relative to TEC Chapter 37. If the expulsion is upheld, the maximum expulsion length will be 30 days; an exception to this limitation may be made at the sole discretion of the J.J.A.E.P. (collaboration between WCJS Executive Director and Director of Education) on a case-by-case basis.
- II. Expulsion Length
  - A. A student who commits a mandatory offense, preferably verified by a report generated by local law enforcement, **MUST** be expelled to the J.J.A.E.P. for up to 1 school year at the sending district's discretion, consistent with their Student Code of Conduct.
  - B. A student who commits a Title 5 Felony offense off campus, preferably verified by a report generated by local law enforcement, **MAY** be expelled to the J.J.A.E.P. for up to 1 school year at the sending district's discretion, consistent with their Student Code of Conduct.
  - C. A student who commits an offense listed in TEC 37.007 other than a mandatory offense or a Title 5 Felony offense **MAY** be expelled to the J.J.A.E.P. for up to 120 school days at the sending district's discretion, consistent with their Student Code of Conduct.
  - D. If the district decides to include summer school in the expulsion, it must be stated in the Placement Order and the expulsion may not extend beyond the summer program of the current school year unless the student fails to complete the summer program as ordered.
  - E. Expelled students may earn an extension of up to 25 days (see chart in III.B.i) for unacceptable conduct in accordance with the J.J.A.E.P. Student Code of Conduct.

- F. Expelled students may earn time off their expulsion up to 25 days (see chart in III.B.i) for outstanding conduct in accordance with the J.J.A.E.P. Student Code of Conduct.
  - G. The length of placement for students Court-ordered to the J.J.A.E.P. is subject to judicial discretion. Students placed through Deferred Prosecution Agreements shall not exceed 6 months.
  - H. Expulsion orders must include the expulsion length as counted in school days.
- III. Release from the J.J.A.E.P.
- A. Court-Ordered J.J.A.E.P. students must abide by the Court's decision, but behavior and Observation Log reports shall be made available to the Court by request. These students shall not be released until designated by the Court.
  - B. Students expelled by their school district must meet the expected conduct criteria as outlined in the J.J.A.E.P. Student Code of Conduct to be released on time.
    - i. Students can reduce or extend their placement time based on expected conduct as outlined in the J.J.A.E.P. Student Code of Conduct. The maximum amount of earned early release or extended time corresponds to the original expulsion length.
      1. 30-day expulsion = max 5 days early release/extension
      2. 45-day expulsion = max 10 days early release/extension
      3. 60-day expulsion = max 15 days early release/extension
      4. 90 to 100-day expulsion = max 20 days early release/extension
      5. Expulsions 120 days plus = max 25 days early release/extension
    - ii. In the event a student is not successfully meeting conduct expectations on a consistent basis, a minimum of 10 days prior to the student's scheduled return date (after completion of original number of expulsion days plus extension) the J.J.A.E.P. Transition Team will contact the sending district to determine if the expulsion should be extended further. If so, a due process hearing should be held and updated expulsion orders submitted.
    - iii. Students whose release date has been extended past the end of the school year may be provided the opportunity to earn days towards release in summer school.
    - iv. Students who reach their last day must attend the full day unless given specific permission by the J.J.A.E.P. Administration.
    - v. Home districts have discretion to waive extensions earned and allow a student to return to their home campus upon completion of the original expulsion days regardless of the student's conduct at the J.J.A.E.P. The J.J.A.E.P. Transition Team will periodically update the home district of the student's standing.
    - vi. If a student is scheduled to return to their home campus near the end of the semester but in a collaborative team approach the parent, home district, and J.J.A.E.P. Administration determine it is in the best interest of the student to finish the semester at the J.J.A.E.P., an extension will be allowed.

- vii. Students with 10 or fewer days remaining on their expulsion at the end of the school year will be released to begin the new school year at their home campus.

**ADMISSION PROCEDURES**

I. School District Responsibilities

Contact the J.J.A.E.P. Transition Team upon notification of the alleged expellable offense in order to schedule a date/time for an expulsion hearing (a Juvenile Services representative MUST be present at the hearing and have had the opportunity to review the expulsion paperwork prior to the scheduled hearing):

John Rinn	Case Manager	512-943-3593	john.rinn@wilcotx.gov
Tara Stewart	Principal/Director of Ed	512-943-3268	tara.stewart@wilcotx.gov
Amy Jordan	Facilities Administrator	512-943-3227	amy.jordan@wilcotx.gov

- a. Provide required paperwork to the J.J.A.E.P. Transition Team at least 48 hours in advance of the hearing, to include:
  - i. Notice of Expulsion Hearing Letter
  - ii. Waiver of Rights Letter (if applicable)
  - iii. Birth Certificate
  - iv. Social Security card
  - v. Health/Immunization Records
  - vi. Disciplinary Record including Behavior Threat Assessment
  - vii. Attendance Record
  - viii. Cumulative Report Card (current year)
  - ix. Student Schedule with Withdrawal Grades
  - x. Transcript & Graduation Plan (if HS credits have been earned)
  - xi. STAAR/STAAR EOC Records
  - xii. Special Programs Records
    - 1. EB/ELL/ESL/LEP – LPAC & TELPAS
    - 2. Section 504 – current IAP including BIP if applicable
    - 3. Special Education – current IEP including BIP, FIE, and/or psychological evaluation if applicable

- b. Invite the S.T.E.P. Special Programs Coordinator and Principal to participate in the Manifestation Determination Review (MDR) proceedings regarding the potential expulsion:

Elyse Tatum	Special Programs Coord.	512-943-3272	elyse.tatum@wilcotx.gov
Tara Stewart	Principal/Director of Ed	512-943-3268	tara.stewart@wilcotx.gov

- c. At the conclusion of the expulsion hearing, email a copy of the Expulsion Order to the J.J.A.E.P. Transition Team, who will schedule an intake with the family.
- d. If the parent waives the right to a hearing, send the waiver with the expulsion paperwork. The J.J.A.E.P. Transition Team will review the paperwork and schedule an intake with the family within 48 hours.
- e. If attempts to contact the designated Juvenile Services/S.T.E.P. representatives are unsuccessful, please contact one of the following:

DJ Jones	Asst. Facilities Administrator	512-943-3233	deandra.jones@wilcotx.gov
Jamie Maas	Director of Facilities	512-943-3249	jamie.maas@wilcotx.gov

II. Juvenile Services Responsibilities

- a. Upon notification of an expulsion hearing, the Department will assign a representative to be present at the hearing.
- b. If the student is expelled, the representative will inform the student and parent/guardian of action, if any, to be taken by the Department.
- c. An intake meeting will be scheduled as soon as possible following the expulsion hearing, preferably immediately following the hearing or within 24 hours/the next school day. Intake includes a review of all J.J.A.E.P./S.T.E.P. requirements and expectations, a tour of open facilities, and an opportunity for questions to be answered.
- d. If the student is already under court supervision, the Juvenile Court will decide whether to amend the conditions of probation to incorporate J.J.A.E.P. placement.
- e. If the student is not under prior court supervision, the Court Officer may refer the case to the Juvenile Prosecutor who will give prompt notice of the deferred prosecution or file a petition alleging the student is in need of supervision or has engaged in delinquent conduct. If a petition is filed, the Juvenile Prosecutor may include J.J.A.E.P. placement in the disposition order.
- f. If a student fails to complete their term of expulsion, his/her case may be referred to the Juvenile Prosecutor for court action.

**TRANSPORTATION**

- I. The sending school district is responsible for transportation to and from S.T.E.P. each day in regular session based on the S.T.E.P. school calendar. In cases where the sending district’s calendar is not aligned with the S.T.E.P. calendar, the sending district is still responsible for transporting students to S.T.E.P.
  - a. The S.T.E.P. school calendar is separate from the Georgetown ISD school calendar.
  - b. In the case of inclement weather or other emergency circumstances, S.T.E.P. will close only if Georgetown ISD or Williamson County closes their facilities.
- II. If a student’s behaviors are disruptive to the extent that his/her school district transportation is suspended, the parent/guardian will assume responsibility for transportation. Ineligibility will be coordinated through the designated Juvenile Services representative and the sending school district.
- III. If the sending school district includes the summer school session in the Expulsion Order, transportation arrangements shall be made according to the specific ISD policy.
- IV. Parents/guardians will be responsible for transportation for students whose release date has been extended past the end of the school year and are choosing to earn points/days towards release during summer school.
- V. Transportation should deliver and pick up students to S.T.E.P. per the decided school hours, with delivery no later than 8:10 am. Problems with transportation will be reported to the school district by S.T.E.P. staff.

## **TRANSITION FROM S.T.E.P.**

- I. Every student assigned to the J.J.A.E.P. is assigned a Case Manager and a S.T.E.P. Teacher Advocate who will assist the student as they return to their home campus. A Field Juvenile Probation Officer may also be assigned to assist with the transition.
  - a. During the school year, a transition meeting, either in person or virtual, will be set up prior to the student's completion of their placement in the JJAEP program to ensure supports, services and/or safety plans are in place prior to re-enrollment.
  - b. A transition meeting for students returning to their home campus after the completion of the school year should be held prior to the new school year beginning to ensure supports, services and/or safety plans are in place prior to re-enrollment.
- II. The Case Manager and/or Juvenile Probation Officer and S.T.E.P. Registrar are responsible for notifying the home school district of the student's progress at the J.J.A.E.P. In anticipation of the student's return to their home campus, information will be forwarded including:
  - a. Attendance Record
  - b. Behavioral Reports
  - c. Grades/Report Cards (including current schedule)
- III. All districts are encouraged to contact S.T.E.P. at 512-943-3255 to inquire about student progress while assigned to the J.J.A.E.P. To ensure a continuity of services and support, the Case Manager or designee will coordinate a transition meeting with the home campus prior to the student's release.

## **INTER-AGENCY SHARING OF EDUCATIONAL RECORDS**

- I. A school district superintendent or designee shall disclose information contained in a student's educational record to a juvenile service provider as required by section 58.0051 of the Texas Family Code. Educational Records include information related to the student's:
  - a. Identity
  - b. Special needs
  - c. Educational accommodations
  - d. Assessment or diagnostic test results
  - e. Attendance records
  - f. Disciplinary records
  - g. Medical records
  - h. Psychological diagnoses
- II. A juvenile service provider that receives confidential information under this section shall:
  - a. Certify in writing that the juvenile service provider receiving the confidential information has agreed not to disclose it to a third party, other than another juvenile service provider, and
  - b. Verify the identity of a student involved in the juvenile justice system, and
  - c. Provide delinquency prevention or treatment to the student.

- III. Per Section 58.106 of the Texas Family Code (HB 1106), information contained in the juvenile justice information system is confidential for the use of the department and may not be disseminated by the department except:
  - a. With the permission of the juvenile offender to military personnel of the state or the United States.
  - b. To a person or entity to which the department may grant access to adult criminal history records as provided by Section 411.083, Government Code.
  - c. To a juvenile justice agency.
  - d. To the Texas Juvenile Justice Department (T.J.J.D.) for analytical purposes.
  - e. To the office of the Independent Ombudsman of the T.J.J.D.
  - f. To a county justice or municipal court exercising jurisdiction over a juvenile.

## TERMS OF THE AGREEMENT

- I. Each participating ISD will adopt a Student Code of Conduct in accordance with the Texas Education Code's definition of serious and what constitutes the same.
- II. The Parties agree that the prescribed order of agreement to participate in the J.J.A.E.P. shall be incorporated into each student's case prior to admission and no student shall be exempted from any requirement in those documents. The J.J.A.E.P. Student Handbook outlines staff expectations of students and proper disciplinary actions for violations.
- III. Each student placed at the J.J.A.E.P. must participate in the J.J.A.E.P. program for the full period ordered by the Juvenile Court or the Deferred Prosecution Agreement unless the student's home district agrees to accept the student before that date. Any request for continued placement at the J.J.A.E.P. following successful completion of a Juvenile Court Order or Deferred Prosecution Agreement shall be handled on an individual basis.
- IV. The J.J.A.E.P. will operate at least 7 hours per day and no less than 180 days per school year\* unless a waiver is obtained through TJJD to shorten the number of instructional days/hours. The school personnel and students will adhere to the S.T.E.P. school calendar provided at intake. Students with disabilities will be provided a commensurate day with that of students without disabilities in Georgetown ISD. (\*Change to 43,200 min/year if HB2040 passes.)
- V. Summer school will be provided for all C.O.R.E. residents. Summer school for J.J.A.E.P. students is contingent upon the availability of State funding. Summer school will operate in June for approximately 100 hours. Emphasis will be on reading and math instruction in addition to credit recovery.
- VI. The average daily attendance for Detention residents, C.O.R.E. residents, and J.J.A.E.P. students shall remain with the ISD in which the student is enrolled, excluding the mandatory expulsions which shall be retained by the County (*Appendix C*).
- VII. Students who have moved out of Williamson County since their offense and are brought to Detention or C.O.R.E. by law enforcement for that same offense will be attributed to the school of residence where the student was enrolled at the time of the offense. The average daily attendance for the resident will remain with that school.
- VIII. Georgetown ISD and Juvenile Services shall develop, adopt, and enforce written operation policies for the operation of the J.J.A.E.P. which will conform to T.J.J.D.'s standards for J.J.A.E.P.s.

- IX. This Agreement contains the entire agreement of the Parties with respect to the matters contained herein and may not be modified except by the mutual written agreement of the Parties hereto.
- X. This Agreement shall remain in effect for the duration of the 2025-2026 school year.
- XI. This Agreement will be reviewed and updated if necessary at the conclusion of the 2025 fall semester and 2026 spring semester.
- XII. The Parties agree to meet annually to discuss the progress of the program and revise this agreement to address any additional needs.
- XIII. This Agreement shall be construed in accordance with the laws of the State of Texas and all obligations created hereunder shall be performable in Williamson County, Texas.
- XIV. Any notice provided for under the terms of this Agreement by either Party to the other shall be in writing, may be by registered or certified mail, return receipt requested, properly addressed to the entity. Any Party may change the address to which notice may be sent to that Party by giving notice of such change to the other Parties in accordance with the provisions of this Agreement.
- XV. This Agreement shall refer to and be binding upon the herein listed entities and their successors and assigns. All participants in expulsion hearings are required to follow the guidelines established in this Agreement.
- XVI. The individuals executing the Agreement on behalf of the respective Parties represented to each other and to others that all appropriate and necessary action has been taken to authorize the individual executing the Agreement to do so on behalf of the Party for which his or her signature appears, that there are no other parties or entities required to execute this Agreement in order for the same to be an authorized and binding agreement on the Party, and that each individual affixing his or her signature hereto is authorized to do so and such authorization is valid and effective on the date hereof.
- XVII. This Agreement may be executed in a number of identical counterparts, each of which shall be deemed as original for all purposes.

**CONFIRMATION OF AGREEMENT**

Approved by the Williamson County Juvenile Board on the 28<sup>th</sup> day of May, 2025.

[Signature] Chairperson, Juvenile Board

Approved by the \_\_\_\_\_ ISD Board of Trustees on the \_\_\_\_\_ day of \_\_\_\_\_, 2025.

\_\_\_\_\_ Chairperson, District Board of Trustees



## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/12/2025 8:41:47

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

**Consent Agenda**

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**Name of Person Responsible:**

Jennifer Hanna, CFO

**Department or Campus:**

Business Services

**Title of Agenda Item:**

Budget Amendment No. 11 and Final for 2024-25

**Background Information:**

General Fund

The budget amendment for the General Fund is shown by functional category and detailed on the attached summary page. To accurately reflect expenditures in the proper function, budget amounts have been reviewed to determine needed adjustments. In addition, detailed transfers were requested by District staff to account for increases or decreases to expenditure categories as indicated.

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. With the approval of the budget revisions, the ending unaudited fund balance is expected to be \$35.7 million by June 30, 2025.



## BOARD AGENDA ITEM

### Food Service Fund

Budget revisions include revenue and expenditure increases for commodities. 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 \$2.7 million by June 30, 2025.

### Debt Service Fund

The Debt Service Fund does not require a budget amendment. The ending unaudited fund balance is expected to be \$62.6 million by June 30, 2025.

### **Attachments:**

YES

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

Approval of Budget Amendment No. 11 and Final for 2024-25

**GENERAL FUND  
BUDGET AMENDMENT  
June 16, 2025**

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<b><u>REVENUES</u></b>				
5700	Local Revenues	144,840,951		144,840,951
5800	State Revenues	22,901,278		22,901,278
5900	Federal Revenues / Other	1,200,000		1,200,000
	<b>TOTAL</b>	168,942,229	-	168,942,229
<b><u>EXPENDITURES</u></b>				
11	Instructional	90,453,052	587,776	91,040,828
12	Instructional Resources & Media	1,437,090	(60,000)	1,377,090
13	Curriculum & Instructional Development	1,722,332	34,262	1,756,594
21	Instructional Administration	3,405,455	(21,441)	3,384,014
23	School Leadership	9,056,657	(50,286)	9,006,371
31	Guidance & Counseling	6,096,042	(70,424)	6,025,618
32	Social Work Services	169,543	20,000	189,543
33	Health Services	1,806,778	24,400	1,831,178
34	Student Transportation	6,733,301	809,371	7,542,672
35	Child Nutrition	-		-
36	Co-Curricular Activities	3,835,883	(100,237)	3,735,646
41	General Administration	4,041,776	(231,507)	3,810,269
51	Plant Maintenance & Operations	17,469,627	(626,900)	16,842,727
52	Security & Monitoring	1,149,391	(125,000)	1,024,391
53	Data Processing Services	3,082,297	(99,500)	2,982,797
61	Community Services	-		-
71	Debt Administration	-	180,000	180,000
81	Facilities Acquisition & Construction	-		-
91	Contr. Instr. Svcs. Between Public Schools	17,797,525	(296,000)	17,501,525
95	Payments to JJAEP	337,461		337,461
99	Appraisal Services	1,234,222	1,557	1,235,779
	<b>TOTAL</b>	169,828,432	(23,929)	169,804,503
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>(886,203)</b>	<b>(23,929)</b>	<b>(862,274)</b>
7900	Other resources			-
8900	Other uses	-	23,929	23,929
	<b>NET</b>	<b>0</b>	<b>23,929</b>	<b>23,929</b>
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>	<b>(886,203)</b>	<b>-</b>	<b>(886,203)</b>
	<b>BEGINNING FUND BALANCE (audited)</b>	<b>36,588,263</b>		<b>36,588,263</b>
	<b>ENDING FUND BALANCE</b>	<b>35,702,060</b>	<b>-</b>	<b>35,702,060</b>

**Georgetown Independent School District  
2024-2025 General Fund  
Budget Amendment No. 11 and Final**

Account Code	Description	Increase to Budget	Decrease to Budget
1. 199 E 23 6411 00 101 0 99 971	TRAVEL - EMPLOYEE ONLY	-	300
199 E 23 6399 00 101 0 99 971	GENERAL SUPPLIES	100	-
199 E 13 6299 00 101 0 99 971	MISC. CONTRACTED SERVICES	200	-
Reallocate 24/25 budget supplies and contracted services for Purl ES			
2. 199 E 11 6112 00 101 0 11 971	SUBSTITUTE	2,000	-
199 E 23 6122 00 101 0 99 971	SUBSTITUTE SUPPORT PERSONNEL	-	2,000
Reallocate 24/25 budget to substitutes for Purl ES			
3. 199 E 23 6411 00 112 0 99 982	TRAVEL - EMPLOYEE ONLY	-	60
199 E 11 6299 54 112 0 11 982	MISC. CONTRACTED SERVICES	60	-
Reallocate 24/25 budget to outsourced printing for San Gabriel ES			
4. 199 E 11 6112 00 980 0 11 919	SUBSTITUTE	-	15,201
199 E 36 6395 00 980 0 99 919	SOFTWARE <\$5,000	15,201	-
Reallocate 24/25 budget to software <\$5,000 for Fine Arts Dept			
5. 199 E 36 6112 00 980 0 99 919	SUBSTITUTE	-	4,760
199 E 13 6411 00 980 0 99 919	TRAVEL - EMPLOYEE ONLY	4,760	-
Reallocate 24/25 budget to employee travel for Fine Arts Dept			
6. 199 E 11 6112 00 980 0 11 919	SUBSTITUTE	-	3,240
199 E 13 6411 00 980 0 99 919	TRAVEL - EMPLOYEE ONLY	3,240	-
Reallocate 24/25 budget to employee travel for Fine Arts Dept			
7. 199 E 11 6339 00 999 0 25 914	TESTING MATERIALS	-	7,300
199 E 13 6239 00 999 0 25 914	E.S.C. SERVICES	-	5,700
199 E 13 6299 00 999 0 25 914	MISC. CONTRACTED SERVICES	10,600	-
199 E 21 6395 00 999 0 25 914	SOFTWARE <\$5,000	2,400	-
Reallocate 24/25 budget to software <\$5,000 and contracted services for SpEd Dept			
8. 199 E 36 6499 50 001 0 99 951	MISC. OPERATING COSTS	-	5,000
199 E 11 6399 01 001 0 11 951	GENERAL SUPPLIES	5,000	-
Reallocate 24/25 budget to pupil supplies for GHS			
9. 199 E 11 6399 00 980 0 11 919	GENERAL SUPPLIES	-	6,322
199 E 36 6395 00 980 0 99 919	SOFTWARE <\$5,000	6,322	-
Reallocate 24/25 budget to software <\$5,000 for Fine Arts Dept			
10. 199 E 11 6112 00 042 0 11 963	SUBSTITUTE	-	500
199 E 23 6499 00 042 0 99 963	MISC. OPERATING COSTS	500	-
Reallocate 24/25 budget to other operating costs for Forbes MS			

**Georgetown Independent School District  
2024-2025 General Fund  
Budget Amendment No. 11 and Final**

Account Code	Description	Increase to Budget	Decrease to Budget
11. 199 E 11 6399 03 041 0 11 962	GENERAL SUPPLIES	-	2,000
199 E 23 6499 00 041 0 99 962	MISC. OPERATING COSTS	2,000	-
Reallocate 24/25 budget to other operating costs for Tippit MS			
12. 199 E 11 6299 00 001 0 11 951	MISC. CONTRACTED SERVICES	-	3,000
199 E 11 6395 00 001 0 11 951	SOFTWARE <\$5,000	3,000	-
199 E 13 6411 00 001 0 99 951	TRAVEL - EMPLOYEE ONLY	-	3,000
199 E 11 6395 00 001 0 11 951	SOFTWARE <\$5,000	3,000	-
Reallocate 24/25 budget to software <\$5,000 for GHS			
13. 199 E 13 6399 00 041 0 99 962	GENERAL SUPPLIES	-	100
199 E 23 6499 00 041 0 99 962	MISC. OPERATING COSTS	100	-
Reallocate 24/25 budget to misc. operating costs for Tippit MS			
14. 199 E 13 6411 00 041 0 99 962	TRAVEL - EMPLOYEE ONLY	-	738
199 E 23 6499 00 041 0 99 962	MISC. OPERATING COSTS	738	-
Reallocate 24/25 budget to misc. operating costs for Tippit MS			
15. 199 E 23 6411 00 041 0 99 962	TRAVEL - EMPLOYEE ONLY	-	410
199 E 11 6494 00 041 0 11 962	RECLASSIFIED TRANSPORTATION	410	-
Reallocate 24/25 budget to reclassified transportation for Tippit MS			
16. 199 E 11 6399 02 112 0 11 982	GENERAL SUPPLIES	-	500
199 E 11 6249 00 112 0 11 982	CONT. MAINTENANCE & REPAIR	500	-
199 E 33 6399 00 112 0 99 982	GENERAL SUPPLIES	-	300
199 E 11 6249 00 112 0 11 982	CONT. MAINTENANCE & REPAIR	300	-
199 E 33 6495 00 112 0 99 982	DUES	-	200
199 E 11 6249 00 112 0 11 982	CONT. MAINTENANCE & REPAIR	200	-
Reallocate 24/25 budget to contracted maintenance & repair for San Gabriel ES			
17. 199 E 41 6239 00 750 0 99 913	E.S.C. SERVICES	-	500
199 E 53 6411 06 999 0 99 913	TRAVEL - EMPLOYEE ONLY	-	2,822
199 E 53 6399 06 999 0 99 913	GENERAL SUPPLIES	-	500
199 E 53 6299 06 999 0 99 913	MISC. CONTRACTED SERVICES	-	5,000
199 E 53 6291 06 999 0 99 913	CONSULTING SERVICES	-	683
199 E 53 6291 05 999 0 99 913	CONSULTING SERVICES	9,505	-
Reallocate 24/25 budget to consulting services for Technology Dept			
18. 199 E 21 6399 00 920 0 23 914	GENERAL SUPPLIES	-	2,979
199 E 31 6339 00 999 0 23 914	TESTING MATERIALS	-	3,074
199 E 11 6219 00 999 0 23 914	PROFESSIONAL SERVICES	6,053	-
Reallocate 24/25 budget to professional contracted services for SpEd Dept			

**Georgetown Independent School District  
2024-2025 General Fund  
Budget Amendment No. 11 and Final**

Account Code	Description	Increase to Budget	Decrease to Budget
19. 199 E 23 6117 00 040 0 99 961	PROFESSIONAL EXTRA DUTY	-	500
199 E 11 6399 01 040 0 11 961	GENERAL SUPPLIES	500	-
199 E 33 6117 00 040 0 99 961	PROFESSIONAL EXTRA DUTY	-	500
199 E 11 6399 01 040 0 11 961	GENERAL SUPPLIES	500	-
Reallocate 24/25 budget to pupil supplies for Benold MS			
20. 199 E 23 6117 00 040 0 99 961	PROFESSIONAL EXTRA DUTY	-	3,000
199 E 11 6395 00 040 0 11 961	SOFTWARE <\$5,000	3,000	-
199 E 33 6117 00 040 0 99 961	PROFESSIONAL EXTRA DUTY	-	3,000
199 E 11 6395 00 040 0 11 961	SOFTWARE <\$5,000	3,000	-
Reallocate 24/25 budget to software <\$5,000 for Benold MS			
21. 199 E 23 6399 00 001 0 99 951	GENERAL SUPPLIES	1,100	-
199 E 11 6299 00 001 0 11 951	MISC. CONTRACTED SERVICES	-	1,100
199 E 11 6249 00 001 0 11 951	CONT. MAINTENANCE & REPAIR	4,000	-
199 E 11 6399 01 001 0 11 951	GENERAL SUPPLIES	-	4,000
Reallocate 24/25 budget to contracted maintenance & repair and supplies for GHS			
22. 199 E 23 6399 00 001 0 99 951	GENERAL SUPPLIES	250	-
199 E 11 6299 00 001 0 11 951	MISC. CONTRACTED SERVICES	-	250
Reallocate 24/25 budget to supplies for GHS			
23. 199 E 11 6399 01 042 0 11 963	GENERAL SUPPLIES	-	1,290
199 E 23 6499 00 042 0 99 963	MISC. OPERATING COSTS	1,290	-
Reallocate 24/25 budget to miscellaneous operating costs for Forbes MS			

**Georgetown Independent School District  
2024-2025 General Fund  
Budget Amendment No. 11 and Final**

Account Code	Description	Increase to Budget	Decrease to Budget
<b>BUDGET REVISIONS</b>			
<b>EXPENDITURES</b>			
199 E 00 8911 00 000 0 00 000	OPERATING TRANSFERS OUT	\$ 18,986	-
199 E 00 8949 00 000 0 00 000	OTHER USES	\$ 4,943	-
199 E 11 6112 00 999 0 11 000	SUBSTITUTE	\$ 590,000	-
199 E 12 6119 00 112 0 99 000	PROFESSIONAL SALARIES		60,000
199 E 13 6119 00 903 0 99 000	PROFESSIONAL SALARIES	\$ 25,000	-
199 E 21 6119 00 901 0 99 000	PROFESSIONAL SALARIES		10,000
199 E 23 6129 00 001 0 99 000	SUPPORT PERSONNEL SALARIES		50,000
199 E 31 6119 00 001 0 99 000	PROFESSIONAL SALARIES		\$ 20,000
199 E 31 6119 00 112 0 99 000	PROFESSIONAL SALARIES		\$ 16,750
199 E 31 6119 00 999 0 99 000	PROFESSIONAL SALARIES		\$ 30,600
199 E 32 6119 00 875 0 99 000	PROFESSIONAL SALARIES	\$ 10,000	-
199 E 32 6119 00 999 0 24 000	PROFESSIONAL SALARIES	\$ 10,000	-
199 E 33 6119 00 917 0 23 000	PROFESSIONAL SALARIES	\$ 28,400	-
199 E 34 6121 01 940 0 99 000	EXTRA DUTY/OVERTIME	\$ 194,260	-
199 E 34 6129 01 940 0 99 000	SUPPORT PERSONNEL SALARIES	\$ 604,111	-
199 E 34 6412 00 940 0 23 999	TRAVEL - STUDENTS	\$ 11,000	-
199 E 36 6117 00 999 0 22 917	PROFESSIONAL EXTRA DUTY		27,000
199 E 36 6117 00 999 0 99 999	PROFESSIONAL EXTRA DUTY	-	\$ 85,000
199 E 41 6119 00 750 0 99 000	PROFESSIONAL SALARIES	-	\$ 231,007
199 E 51 6129 00 930 0 99 000	SUPPORT PERSONNEL SALARIES	\$ -	120,000
199 E 51 6129 00 931 0 99 000	SUPPORT PERSONNEL SALARIES	\$ -	160,000
199 E 51 6129 00 931 0 99 000	SUPPORT PERSONNEL SALARIES	\$ -	75,000
199 E 51 6259 00 999 0 99 999	UTILITIES		90,000
199 E 51 6299 00 999 0 99 999	MISC. CONTRACTED SERVICES	\$ -	181,900
199 E 52 6129 00 999 0 99 000	SUPPORT PERSONNEL SALARIES		125,000
199 E 53 6144 00 905 0 99 000	TRS ON-BEHALF		100,000
199 E 71 6514 00 999 0 99 999	PRINCIPAL-SBITA	\$ 180,000	-
199 E 91 6224 00 999 0 99 999	STUDENT ATTENDANCE CREDITS		296,000
199 E 99 6213 00 999 0 99 930	TAX APPRAISAL & COLLECTION	\$ 1,557	-

**FOOD SERVICE  
BUDGET AMENDMENT  
June 16, 2025**

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<b><u>REVENUES</u></b>				
5700	Local Revenues	4,667,865		4,667,865
5800	State Revenues	12,226		12,226
5900	Federal Revenues / Other	3,116,704	80,000	3,196,704
	<b>TOTAL</b>	<b>7,796,795</b>	<b>80,000</b>	<b>7,876,795</b>
<b><u>EXPENDITURES</u></b>				
35	Child Nutrition	7,424,576	80,000	7,504,576
51	Plant Maintenance & Operations	-		-
81	Facilities Acquisition & Construction	-		-
	<b>TOTAL</b>	<b>7,424,576</b>	<b>80,000</b>	<b>7,504,576</b>
	<b>NET REVENUES OVER/ (UNDER) EXPENDITURES</b>	<b>372,219</b>	<b>-</b>	<b>372,219</b>
7900	Other resources	18,985		18,985
8900	Other uses	-		-
	<b>NET</b>	<b>18,985</b>	<b>-</b>	<b>-</b>
	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>	<b>391,204</b>	<b>-</b>	<b>391,204</b>
	<b>BEGINNING FUND BALANCE (audited)</b>	<b>2,313,556</b>		<b>2,313,556</b>
	<b>ENDING FUND BALANCE</b>	<b>2,704,760</b>	<b>-</b>	<b>2,704,760</b>

**Georgetown Independent School District**  
**2024-2025 Food Service**  
**Budget Amendment No. 11 and Final**  
**June 16, 2025**

Account Code	Description	Increase to Budget	Decrease to Budget
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**BUDGET REVISIONS**

**Revenue**

240 R 00 5923 00 000 0 00 000	USDA DONATED COMMODITIES	\$	80,000
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**Expenditure**

240 E 35 6344 00 910 0 99 000	USDA DONATED COMMODITIES	\$	80,000
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## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/11/2025 11:36:04

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

**Consent Agenda**

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**Name of Person Responsible:**

Jennifer Hanna, CFO

**Department or Campus:**

Business Services

**Title of Agenda Item:**

2025-26 Proposed Budget Adoption for Additional Accelerated Instruction Pursuant to HB5 Requirements

**Background Information:**

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students.

“House Bill 5, 83rd Legislative Session, added new TEC §28.0217 to require each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument.”

House Bill 5 also requires districts “to separately budget and prioritize state



## BOARD AGENDA ITEM

compensatory education funding and any other funding necessary to sufficiently support the cost of additional accelerated instruction for students who fail to perform satisfactorily on an EOC assessment instrument. State compensatory education funds cannot be used for any other purpose until your district or charter school has sufficiently funded additional accelerated instruction.”

In order to meet the requirements of HB 5, staff is requesting specific Board approval of \$2,097,460, which has been included in the existing budget requests, however, needs to be segregated and identified by Board action. These funds will be used to support the student accelerated instructional practices and interventions.

### **Attachments:**

NO

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

Approval of discretionary funds to be utilized for additional accelerated instruction for the 2025-26 school year, to comply with the requirements of HB 5 from the 83rd legislative session



## BOARD AGENDA ITEM

**Board Meeting Date:**6/16/2025

**Submitted Date:** 6/11/2025 11:41:07

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

**Action Needed**

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**Name of Person Responsible:**

Jennifer Hanna, CFO

**Department or Campus:**

Business Services

**Title of Agenda Item:**

Consideration and action on the 2025-26 Proposed Budget Adoption

**Background Information:**

The proposed 2025-26 Georgetown ISD budget is the product of multiple Board workshops held from August, 2024 through June, 2025. The annual budget consists of three separate funds - General, Food Service and Debt Service Funds approved by the Board at the functional level. Subsequent amendments resulting from the 89th Legislative Session will be presented to the Board for consideration and approval.

Required budget documents have been published and posted to the District's website.

**Attachments:**

YES



## BOARD AGENDA ITEM

**Superintendent's Recommendations:**

Adoption of the 2025-26 budget as presented.

**Budget Summary and Proposed Tax Rate  
General, Food Service and Debt Service Funds  
Revenues, Expenditures and Fund Balances  
For 2025-2026**

<b>Revenues</b>		<b>General Fund</b>	<b>Food Service Fund</b>	<b>Debt Service Fund</b>	<b>Total of Budgets</b>
5700	Local	\$ 151,184,015	\$ 3,369,130	\$ 81,383,143	\$ 235,936,288
5800	State	\$ 18,096,399	\$ 29,000	\$ 4,453,973	\$ 22,579,372
5900	Federal	\$ 985,000	\$ 4,176,957		\$ 5,161,957
7900	Other	\$ -	\$ -	\$ -	\$ -
<b>Total Revenues</b>		<b>\$ 170,265,414</b>	<b>\$ 7,575,087</b>	<b>\$ 85,837,116</b>	<b>\$ 263,677,617</b>
<b>Expenditures</b>					
11	Instruction	\$ 90,945,460			\$ 90,945,460
12	Instructional Media	\$ 1,461,706			\$ 1,461,706
13	Curriculum and Staff Development	\$ 1,705,081			\$ 1,705,081
21	Instructional Leadership	\$ 3,415,273			\$ 3,415,273
23	School Leadership	\$ 8,960,731			\$ 8,960,731
31	Guidance and Counseling	\$ 6,173,051			\$ 6,173,051
32	Social Work	\$ 74,785			\$ 74,785
33	Health Services	\$ 1,939,313			\$ 1,939,313
34	Transportation	\$ 6,785,490			\$ 6,785,490
35	Food Service	\$ -	\$ 7,575,087		\$ 7,575,087
36	Co-Curricular/Extra-Curricular	\$ 3,687,511			\$ 3,687,511
41	General Administration	\$ 3,540,950			\$ 3,540,950
51	Maintenance	\$ 17,203,392			\$ 17,203,392
52	Security	\$ 1,017,151			\$ 1,017,151
53	Data Processing	\$ 3,135,002			\$ 3,135,002
61	Community Services	\$ -			\$ -
71	Debt Service	\$ -		\$ 85,837,116	\$ 85,837,116
81	Facilities Acquisition & Construction	\$ -			\$ -
91	Contr. Instr. Svcs. Between Public Schools	\$ 18,676,627			\$ 18,676,627
95	JJAEP	\$ 443,891			\$ 443,891
99	Intergovernmental Charges	\$ 1,100,000			\$ 1,100,000
<b>Total Expenditures</b>		<b>\$ 170,265,414</b>	<b>\$ 7,575,087</b>	<b>\$ 85,837,116</b>	<b>\$ 263,677,617</b>
<b>Net Revenues Over (Under) Expenditures</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other (Uses)</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Beginning Fund Balance **</b>		<b>\$ 35,702,060</b>	<b>\$ 2,704,760</b>	<b>\$ 62,623,728</b>	<b>\$ 101,030,548</b>
<b>Ending Fund Balance</b>		<b>\$ 35,702,060</b>	<b>\$ 2,704,760</b>	<b>\$ 62,623,728</b>	<b>\$ 101,030,548</b>
<b>Proposed Tax Rate*</b>		<b>\$ 0.6969</b>		<b>\$ 0.3575</b>	<b>\$ 1.0544</b>

\* Last year's tax rate until MCR and Certified Property Values are received

\*\*Reflects the unaudited fund balance



## BOARD AGENDA ITEM

**Board Meeting Date: 6/16/2025**

**Submitted Date:** 6/11/2025 15:39:13

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

**Action Needed**

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**Name of Person Responsible:**

Amanda Johnson/Jennifer Hanna

**Department or Campus:**

Human Resources/Business Services

**Title of Agenda Item:**

Consideration and Action on Teacher and Staff Compensation 2025-2026

**Background Information:**

The 2025-2026 budget being recommended for approval does not include an increase in compensation for teachers and staff. We anticipate an amendment to the budget for the impacts of the 89th Legislative Session.

We anticipate the amended budget will include compensation increases for all teachers and staff pending interpretation and implementation of House Bill 2.

**Attachments:**

NO



## BOARD AGENDA ITEM

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

Approval of 2025-2026 Compensation Plan as presented