



Agenda of Regular Meeting

August 18, 2025

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

A Regular Meeting of the Board of Trustees of Georgetown ISD is August 18, 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
- II. Closed Session (authorized by TX Gov't Code Section 551.071, 551.072, 551.074, 551.082, 551.0821)
 - A. Personnel: Consider Appointment, Employment, Evaluation, or Duties of Professional Employees
 - B. Discussion of the Purchase, Exchange, Lease, or Value of Real Property
- III. Pledges of Allegiance
- IV. Recognitions
Melinda Brasher
- V. Hearing of Citizens Who Desire to Come Before the Board
- VI. Presentations
 - A. 2nd Quarter Demographics Report 2025 3
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 - B. State Assessment Data Presentation 4

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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: 8/18/2025

Submitted Date: 8/11/2025 10:18:51

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

Presentation

Name of Person Responsible:

Jimmy Jones

Department or Campus:

Construction and Development

Title of Agenda Item:

2nd Quarter Demographics Report 2025

Background Information:

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

Attachments:

NO

Superintendent's Recommendations:

Staff approve the 2nd quarter demographics report as presented.



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/13/2025 10:23:11

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

Presentation

Name of Person Responsible:

Heather Petruzzini

Department or Campus:

Teaching & Learning

Title of Agenda Item:

State Assessment Data Presentation

Background Information:

The Texas Education Agency released official school ratings on Friday, August 15th. This information provides a rating that indicates the overall academic progress of the school as it relates to the individual test for each tested content area.

Attachments:

NO

Superintendent's Recommendations:

Recommend Presentation

SUPERINTENDENT REPORT



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

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

WE BELIEVE PUBLIC EDUCATION IS THE FOUNDATION OF OUR COMMUNITY.

OUR ACTIONS SHOULD BE STUDENT-CENTERED. [relationships]

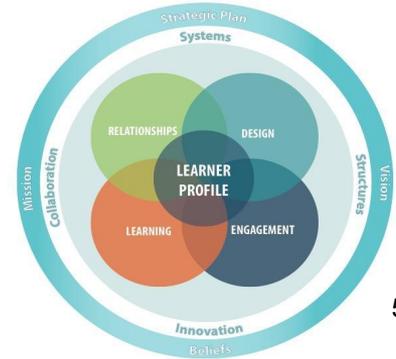
IT IS OUR RESPONSIBILITY TO PREPARE STUDENTS FOR THEIR FUTURE. [innovation]

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

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

COMMUNITY ENGAGEMENT ENHANCES EDUCATIONAL EXPERIENCES. [collaboration + engagement]

STRATEGIC FRAMEWORK



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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*



AUGUST BOARD WORKSHOP

[AUGUST 4, 2025]



August Workshop Agenda Items Included:

- [ACTION ITEM] Discussion and Possible Approval of Amended Compensation Plan for 2025-26
- [ACTION ITEM] Discussion and Possible Action on Resolution to Approve Retroactive Compensation
- [ACTION ITEM] Discussion and Possible Action on the Amendments to the Superintendent's Contract
- Board Goals and Instructional Priorities
- Academic System Alignment 2025-26

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

BACK TO SCHOOL



[New Student Enrollment](#)



[District Calendar](#)



[School Supplies](#)



[Returning Student Registration](#)



[School Hours](#)



[YMCA After-School Care](#)



[Student Transfers](#)



[Bus Schedules and Routes](#)



[Register to Volunteer](#)



[Immunization Requirements](#)



[Attendance Zones](#)

AUGUST PROFESSIONAL LEARNING



New Staff Orientation



Literacy First Training



Teachers Dig Into Data to prepare for students and align essential intervention standards

FIRST DAY HIGHLIGHTS

Enrollment *today* = **13,840**



MORE PICTURES



East View High School



Forbes Middle School



Village Elementary School

Grand Opening - Frost Elementary School



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MORE PICTURES

NEW CELL PHONE POLICY

FOR 2025-26

In accordance with HB 1481, GISD students must put away all personal communication devices during the school day while on school property.

PROHIBITED DEVICES INCLUDE:



Cell phones



Personal laptops



iPads & tablets



Smart watches*



**Smart watches and Fitbits may be worn at the middle and high school levels only and used to tell time. Any other use of the smart watch is a violation of policy.*

Parent Square

Stay Engaged

- Parents are automatically enrolled to receive campus, district and class communications
- Community members can subscribe to receive campus and district news
- Downloading the app is optional but handy
- Receive messages how and when you want:
Text, email, app notifications



Download the ParentSquare mobile app

Send and receive school¹³ communications on the go





UPCOMING EVENTS

August 18 - Board Meeting, 7 pm

September 1 - Labor Day | District Closed¹⁴

September 2 - Board Workshop, 530 pm

Be Informed

Visit

www.georgetownisd.org

Engage



ParentSquare

News

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: 8/18/2025

Submitted Date: 8/8/2025 13:53:54

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

Consent Agenda

Name of Person Responsible:

Michelle Barlow

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Minutes of Previous Board Meetings

Background Information:

Approval of Meeting Minutes from July 21, 2025 Board Meeting and August 4, 2025 Board Workshop

Attachments:

YES

Superintendent's Recommendations:

Approve minutes as presented

Georgetown ISD Board of Trustees Meeting Minutes – Regular Meeting

Date: July 21, 2025

Time: 5:30 PM (Closed Session) / 7:00 PM (Open Session)

Location: GISD Hammerlun Center for Leadership & Learning, 507 E University Avenue, Georgetown, TX

I. Call to Order and Determination of Quorum

The meeting was called to order by Board President James Scherer at 5:30 PM. A quorum was present with the following members in attendance:

- James Scherer
- Jen Mauldin
- Rachel Gallardo
- Stacy McLaughlin
- Cody Hirt
- Anthony Blankenship
- Stephanie Blanck

II. Closed Session

The Board convened into Closed Session at 5:31 PM pursuant to Texas Government Code Sections 551.071, 551.072, 551.074, 551.082, and 551.0821 to discuss:

A. Personnel: Superintendent's Evaluation

B. Real Property Matters

The Board returned to Open Session at 7:23 PM.

Attendees

Jimmy Jones, Barbara Wilson, Sheri Ogden, Tamra Marbibi, Emily Fraser, Rebecca Lambert, Laura Whitus, Kim R. Pletcher, Orlando Baca, Megan Chambley, Alfonso Longoria, Charlotte Young, Kristin Hepp and Brian Johnson.

III. Pledges of Allegiance

The Board led the audience in the Pledges of Allegiance to the United States and Texas flags.

IV. Recognitions

There were no recognitions.

V. Hearing of Citizens

Public comments were received from:

Laura Whitus, who addressed the Board on Local Policy Amendment SB401 – Homeschool Participation in UIL.

Kristin Hepp, who addressed the Board on GISD Policies for the 2025/2026 School Year in regard to the passing of Texas House Bill 1481.

Kimberlee R. Pletcher, who addressed the Board on the position of Georgetown ISD regarding homeschool students participating in UIL sports.

With no further Public Comments, the public hearing was closed at 7:30pm by James Scherer.

VI. Presentations

There were no Presentations.

VII. Information Items

There were no Information Items.

VIII. Superintendent's Report

Mission, Vision, Beliefs, GISD Strategic Direction, July Board Workshop Agenda items, Board Budget Parameters and Expectations, HB1481 – New Legislation Regarding Electronic Devices in Schools, Future Workshop Topics, Summer Professional Learning, Inside GISD this Month, Enroll Now, Back to School, Free Backpack Distribution, GISD Summer Programs, Announcing Erica Galindo as Director of Multilingual Services, Announcing

Rhonda McWilliams as Assistant Superintendent of School Leadership, Important Dates, Be Informed.

IX. Consent Items

A motion was made by Anthony Blankenship and seconded by Stacy McLaughlin to approve the Consent Agenda items A through G. The motion included:

- A. Minutes of Previous Board Meetings
- B. Financial Reports
- C. Local Policy Update 125
- D. Local Policy Updates: FD(Local), FM(Local)
- E. 2025-2026 Professional Development Plan
- F. Nutrition Services Paid Meal Prices for 2025-26
- G. Approval of Resolution to Purchase 188.7 Acres in the Northeast Quadrant of the District as Future School Sites

Vote by Individual Board Member:

Trustee Name	Vote
James Scherer	Yes
Jen Mauldin	Yes
Rachel Gallardo	Yes
Stacy McLaughlin	Yes
Cody Hirt	Yes
Anthony Blankenship	Yes
Stephanie Blanck	Yes

Outcome: The Consent Agenda was approved by a vote of 7-0.

IX.G - . Approval of Resolution to Purchase 188.7 Acres in the Northeast Quadrant of the District as Future School Sites

RESOLUTION DETERMINING NEED

A RESOLUTION OF THE BOARD OF TRUSTEES OF GISD, DETERMINING A PUBLIC NECESSITY TO ACQUIRE CERTAIN PROPERTY; GIVING NOTICE OF AN OFFICIAL DETERMINATION TO ACQUIRE PROPERTY FOR THE GISD; AND ESTABLISHING PROCEDURES FOR THE ACQUISITION OF PROPERTY.

WHEREAS, in order to promote public health, safety, and welfare, public convenience and necessity require the acquisition of land on which to establish and operate educational facilities and other related facilities for the GISD ("GISD") on the site described herein below; and

WHEREAS, in order to establish these educational and other related facilities, it will be necessary and convenient that the Superintendent, his agents, representatives, or employees, acquire fee title to certain properties for the purpose of construction, reconstruction, operation, and maintenance of the educational and other related facilities and appurtenances thereto; and

WHEREAS, it is necessary to determine procedures for the establishment and approval of just compensation for the parcels to be acquired for the GISD as well as to undertake all necessary due diligence in the consideration of each such parcel's acceptability for use by the GISD; now, therefore;

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GISD:

PART 1: That the Board of Trustees of GISD hereby officially determines that there is a public necessity for, and the public welfare and convenience will be served by, the acquisition of the property by contract, or by other means including eminent domain proceedings, described as follows:

Approximately 188.7 acres more or less, in the northeast quadrant of the District, including all necessary roadway, utility and other easements over, across or on adjacent or nearby property (the "Acquired Property", including any amendments or revisions to the description thereof);

And it is the GISD's intention to acquire the Acquired Property as set out and described hereinabove in the boundaries of GISD for purposes of establishing and operating educational and other related facilities.

PART 2: That the Superintendent, his agents, representatives, or employees are hereby authorized in connection with acquisition of the Acquired Property:

To purchase fee title to properties necessary for the purposes stated herein and execute all documents necessary to acquire such properties;

To acquire easements on adjacent or nearby property, and to grant easements over the properties, and to enter into development agreements, necessary for the purposes stated herein and execute all documents necessary for such actions;

Take whatever further actions are deemed appropriate to economically effect the establishment of the educational and other related facilities.

PART 3: That the Superintendent and the GISD's real estate agent or other staff appraiser, or independent appraiser, if necessary in the judgment of the Superintendent, shall present relevant information to the Superintendent necessary to establish the value of the Acquired Property. Based upon such examination of said relevant information, the GISD real estate agent, or appraiser, if any, shall make a recommendation to the

Superintendent as to the establishment and approval of the amount of just compensation for the property.

PART 4: After review and consideration of all said information or recommendations, and consultation with the Board of Trustees, the Superintendent shall establish and approve the amount to be determined to be just compensation for the acquisition of the property.

PART 5: That the Superintendent is hereby authorized to endorse, sign, transfer or enter into agreements for the purchase and consummation of the Acquired Property and to execute and deliver any and all documents necessary for the purchase and development of the property, including, but not limited to, a deeds, closing statements, development agreements, and similar documentation necessary for the development of the property to be used as an educational facility.

PART 6: That this resolution shall take effect immediately from and after its passage.

GEORGETOWN INDEPENDENT SCHOOL DISTRICT,
a political subdivision of the State of Texas

By: , Secretary

X. Action Items

No additional action items were presented outside of those approved in the consent agenda.

XI. Closed Session

The Board did not convene into an additional Closed Session.

XII. Adjournment

There being no further business, Jen Mauldin made the motion, seconded by Stephanie Blanck to adjourn the meeting. The meeting was adjourned at 7:40 by President James Scherer.

Minutes Prepared by: Michelle Barlow

Date: July 22, 2025

James Scherer
Board President

Stephanie Blanck
Board Secretary

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES WORKSHOP MEETING MINUTES

August 4, 2025 – 3:00 PM

Hammerlun Center for Leadership & Learning, Building 2
507 E University Avenue, Georgetown, TX 78626

I. Closed Session

The Board convened in Closed Session at 3:04 PM pursuant to Texas Government Code Sections 551.071, 551.072, 551.074, 551.082, and 551.0821.

A. Personnel

1. Consideration and discussion of Superintendent's Contract – Discussion only; no action taken during closed session.

Attendees: Barbara Wilson, Andrew Kim, Tom Sourbeer, Rebecca Lambert, Emily Fraser, Tamara Marbibbi, Angie Harris, Bretton Schulz, Orlando Baca, Clint Pruett, Renita Wright, Jennifer Spears, Brian Johnson, Jennifer Hinson, Sheri Ogden and Erica Galindo.

II. Public Comment

The Board reconvened in Open Session at 3:13 PM. Public comment was invited per District procedure. No individuals signed up to speak.

III. Determination of Quorum, Call to Order, and Pledges of Allegiance

Board President James Scherer called the meeting to order at 3:14 PM. A quorum was present.

Board Members Present:

- James Scherer
- Jen Mauldin
- Stephanie Blanck
- Anthony Blankenship
- Rachel Gallardo
- Cody Hirt
- Stacy McLaughlin

Pledges of Allegiance to the United States and Texas flags were led by the Board of Trustees.

IV. Action Items

A. Discussion and possible approval of amended Compensation Plan for 2025–2026

Presented by: Amanda Johnson & Jennifer Hanna

Motion: Motion by Stephanie Blanck to approve the amended Compensation Plan for 2025–2026 as presented.

Second: Jen Mauldin

Vote:

- James Scherer – Yes
- Jen Mauldin – Yes
- Stephanie Blanck – Yes
- Anthony Blankenship – Yes
- Rachel Gallardo – Yes
- Cody Hirt – Yes
- Stacy McLaughlin – Yes

Motion Passed: 7–0

B. Discussion and possible action on Resolution to approve retroactive compensation

Presented by: Amanda Johnson

Motion: Motion by Stacy McLaughlin to approve the Resolution for retroactive compensation.

Second: Cody Hirt

Vote:

- James Scherer – Yes
- Jen Mauldin – Yes
- Stephanie Blanck – Yes
- Anthony Blankenship – Yes
- Rachel Gallardo – Yes
- Cody Hirt – Yes
- Stacy McLaughlin – Yes

Motion Passed: 7–0

THE STATE OF TEXAS §
 §
COUNTY OF WILLIAMSON §

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE GEORGETOWN
INDEPENDENT SCHOOL DISTRICT IMPLEMENTING TEACHER
AND STAFF PAY INCREASES FOR 2025-2026 SCHOOL YEAR**

WHEREAS, the Texas Legislature enacted House Bill 2, signed into law by Governor Greg Abbott on June 4, 2025, which legislation provides new funding for teacher and staff pay raises, effective for the 2025-2026 school year; and

WHEREAS, the Georgetown Independent School District Annual Operating Budget was approved on June 16, 2025, subject to subsequent budget amendments as may be required to make changes in revenue and expenditure amounts as approved by the Board of Trustees, with the District-wide Compensation Schedule pending further evaluation in light of House Bill 2 mandates; and

WHEREAS, the Board finds that there is a public purpose served, and a benefit to Georgetown Independent School District, for the District to: (1) adopt the 2025-2026 Compensation Schedule to account for additional state revenues approved by House Bill 2, and (2) implement teacher and staff pay increases for the 2025-2026 school year consistent with legislative mandate and associated additional funding:

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Georgetown Independent School District as follows:

1. The meeting at which this Resolution was approved was duly noticed and held in accordance with the Texas Open Meetings Act.
2. The above recitals are incorporated herein as factual statements in support of this Resolution.
3. There is a public purpose served, and a benefit to Georgetown Independent School District, for the District to (1) adopt a 2025-2026 Compensation Schedule to account for additional state revenues approved by House Bill 2, and (2) implement teacher and staff pay increases for the 2025-2026 school year consistent with legislative mandate and associated additional funding.

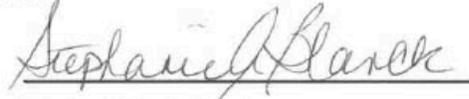
4. The teacher and staff pay increases set forth in the amended Employee Pay Scale and 2025-2026 Annual Operating Budget shall be effective as of July 1, 2025, consistent with the District's fiscal year.
5. The Board hereby authorizes the Superintendent or designee to establish a Compensation Schedule to implement the payments described in this Resolution.

PASSED and ADOPTED this 4th day of August, 2025, by the Board of Trustees of the Georgetown Independent School District.



James Scherer, President

Attest:



Stephanie Blank, Secretary

C. Discussion and possible action on the amendments to the Superintendent’s Contract
Presented by: James Scherer

Motion: Motion by Stacy McLaughlin to approve the proposed amendments to the Superintendent’s Contract.

Second: Rachel Gallardo

Vote:

- James Scherer – Yes
- Jen Mauldin – Yes
- Stephanie Blanck – Yes
- Anthony Blankenship – Yes
- Rachel Gallardo – Yes
- Cody Hirt – Yes
- Stacy McLaughlin – Yes

Motion Passed: 7–0

V. Close Open Meeting, Convene to Workshop

The Board concluded Action Items and transitioned into Workshop Session at 3:49 PM.

VI. Board Goals and Instructional Priorities

Presented by: Devin Padavil

VII. Academic System Alignment 2025–2026

Presented by: Heather Petruzzini, Jennifer Kearney, and Rhonda McWilliams

VIII. Adjourn

There being no further business, the meeting was adjourned at 4:55 PM.

Minutes Prepared by: Michelle Barlow

Date: August 7, 2025

James Scherer
Board President

Stephanie Blanck
Board Secretary



BOARD AGENDA ITEM

Board Meeting Date: 8/18/2025

Submitted Date: 8/13/2025 9:04:21

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Financial Reports

Background Information:

Reports showing activity and balances through July 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
July 31, 2025***

Table of Contents

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

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

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	1,111,054	151,184,015	-	1,111,054	150,072,961	0.7%
5800	State Revenues	647,808	18,096,399	-	647,808	17,448,591	3.6%
5900	Federal Revenues / Other	-	985,000	-	-	985,000	0.0%
	TOTAL	1,758,862	170,265,414	-	1,758,862	168,506,552	1.0%
<u>EXPENDITURES</u>							
11	Instructional	7,275,211	90,945,460	759,418	7,275,211	82,910,832	8.0%
12	Instructional Resources & Media	91,275	1,461,706	33,996	91,275	1,336,435	6.2%
13	Curriculum & Instructional Development	116,598	1,705,081	40,826	116,598	1,547,657	6.8%
21	Instructional Administration	245,020	3,415,273	131,836	245,020	3,038,417	7.2%
23	School Leadership	729,333	8,960,731	8,156	729,333	8,223,242	8.1%
31	Guidance & Counseling	491,835	6,173,051	66,106	491,835	5,615,110	8.0%
32	Social Work Services	14,361	74,785	-	14,361	60,424	19.2%
33	Health Services	146,021	1,939,313	1,993	146,021	1,791,299	7.5%
34	Student Transportation	445,268	6,785,490	821,836	445,268	5,518,386	6.6%
35	Child Nutrition	-	-	-	-	-	
36	Co-Curricular Activities	329,557	3,687,511	230,148	329,557	3,127,806	8.9%
41	General Administration	328,569	3,540,950	194,659	328,569	3,017,723	9.3%
51	Plant Maintenance & Operations	2,492,395	17,203,392	5,148,879	2,492,395	9,562,118	14.5%
52	Security & Monitoring	1,472	1,017,151	8,531	1,472	1,007,149	0.1%
53	Data Processing Services	283,988	3,135,002	113,216	283,988	2,737,798	9.1%
61	Community Services	3,067	-	-	3,067	(3,067)	
71	Debt Administration	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
91	Contracted Instructional Services Between Public Schools	-	18,676,627	-	-	18,676,627	0.0%
95	Payments to JJAEP	-	443,891	443,891	-	-	0.0%
99	Appraisal Services	-	1,100,000	1,100,000	-	-	0.0%
	TOTAL	12,993,967	170,265,414	9,103,490	12,993,967	148,167,956	7.6%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(11,235,105)	-	(9,103,490)	(11,235,105)	20,338,596	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		-				
	BEGINNING FUND BALANCE (unaudited)		31 35,702,060				
	ENDING FUND BALANCE (estimated)		35,702,060				

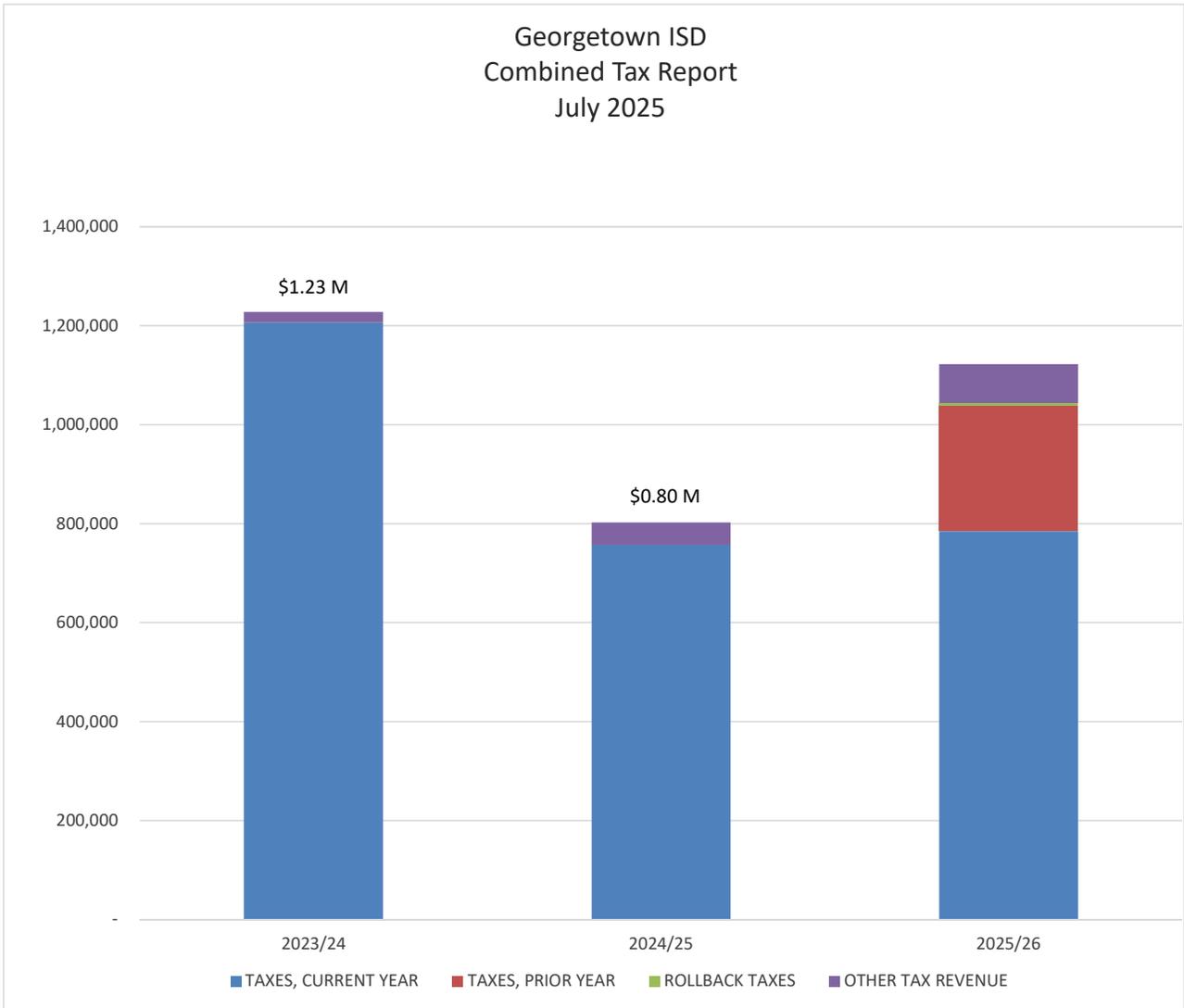
FOOD SERVICE FUND
YTD MONTHLY REVENUE/EXPENDITURES
July 31, 2025
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	905	3,369,130	-	905	3,368,225	0.0%
5800	State Revenues	-	29,000	-	-	29,000	0.0%
5900	Federal Revenues / Other	1,021	4,176,957	-	1,021	4,175,936	0.0%
	TOTAL	1,926	7,575,087	-	1,926	7,573,161	0.0%
<u>EXPENDITURES</u>							
35	Child Nutrition	329,703	7,575,087	2,498,037	329,703	4,747,347	4.4%
51	Plant Maintenance & Operations	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
	TOTAL	329,703	7,575,087	2,498,037	329,703	4,747,347	4.4%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	(327,777)	-	(2,498,037)	(327,777)	2,825,814	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		-				
	BEGINNING FUND BALANCE (unaudited)		2,704,760				
	ENDING FUND BALANCE (estimated)		2,704,760				

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

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
<u>REVENUES</u>							
5700	Local Revenues	577,295	81,383,143	-	577,295	80,805,848	0.7%
5800	State Revenues	-	4,453,973	-	-	4,453,973	0.0%
5900	Federal Revenues / Other	-	-	-	-	-	
	TOTAL	577,295	85,837,116	-	577,295	85,259,821	0.7%
<u>EXPENDITURES</u>							
71	Debt Service	9,500	85,837,116	-	9,500	85,827,616	0.0%
	TOTAL	9,500	85,837,116	-	9,500	85,827,616	0.0%
	NET REVENUES OVER/ (UNDER) EXPENDITURES	567,795	-	-	567,795	(567,795)	
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		-				
	BEGINNING FUND BALANCE (unaudited)		62,623,728				
	ENDING FUND BALANCE (estimated)		62,623,728				

Georgetown ISD
Combined Tax Report
July 2025



Budgeted Totals
Collection Rate

\$227.62 M
0.49%

\$191.90 M
0.64%

\$212.29 M
0.38%

TAX COLLECTIONS						
	Rate	Current	Prior	Rollback	Other	Total
M&O	0.6969	520,299	168,090	3,346	52,328	744,063
Debt Service	0.3575	264,646	86,701	1,201	26,292	378,840
Total	1.0544	784,945	254,791	4,547	78,620	1,122,903

Projected Recapture	18,676,627
Net	(17,932,564)



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/1/2025 14:25:43

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

Consent Agenda

Name of Person Responsible:

Mindy Petty

Department or Campus:

Health Services

Title of Agenda Item:

School Health Advisory Council Membership

Background Information:

The School Health Advisory Council (SHAC) is a group of parents and community members who represent the diversity of Georgetown ISD. These members are approved by our school board each year and provide advice on coordinated school health programming and its impact on student health and learning. This committee addresses areas including health education, physical education and activity, health services, nutrition services, counseling, psychological and social services, a healthy school environment, staff health and wellness, and family and community involvement.

Members of the Student Health Advisory Committee (SHAC) rotate on a two-year basis. For this reason, we must have approval from the board for the new members each year. We will be requesting approval for the new members of SHAC, who are highlighted in yellow on the attached document, at the August regular board meeting. These



BOARD AGENDA ITEM

proposed members represent families from both the GHS and the EVHS feeder patterns as well as the community.

Attachments:

YES

Superintendent's Recommendations:

NA

2025-2027 Georgetown ISD Student Health Advisory Committee Need to be board approved					
Seat Number	Name	Involvement	Feeder Pattern	Approval Year	
1	Lynn Azuma	Parent	GHS	2023-2025	lynnazuma@yahoo.com
2	Tom Sourbeer	Community		2025-2027	tomsourbeer@gmail.com
3	Erika Acuna	GISD Staff/Parent	EVHS	2025-2027	acunae@georgetownisd.org
4	Kyle Borel	Parent	GHS	2025-2027	kborel@wilcocactx.org
5	Joe DiGiacomo	Community		2025-2027	joedigiacomo28@gmail.com
6	Tammy Morrison	Community		2025-2027	tammy@empoweredhopecounseling.com
7	CB Feller	Community		2025-2027	cb@georgetownproject.org
2024-2026 Georgetown ISD Student Health Advisory Committee					
Seat Number	Name	Involvement	Feeder Pattern	Approval Year	
8	Rachel McCreary-Fielder	Parent	EVHS	2024-2026	ramccreary@gmail.com
9	Grant Hanson	Parent	GHS	2024-2026	ghanson0715@gmail.com
10	Susan Pike	Parent	GHS	2024-2026	spike@sw.org
11	Marci Tarvin	Parent	GHS	2024-2026	marcitarv@gmail.com
12	Dana Willard	Parent	GHS	2024-2026	danawillard@gmail.com
13	Mindy Petty	GISD Staff/Parent	EVHS	2024-2026	pettym@georgetownisd.org
14	Chylin Canterbury	Parent	EVHS	2024-2026	chylin.canterbury@gmail.com
15	Kristy Parks	Parent	EVHS	2024-2026	kristyakimball@gmail.com
16	Kerri Gibson	Parent/GISD Staff	GHS	2024-2026	gibsonk@georgetownisd.org
17	Sheneka Soloman	Parent	GHS	2024-2026	shenekasoloman@icloud.com
18	Laura Kincheloe	Parent	GHS	2024-2026	lauramkincheloe@gmail.com
19	Keya Wallace	Parent	EVHS	2024-2026	keya.wallace@yahoo.com
20	Jack Gibson	Parent	GHS	2024-2026	jackgibson2@gmail.com



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/7/2025 10:29:17

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

Consent Agenda

Name of Person Responsible:

Stacie Seveska

Department or Campus:

Campus and Student Services

Title of Agenda Item:

Updated Student Code of Conduct

Background Information:

The GISD Student Code of Conduct has been updated for the 2025-2026 school year. The process for writing and updating the Student Code of Conduct begins with a template provided and recommended by the Texas Association of School Boards (TASB). TASB makes updates to the template every year based on changes to legislation and input from their policy experts. Any changes we make to this TASB-recommended language begins with input from campus and district leaders based on GISD-specific needs and is then vetted by our legal counsel, as needed, to ensure wording and phrasing is consistent with best practices and legal requirements.

This year, significant changes have been made to the Student Code of Conduct based on new legislation. The entire document as well as a summary of changes have been provided for your review in this week's Board Weekly. The SCOC will be a consent item at the August 18 board meeting.



BOARD AGENDA ITEM

Attachments:

YES

Superintendent's Recommendations:

N/A



LEAD | GROW | SERVE

2025-2026
STUDENT CODE OF CONDUCT
SUMMARY OF CHANGES

Page Number(s)	Change	Explanation
Various	Throughout the code of conduct, “administrator” has been changed to Campus Behavior Coordinator or “CBC” to indicate when a particular action or decision is the statutory responsibility of the CBC.	HB 6 removed the ability of districts to exempt requirements under Chapter 37 due to District of Innovation status.
1	Added - Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.	Change based on the need to meet HB 6 requirements.
2	Removed <i>Collaborative Discipline</i> section and replaced with <i>Campus Behavior Coordinator</i> section.	HB 6 removed the ability of districts to exempt requirements under Chapter 37 due to District of Innovation status. HB 6 also added additional requirements related to the Campus Behavior Coordinator.
8	Added bullet regarding antisemitism to the <i>Mistreatment of Others</i> section.	SB 326 requires a district to use the definition of antisemitism provided by Government Code section 48.001, including the examples referenced, when determining whether behavior that violates the Code of Conduct was motivated by antisemitism.
9	Added bullet for “a short barrel firearm” to the <i>Possession of Prohibited Items</i> section.	SB 1596 removes short barrel firearms from the definition of prohibited weapons in the Penal Code, so those firearms are now specifically listed as a prohibited weapon here.

10	Added “nicotine pouches” to the bullet regarding tobacco products in the <i>Possession of Prohibited Items</i> section.	Nicotine pouches have been included as an example of tobacco products to ensure clarity that all nicotine delivery devices are covered as prohibited items.
10-11	<p>Changed <i>Possession of Telecommunications or Other Electronic Devices</i> section to <i>Possession of Personal Communication Devices</i> section.</p> <p>Added details based on new legislation, including exceptions and consequences for violations in the Student Code of Conduct.</p>	<p>HB 1481 prohibits the use of personal communication devices while on school property during the school day.</p> <p>HB 1481 also indicates that the district must establish disciplinary measures to be imposed for violations of the prohibition on use of a personal communication device.</p>
12	Added a reference to the inappropriate use of artificial intelligence in the <i>Misuse of Technology Resources and the Internet</i> section.	Increased use of artificial intelligence
12	Added a reference to the unauthorized use of artificial intelligence as an example of academic dishonesty in the <i>Miscellaneous Offenses</i> section.	Increased use of artificial intelligence
13	Added new section entitled: <i>First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette</i>	Change based on the need to meet HB 6 requirements. HB 6 amends the mandatory placement requirement in a DAEP for offenses related to e-cigarettes.
13	Added “in a manner that results in a change to the student’s educational placement” to the <i>Students with Disabilities</i> section.	Newly revised language relating to change of placement is pursuant to HB 6 .

15	Updated Notification section to include specific information related to requirements of notifying parents of discipline consequences.	<p>Education Code 37.0012(d) requires the CBC to promptly notify a student’s parent regarding student discipline for ISS, out-of-school suspension, placement in a DAEP or JJAEP, expulsion, or when a student is taken into custody.</p> <p>HB 6 removed the ability of districts to exempt requirements under Chapter 37 due to District of Innovation status, including Campus Behavior Coordinator (CBC) requirements.</p>
15	Added Parental Involvement section to include text regarding parental involvement in school disciplinary placements.	The district has an option to adopt a policy for parental involvement in school disciplinary placements under Education Code 37.0014 . At this time, GISD has not adopted a policy and the commissioner has not yet adopted a model behavioral agreement for school districts to review.
15	Added Appeals section to clearly outline the process for appeals and complaints and inform parents on how to acquire grievance forms.	SB 12 requires districts to post grievance (complaint) forms on the district website and make them available upon request at district facilities.
16-22	Updated Drug Testing Procedures section	Drug testing procedures have been

		updated to align more closely with the availability of counseling services from Bluebonnet Trails and campus practices.
22-23	Changed section Title from Formal Removal to Formal <u>Teacher</u> Removal and updated information within the section based on new legislation.	<p>HB 6 changes the standards for teacher removals and clarifies that teacher removals can result from a single incident of student behavior.</p> <p>HB 6 requires that the removing teacher should have an opportunity to participate in the Placement Review Committee conference.</p>
23-24	Added new section - In-School Suspension	HB 6 clarified provisions related to in-school suspension.
24-25	Updated Out-of-School Suspension section to align with new legislation	Adjustments have been made based on changes in HB 6 .
25	Added new section - Alternative Assignment	HB 6 provides for alternative placement with sufficient documentation and may only be used in extenuating circumstances and not used as a routine replacement for out-of-school suspension. The district shall maintain the information and documentation of each assignment to include the parent's or person's request and the reason for the

		parent's or person's unavailability.
26 & 35	Changed "commit or attempt to commit suicide" to "die by suicide."	Language regarding death by suicide has been updated as recommended by mental health professionals.
26-27	In the Misconduct Identified in State Law section, added additional offenses that may result in discretionary DAEP placement based on legislative changes	Revision pursuant to HB 6 .
27-28	Updated information regarding offense in the Mandatory Placement: Misconduct That Requires DAEP Placement section.	<p>Overall, revisions in HB 6 necessitated revisions to this section, which has also been restructured for clarity.</p> <p>HB 6 removes mandatory DAEP placement for possession or use of e-cigarettes. It also clarifies that a felony offense is also a mandatory expulsion.</p> <p>HB 6 adds conduct containing the elements of harassment against any school employee or volunteer on or off school property under Penal Code 42.07 to the list of mandatory DAEP placements.</p> <p>HB 6 expands the list of offenses under Mandatory DAEP placements</p> <p>Some text regarding retaliation was removed to match statutory language per Penal Code 36.06.</p>

34	Removed section - <i>Certain Felonies</i> and relocated text to after Mandatory Expulsion: Misconduct That Requires Expulsion.	To provide additional clarity
36	Changed text under <i>Mandatory Expulsion: Misconduct That Requires Expulsion</i> section to clarify that a student must be expelled under federal or state law for certain offenses regardless of whether they occur <i>on or off</i> school property.	Revision pursuant to HB 6
36-37	Updated <i>Under the Penal Code</i> under mandatory expulsions to align with new legislation.	Revisions pursuant to HB 6 . Specifics listed below: HB 6 removed the mandatory expulsion requirement for retaliation against a school employee or volunteer because regardless of the motivation it is a mandatory expulsion. HB 6 adds kidnapping under Penal Code Section 20.03 and burglary or robbery under Sections 30.02 and 29.02 . SB 1569 removes short barrel firearms from the definition of prohibited weapon so those firearms are now specifically listed as prohibited items.
40	Added “Emergency expulsion may be ordered based on a single incident of behavior by the student” to the <i>Emergency Expulsion Procedures</i> section.	A principal or principal’s designee can order an immediate expulsion of a student in accordance with Education Code 37.019 . Additional language is due to HB 6 .

40-41	Relocated <i>Certain Felonies</i> text to after <i>Mandatory Expulsion: Misconduct That Requires Expulsion.</i>	For clarity after legislative changes.
44 (Glossary)	Added definition of antisemitism	Revision pursuant to SB 326
49 (Glossary)	Added definition for personal communication device	A definition of “personal communication device” has been added pursuant to legal revisions in HB 1481 .
49 (Glossary)	Removed short barrel firearms from the definition of prohibited weapon.	Revision pursuant to SB 1569



Georgetown ISD Student Code of Conduct

2025–2026 School Year

If you have difficulty accessing the information in this document because of disability, please contact:

Stacie Seveska
Director of Campus and Student Services
507 E. University Ave
Georgetown, TX, 78626
512-943-5000, ext 6098

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GISD Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact:

Stacie Seveska
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507 E. University Ave
Georgetown, TX, 78626
512-943-5000, ext 6098

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Georgetown ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at: <https://www.georgetownisd.org/>. A digital copy of the Student Handbook may be found at: <https://www.georgetownisd.org/>.

Threat Assessment and Safe and Supportive School Team

The CBC will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes School Resource Officers (SROs), school marshals and security personnel to ensure the security and protection of students, staff and property. In accordance with law, the board has coordinated with the CBC or other appropriate campus administrators and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

School Resource Officers (SROs)

The following shall be in addition to, and not in lieu of, and will in no way relieve the City of its obligation to provide, routine patrol services on the same basis as are provided to other School campuses or other properties within the City.

Duties and responsibilities of the SRO:

- Protection of the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed.
- Enforcement of Federal, State and Local criminal laws and ordinances.
- Investigations of criminal activity and accidents occurring at assigned campuses.

GISD Student Code of Conduct

- Provide traffic control during the arrival and departure of students on an as needed basis, based upon a law enforcement determination of need.
- Provide assistance to other law enforcement officers with outside investigations concerning GISD students or in matters regarding their school assignment.
- The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.
- Make the principal of the school aware of any law enforcement action taken, as soon as practicable.
- At the principal's request, take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law.
- Advise the principal before requesting additional police assistance on campus, when practicable.
- Coordinate their activities with the principal and staff members concerned.
- Seek permission, advice, and guidance prior to enacting any program within the school.
- Encourage individual and small group discussions with students, to further establish rapport with the students
- Make themselves available for conference with students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention nature.
- Become familiar with all community agencies offering assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary thereby acting as a resource person to the students, faculty, and staff of the school.
- Coordinate all security efforts at their assigned campuses including the coordination of a safety audit of the campus and develop a long-range plan for campus safety. The plan will incorporate input from school staff, students and parents.
- Assist the principal in identifying situations or school protocol, on campus or during school sponsored events, which have a potential for becoming dangerous situations and develop action plans, through long term problem solving, in an attempt to prevent or minimize their impact.
- Maintain detailed and accurate records of the operation of the School Resource Officer Program.
- School Resource Officers are not to be used for routine administrative duties such as lunchroom duty, hall monitor, bus duty, or other monitoring duties. If there is a problem in one of these areas, the SRO may assist the school until the problem is solved.

Instructional responsibility of the SRO at the secondary schools:

- All instruction by the SRO shall be as a guest speaker. The principal or a member of the faculty may request the SRO to provide instruction. The SRO shall not be asked to teach on a full-time basis.
- Make a variety of specialized, short-term law related presentations available to the high school faculty and students.
- Develop an expertise in various subjects that can be presented to the students. Such subjects should include a basic understanding of the laws, the role of the police officer and the police mission, and other topics that relate to student or school safety.

Duties and Responsibilities of Supervisor

- Program development and administration.
- Approving reports, overseeing problem solving efforts, providing leadership, training, direction, and evaluations.
- Establishing rapport with the school Principals and GISD staff.
- Performing scheduled and non-scheduled visits to the school campuses.
- Liaison with School Principals.

School Marshals

- The jurisdiction of school marshals shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.
- Duties and responsibilities of School Marshals. Subject to limitations in law, a school marshal shall:
- Act as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District.
- Make arrests and exercise all authority given peace officers as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District.
- Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
- Carry out all other lawful duties as directed by the Superintendent.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** for information regarding a student assigned to DAEP at the time of graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or school marshal shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **In-School Suspension**, **Out-of-School Suspension**, **DAEP Placement**, **Placement and/or Expulsion for Certain Offenses**, and **Expulsion**, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses**.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism [See **Glossary**]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **Glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **Glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **Glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct, including slurs or derogatory statements based on race, sex, gender identity, sexual orientation, religion, national origin or any other protected status, with a district student, employee, or volunteer that is reasonably likely to create an intimidating or hostile environment.

- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.
- Post on a publicly accessible website the residence address or telephone number of a district student, employee, or volunteer, with the intent to cause harm or a threat of harm to the individual or a member of the individual's family or household.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses.**)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses.**)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;

- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses**. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in their backpack, locker or vehicle in accordance with district and campus rules.

The district has authorized the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Process

Elementary School:

- 1st Offense - Device confiscated; Student may pick up device after school; Student counseled + warned; Parent notified
- 2nd Offense - Device confiscated; Student may pick up device after school; Student counseled + warned; Parent notified
- 3rd Offense - Device confiscated; Parent pick-up of device required

Middle School:

- 1st Offense - Device confiscated; Student may pick up device after school; Student counseled + warned; Parent notified
- 2nd Offense - Device confiscated; Student may pick up device after school; Student counseled + warned; Parent notified
- 3rd Offense - Device confiscated; Parent pick-up of device required

High School:

- 1st Offense - Device confiscated; Student may pick up device after school; Student counseled + warned; Parent notified
- 2nd Offense - Device confiscated; Student may pick up device after school; Parent notified; School consequence issued (detention)
- 3rd Offense - Device confiscated; Parent pick-up of device required; School consequence issued (1 day ISS, which removes the ability to exempt any finals)

All Campuses:

If a student refuses to surrender a personal communication device when requested by school staff, additional disciplinary action may be taken for non-compliance.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement and Expulsion** for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **Glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **Glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **Glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **Glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, which may include restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **Glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.

- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in **In-School Suspension**
- Out-of-school suspension, as specified in **Out-of-School Suspension**.
- Placement in a DAEP, as specified in **DAEP**.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses**.
- Expulsion, as specified in **Expulsion**.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.

- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d).

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under Education Code 37.0014.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or through Policy On Line at the following address: [Georgetown ISD Policy On-Line](#).

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Drug Testing Procedures

The District has a vital interest in maintaining a positive learning environment that is safe and healthy for all students. To fulfill that purpose, the District designed this random drug-testing program as a positive, proactive approach to promote a drug- and alcohol-free student body. The program is academically nonpunitive. However, it is designed to teach self-responsibility and that there are consequences for misbehavior. This program shall be in effect for a student's entire District extracurricular participation in grades 9–12.

By adopting this program, the District desires to:

1. Provide for the health and safety of all students;
2. Undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use illegal drugs;
3. Deter students from using drugs;
4. Prevent injury or harm to students that may arise as a result of drug use; and
5. Encourage students who use drugs to participate in a drug-treatment program.

Applicability:

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

Participation includes competition and involvement in events of the extracurricular activities. Participation does not include attendance at school events such as athletic contests, drama productions, or social functions.

Prior Written Permission:

Written parental consent to random drug testing must be completed before a student is allowed to participate in a practice or competition of a school-sponsored competitive extracurricular activity. No student may participate in a practice or competition until the consent form is executed and on file with the designated school official. If the student is of legal age (age 18 or older), he or she must sign the permission form. Consent forms shall be valid for the current school year only.

Because participation in extracurricular activities is a privilege and not a right, refusal to consent to random drug testing will result in the denial of participation in the identified extracurricular activities.

Orientation:

The students shall be informed of the sample collection process, privacy arrangements, drug-testing procedures, and other areas that may help to reassure the student participants and help avoid embarrassment or uncomfortable feelings about the drug-testing process.

This random drug-testing policy shall be distributed to all student participants in grades 9–12 at the beginning of each school year. Newly enrolled students shall receive a copy of the policy as they register at their campus.

Notification of Test Results

Confidentiality:

Student privacy shall be protected in accordance with all applicable laws. Records of test results shall be kept confidential and provided only to parents, administrators, personnel responsible for administering the extracurricular activity, other school officials with a legitimate interest in the information, or as otherwise required by law or overriding health and safety concerns. Test results shall be kept separate from other school records, and school personnel shall only be allowed to view the information if they have a legitimate interest in the results. Results shall not be shared with law enforcement except as required by law. Upon written request of parents/guardians or a student of legal age, test results may be released to treatment facilities.

All test results shall be destroyed when the student graduates or when the student's eligibility to participate in competitive extracurricular activities expires. The test results shall not be transferred to another district.

Notification:

If a student tests positive for a prohibited substance identified in this policy, the designated administrator shall notify the parent/guardian or student of legal age within five school days of receiving a confirmed positive test result.

In those cases where the test result indicates the presence of the prohibited substance that could have a medical explanation, the parent/guardian or student of legal age will be asked to contact a medical review officer (MRO) employed by the testing entity within one school day of receiving a confirmed positive test result. The MRO will confer with a parent and determine if there is a medical explanation for the positive test result. If the parent provides a medical excuse with documentation, the MRO shall report the test result as negative. However, without medical documentation, the MRO shall report a confirmed positive test result to the designated school administrator within one school day of conferring with the student's parent.

Consequences for First Positive Test Result

The District has established the following consequences for the first positive test result.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Participation:

Before participation can resume, the student must receive a new physical exam and obtain a medical release from a physician to be on file with the school district.

Counseling:

Recommended, but not required.

Additional Testing:

Mandatory testing the next three consecutive testing dates. Should all three tests be negative, the student then returns to the random testing protocol.

Failure to Comply:

Failure to meet these requirements will result in the student being disciplined under the second positive test result protocol.

Consequences for Second Positive Test Result

The District has established the following consequences for the second positive test result.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Participation:

The student will be suspended from all extra-curricular activities, including travel and competitions, for six calendar weeks from the parent meeting date. Before participation in practices can resume, the student must receive a new physical exam and obtain a medical release from a physician to be on file with the school district. The student will be allowed to participate in all practices for the duration of the suspension

Before full participation in extra-curricular activities can resume, the outcome of the Substance Abuse Assessment indicating the student does not qualify for the Bluebonnet Trails program or completion of required counseling will be provided to the school.

Counseling:

Counseling is recommended and may be required depending on assessment. The student will undergo a Substance Abuse Assessment through Bluebonnet Trails (512-863-8968). Should counseling intervention be recommended from Bluebonnet through the assessment, the student will enroll in the Bluebonnet Trails program or undergo six counseling sessions within six weeks through the parent's chosen provider.

As an alternative to the Substance Abuse Assessment, a family may opt for six counseling sessions within a six-week period with a provider of the parent's choosing.

Additional Testing:

Mandatory testing the next three consecutive testing dates. Should all three tests be negative, students then return to the random testing protocol.

Failure to Comply:

Failure to meet these requirements will result in the student being disciplined under the third positive protocol.

Consequences for Third Positive Test Result

The District has established the following consequences for the third positive test result.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Participation:

Student shall lose extra-curricular participation privileges for one calendar year. Student will not be allowed to practice for the duration of the suspension. Before participation can resume, the parent will provide documentation to the campus indicating successful completion of the chosen

counseling program. Student may return to full participation at the end of one calendar year, provided he/she has completed six counseling sessions within a six week period. Student must deliver a clean (negative) test result upon returning to the program. Before participation can resume, the student must receive a new physical exam and obtain a medical release from a physician to be on file with the school district.

Counseling:

Counseling is required. The student will undergo six sessions of counseling in six weeks either through Bluebonnet Trails, once assessed and qualifications are met, or through another provider chosen by the parent.

Failure to comply:

Failure to meet these requirements will result in the student being disciplined under the fourth positive test result protocol.

Consequences for Fourth Positive Test Result

The District has established the following consequences for the fourth positive test result.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Participation:

Student will lose extra-curricular participation privileges for one calendar year. Student will not be allowed to practice for the duration of the suspension. Before participation can resume, the parent will provide documentation to the campus indicating successful completion of the chosen counseling program. Student may return to full participation at the end of one calendar year, provided he/she has completed twelve counseling sessions within a 12 week period. Student must deliver a clean (negative) test result upon returning to the program. Before participation can resume, the student must receive a new physical exam and obtain a medical release from a physician to be on file with the school district.

Counseling:

Counseling is required. The student will undergo twelve sessions of counseling in twelve weeks either through Bluebonnet Trails, once assessed and qualifications are met, or through another provider chosen by the parent.

Failure to comply:

Failure to meet these requirements will result in the student being disciplined under the fourth positive test result protocol.

Consequences for Five or More Positive Test Results

The District has established the following consequences for five or more positive test results.

Conference:

Within five school days, the designated administrator shall schedule a conference between the designated administrator, the student, and the parent or guardian.

Participation:

The student shall lose all extracurricular participation privileges and shall be removed from the program for the remainder of the student's District education.

Counseling:

Counseling may be set up at the parent's request.

Refusal to submit to testing

Refusal to submit to a drug test or noncompliance with the testing after signing the consent form shall result in the same consequences as if the student had received a positive test.

Adulterated Specimen

If the testing entity determines that a student adulterated or tampered with a specimen, the student shall receive the same consequence as if the student had received a positive test/

Substance Abuse Counseling

The District shall provide substance abuse counseling or shall accept substance abuse counseling provided by a certified chemical dependency counselor or at any agency certified by the Texas Department of Health or the Texas Department of Alcohol and Drug Addiction Services.

Academically Non-punitive

A positive drug test shall not affect the student's grade in any curricular class associated with the extracurricular activity. However, if participation in the extracurricular activity is required for the class, the student may be required to satisfy participation requirements in alternative ways. Drug test results shall not be documented in the student's academic records.

Positive Test Results

All positive test results shall be confirmed by a second, more definitive test before being reported as positive. The student or the parent or person otherwise in lawful control of the student may also request a retest of the original specimen, but the retest, if requested, shall be at the expense of the student or the parent or person otherwise in lawful control of the student. A request to retest shall be made in writing to the Superintendent within 48 hours of the meeting with the designated administrator, and payment for the retest shall be included with the request.

Appeal Process

A parent or student may appeal a positive result in accordance with District policy FNG(LOCAL) governing student and parent complaints. Consequences established in this drug-testing policy shall not be deferred pending the completion of the appeal process. If the conclusion of the appeal is not in the student's favor, the number of days the student was prohibited from participation during the appeal process will be deducted from the total days of suspension the student must serve as a consequence for the positive drug test. If the conclusion of the appeal is in the student's favor, the student shall be allowed to return to normal participation in all activities.

Relationship to Other Violations of the Student Code of Conduct

This drug-testing policy does not in any way modify the disciplinary provisions of the Student Code of Conduct or Chapter 37 of the Texas Education Code. If a student sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, the student shall be subject to the disciplinary provisions of the Student Code of Conduct. A positive drug test is not in and of itself proof that a student has violated the Student Code of Conduct. For more information on the District's disciplinary rules regarding drugs and alcohol, please refer to the Student Code of Conduct.

Testing Procedures

Random Selection:

The District shall provide the testing entity with a list of all identified competitive extracurricular activity participants. Students shall be chosen for the testing by computer-generated random selection conducted by the testing entity. The random selection process is intended to eliminate subjective factors from playing a role in the selection of the students to be tested.

Frequency:

A percentage of students in grades 9–12 participating in school-sponsored competitive extracurricular activities shall be randomly tested. Each school year, the administration shall determine the percentage of students to be tested based on the number of extracurricular activity participants.

Testing Standards:

Testing shall be conducted through accepted scientific means using approved practices and procedures established by the testing entity selected by the District. The testing parameters shall be set at industry standards as defined by the National Institute for Drug Abuse. The testing entity will be certified by the Substance Abuse and Mental Health Services Administration (SAMHSA) and have greater than five years of experience in toxicology testing and chain-of-custody procedures.

The drug test shall be performed by urinalysis. All presumptive positive results shall be confirmed by a second test of the same specimen.

The testing entity may use quantitative results to determine if positive results on repeat testing indicate recent use of illegal drugs or the natural decline of levels of the illegal drug from the body. If the testing entity feels the quantitative levels do not reflect current use, then a negative result may be reported.

Collection of Sample:

Upon arrival at the District, the testing entity will provide the names of the selected students to the supervising school official who will arrange for these students to report to the collection area. Students will be tested in an isolated facility under the supervision of a school official of the same gender. Students will provide a urine sample in a restroom or other private facility behind a closed stall. The supervising school official will assist the testing entity representative in testing the warmth of the specimen and ensuring an accurate chain of custody. Neither the supervising school official nor the testing entity representative will directly observe the students providing their urine samples. Facilities shall be secure with only one student testing at a time to ensure security and confidentiality for each individual.

The urine sample will be collected in a sealed split specimen (parts A and B) collection container provided by the testing entity. The student will provide the collected sample to the testing entity representative, and the school official will confirm that the student's identification information on the sample is correct. The split specimen bottle will be sealed and witnessed by the student. The testing entity representative will take all specimens to the laboratory for analysis.

A copy of the specimen collection and chain-of-custody procedures used by the District and the testing entity shall be made available to any parent or student upon request.

Substances Eligible for Testing

The District reserves the right to test for:

- Amphetamines
- Steroids

- Cocaine
- Propoxyphene
- Barbiturates
- Phencyclidine
- Methaqualone
- Alcohol
- Benzodiazepines
- Marijuana/cannabinoids
- Opiates
- Inhalants/abusable volatile chemicals

Statistical Reporting

The District will receive a report showing the number of tests performed, the rate of positive and negative test results, and the substances found in the positive urine specimens. The report will not include the individual results of an identifiable student. The testing entity may not release any statistics on the rate of positive drug tests to any person, organization, news publication, or media without express written consent of the Board.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.

3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC may place the student in:

- Another appropriate classroom.
- ISS
- Out-of-school suspension.
- DAEP

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the

student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See **First-Time Offense of Possession or Use of Nicotine Delivery Product of E-Cigarette** for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see **Glossary**];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate campus administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any

method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **Glossary**.)
- Involvement in criminal street gang activity. (See **Glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.

- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **Glossary**) that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see **Glossary**] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **Glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **Glossary**) under Penal Code 22.01(a)(1).
 - Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion**.) (See **Glossary** for "under the influence" "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.

- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person an e-cigarette as defined by by Section 161.081, Health and Safety Code.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **Glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
 - Commits a federal firearms violation and is younger than six years of age.
 - Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
 - Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.
 - The student receives deferred prosecution [see **Glossary**], or a court or jury finds that the student has engaged in delinquent conduct [see **Glossary**], or the superintendent or designee has a reasonable belief [see **Glossary**] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:
 1. A felony offense under Title 5;
 2. The offense of deadly conduct under Section 22.05;
 3. The felony offense of aggravated robbery under Section 29.03;
 4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
 5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for the purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be

placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **Glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the central administration office, or through Policy On Line at the following address: [Georgetown ISD Policy On-Line](#).

The district shall not delay disciplinary consequences pending the outcome of an appeal.

Appeals shall begin at Level 1 with the Campus Principal or his/her designee.

According to FOC(LOCAL), the designee's decision on the appeal to remove a student to the DAEP shall be communicated in writing within ten school days of the date of the conference.

Level Two and Level Three appeals shall be heard by Board designees.

Level Three appeals to a Board designee shall be final and may not be appealed further.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the appropriate campus administrator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **Glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly

enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,

3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement**.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. (See **Glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **Glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. (See **Glossary**.)

Within 300 Feet of School

A student **may** be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **Glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **Glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **Glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **Glossary**.)
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **Glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
 - Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the CBC shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC may place the student in:

- Another appropriate classroom.
- ISS
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The hearing shall be conducted by the board of trustees' designee and the decision regarding whether to expel shall be made by the board's designee.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense (see **Glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Campus Principal or his/her designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and

2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see **Glossary**] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Stacie Seveska
Title IX Coordinator, GISD
507 East University Ave
Georgetown, TX 78626
seveskas@georgetownisd.org
titleix@georgetownisd.org
512-943-5000, extension 6098

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

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

Tamra Marbibi
Section 504 Coordinator, GISD
507 East University Ave
Georgetown, Tx 78626
marbibit@georgetownisd.org
512-943-5000, Extension 6012

For all other concerns regarding discrimination, see the superintendent:

Dr. Devin Padavil
Superintendent, GISD
507 East University Ave
Georgetown, Tx 78626
padavilp@georgetownisd.org
512-943-5000, Extension 1892

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

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - i. Knowing that it is within the limits of an incorporated city or town,
 - ii. Knowing that it is insured against damage or destruction,
 - iii. Knowing that it is subject to a mortgage or other security interest,
 - iv. Knowing that it is located on property belonging to another,
 - v. Knowing that it has located within it property belonging to another, or
 - vi. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - c. Recklessly damaging or destroying a building belonging to another, or
 - d. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of

telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress,

abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon;
 - b. A machine gun;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;-
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/8/2025 13:45:51

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

Consent Agenda

Name of Person Responsible:

Michelle Barlow

Department or Campus:

Superintendent's Office

Title of Agenda Item:

2025-2026 Williamson County 4-H Adjunct Faculty Request and Resolution of Extracurricular Status of 4-H Organization

Background Information:

As an educational agency, the Texas A&M AgriLife Extension Service supports the Texas Education Code and academic responsibility of student 4-H members. The dedication of Extension faculty to see that 4-H members comply with the provisions of the Texas Education Code is important to the effective adherence of the rule among our 4-H members. Extension faculty must be dedicated to complying with the Texas Education Code requirements in order for the Texas 4-H Program to maintain the status of an extracurricular organization.

This Consent Item includes the adoption of a Resolution- Extracurricular Status of 4-H Organization: "County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities. Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19



BOARD AGENDA ITEM

85BOARDAGENDAITEM Texas Administrative Code as interpreted by this Board and designated officials of this school district. Texas A&M AgriLife Extension will request academic eligibility for all 4-H competitive activities, regardless if a school absence is or is not required, and for non-competitive purposes when an absence is required."

Attachments:

YES

Superintendent's Recommendations:

Approval of 2025-2026 Williamson County 4-H Adjunct Faculty Request and Resolution of Extracurricular Status of 4-H Organization

EXTRACURRICULAR STATUS REQUEST

Request for Extracurricular Status for 4-H



WILLIAMSON COUNTY EXTENSION SERVICE

Date July 15, 2025

Georgetown ISD

To whom it may concern:

On behalf of the 4-H members of Williamson County, I/we hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the (name of school district). I/we further request that questions regarding this RESOLUTION be directed to me/us in a timely manner so that I/we may prepare and present an appropriate response so as not to delay action on this request.

Finally, I/we request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me/us for my/our files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Brittany Allen".

*Brittany Allen, County Extension Agent
4-H Youth Development*

Attachment: Resolution for Extracurricular Status of 4-H Organization

Williamson County Extension Office
100 Wilco Way Ste AG 201 Georgetown, Tx 786265
<http://texas4-h.tamu.edu> | Tel.512.943.3300 |

EXTRACURRICULAR STATUS REQUEST
Resolution requesting Extracurricular Status for 4-H

RESOLUTION
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

_____ *(Complete name of school district)*

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

_____ Williamson County

Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under
19TexasAdministrative Code,
Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the
19Texas Administrative Code as interpreted by this Board and designated officials of this school district.

A local representative of the Texas A&M AgriLife Extension Service
will request academic eligibility for all 4-H competitive activities, regardless if a school absence is or is not required, and
for non-competitive purposes when an absence is required.

Approved this ____ day of _____, 20 ____.

Board of Trustee

Superintendent

ADJUNCT FACULTY REQUEST
Cover Letter requesting Adjunct Faculty Status



WILLIAMSON COUNTY EXTENSION SERVICE

Date July 15, 2025

Georgetown ISD

On behalf of the Williamson County Extension Staff, I/we hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Georgetown Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 U). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:

- (A) has a minimum of a bachelor's degree; and
- (B) is eligible for participation in the Teacher Retirement System of Texas.

Williamson County requests the Extension personnel listed on the enclosed Adjunct Faculty Agreement be awarded adjunct faculty staff member status for the period of time indicated on the agreement. Extension personnel, as ISD adjunct faculty members, will only supervise and be responsible for Texas 4-H members of the district.

I hope Georgetown Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

*Brittany Allen, County Extension Agent
4-H Youth Development*

Attachment: Resolution for Extracurricular Status of 4-H Organization

Williamson County Extension Office
100 Wilco Way Ste AG 201 Georgetown, Tx 786265 <http://texas4-h.tamu.edu> | Tel.512.943.3300

ADJUNCT FACULTY REQUEST

SAMPLE TEMPLATE: Adjunct Faculty Agreement

THE STATE OF TEXAS COUNTY OF:

Williamson _____

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Georgetown Independent School District, hereinafter referred to as "District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Georgetown Independent School District.

Upon consideration and vote of _____ in favor, _____ is hereby named as adjunct faculty member(s) of the _____ Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the ___ day of _____, 20__ and remain in effect until the _____ day of _____, 20__.
2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Brittany Allen	4-H Youth Development	BA/MS	Texas Tech University	2017
Shelley Franklin	Natural Resources	BA/MED	West Texas A&M	2020
Gary Pastushok	Agriculture	BS/MS	University of Saskatchewan	1982
Jennifer Powell	Family Community Health	BS/MS	University of New Mexico	2003

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Georgetown Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M Agrilife Extension Service.
5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 8 or Williamson County Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M Agrilife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M Agrilife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Williamson County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M Agrilife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M Agrilife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Williamson County Extension Agent(s), Williamson (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Georgetown Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this ___ day of _____, 20__.

_____ Independent School District

By: _____

ACADEMIC ELIGIBILITY PROCESS

Procedures for securing Academic Eligibility Information and Excused Absences for 4-H Members to participate in 4-H Event or Activity

This procedure applies to ALL 4-H events or activities (competitive or non-competitive) and all 4-H members in public, private, and/or home school that requires a 4-H member to be absent from school. For instance, if a 4-H member is a member of a state planning task force and needs to miss a day of school to participate, the 4-H member would have to be eligible according to the Texas Education Code to be excused from school.

There are two ways a County Extension Office can request academic eligibility for 4-H members. One is on an individual basis using the Declaration of Eligibility Form (Attachment F) for times when only one or two 4-H members may be needing an absence. The second option is for situations when a large number of youths may be needing an excused absence, such as a county or major stock show. The steps below outline how the county office needs to proceed with each of the processes.

BEGINNING OF THE SCHOOL YEAR	
August/September	County Extension Agents should meet with school officials to determine the steps the agent needs to take to assist 4-H members in obtaining excused absences to participate in 4-H events and to determine eligibility of 4-H members for competitive events.
30 DAYS PRIOR TO ANY 4-H EVENT/ACTIVITY NEEDING ACADEMIC ELIGIBILITY CHECKED	
Declaring academic eligibility for small number of 4-H members	<ol style="list-style-type: none"> 1. Ensure that all members needing an excused absence are ACTIVE 4-H members. 2. Complete the County Agent section of the Declaration of Eligibility Form. Provide the form to either the 4-H member and request they submit to the school for completion or have the 4-H parent/guardian complete the first section, return to the County Extension Office and then submit as a group to the respective school campuses. 4-H member then returns completed form back to the County Extension Office within the timeframe given by the office.
Declaring academic eligibility for large number of 4-H members	<p>Extension agents should prepare a document on official letterhead which includes the items listed below and submit to each school/campus requesting eligibility status for each 4-H member.</p> <ol style="list-style-type: none"> a) Name of 4-H member(s) involved b) School they attend c) Current grade level in school d) Dates of proposed absence(s) e) Name of event f) Educational value g) Chaperone <p>List is returned back to County Extension Office by school/campus.</p>
RESPONSE FROM SCHOOL ON DECLARATION OF ACADEMIC ELIGIBILITY	
Eligible	The school should respond to CEA if there are any students who are academically eligible. County Extension Office should follow up with the school/campus if no response is received.
Ineligible	If a 4-H member is academically ineligible for a 4-H competitive event, the agent must notify the 4-H member, their parents and the sponsoring agency, in writing – letter/email (a phone call can also be made but should be followed up with a written notification).

If county Extension faculty and schools develop and agree on procedures they deem more efficient and effective and still ensures 4-H's compliance with the Texas Education Code requirements, they should inform their District Administrator/County Extension Director of the plan to be followed.

DECLARATION OF ELIGIBILITY FORM INSTRUCTIONS

4-H'ers should complete a separate form for each competitive event/activity in which they plan to participate. The original form should be returned to the county Extension office by the deadline established by the County Extension Office.

NOTE: Schools requiring a copy of this form should make their copy before returning it to the student.

Parent/Guardian Section:

1. Parent/Guardian will select the information requested. It is either:
 - a. Academic eligibility information only. (Used to verify academic eligibility only for 4-H competitive events/activities.), or
 - b. Academic eligibility information and authorization to receive an excused absence from school. (Used to verify academic eligibility as well as receive authorization to receive an excused absence. This would be used for events held during school hours such as stock shows, district, state and national 4-H contests and events, etc.)
2. Complete the date and name of the activity. (Used to notify school officials of exact dates/times a student would be participating in a [4-H] activity or representing 4-H at an event.)
3. Parent/Guardian signature is required. The signature of the parent/guardian confirms that this person is aware of the academic eligibility and excused absence requirements of the Texas Education Code.

County Extension Agent Section:

1. Extension Office will complete this section and certify the youth is a 4-H member and his/her participation in the event.
2. County Extension Agent (with adjunct faculty status) will sign the form.

School Principal/Designee Section:

1. Principal, or designee, will indicate the 4-H members eligibility status, options are:
 - a. Academically eligible to participate
 - b. Not academically eligible to participate
2. The principal, or designee, will indicate whether or not an excused absence will be granted.
3. The principal, or designee, will provide the date being used to determine eligibility.
4. Principal, or designee, will sign and date the form in order to be valid.

4-H family should follow instructions provided by the County Extension Office on returning form to the Extension Office by the given deadline.



PRAIRIE VIEW A&M UNIVERSITY COLLEGE OF AGRICULTURE AND HUMAN SCIENCES

Cooperative Extension Program



Texas 4-H Youth Development Program DECLARATION OF ELIGIBILITY FORM

This form is requested in accordance with the requirement of the Texas Education Code and in cooperation with the Texas Education Agency and local school board policies. Instructions: Complete one form per activity. The original form should be returned to the County Extension Office.

PARENT/GUARDIAN SECTION

In accordance with 4-H policy, provided by our local Extension office, I respectfully request: (CHECK ONE)

- Academic eligibility information only.
Academic eligibility information and authorization to receive an excused absence from school.

Date of Activity: Name of Activity:

Signature of Parent/Guardian:

COUNTY EXTENSION AGENT SECTION

I hereby certify that is a member of 4-H in County and is scheduled to participate in this activity representing 4-H. He/she will be under the supervision of the Texas A&M Agrilife Extension Service faculty or agency's designated volunteer leader.

Date: Signature:

SCHOOL PRINCIPAL OR DESIGNEE SECTION

ACADEMIC ELIGIBILITY (CHECK ONE)

- I do certify that the student is academically eligible to participate in the above-mentioned activity.
I do not certify the student because he/she is NOT academically eligible to participate in the above-mentioned activity.

EXCUSED ABSENCE (CHECK ONE)

- An excused absence will be granted
An excused absence will NOT be granted.
Does not apply

EDUCATIONAL STATUS (CHECK ONE)

- Face-to-Face (on campus)
Virtual Option
Homeschooled

Date used to determine eligibility:

Date: Signature of Principal or Designee:

Name of School:



BOARD AGENDA ITEM

Board Meeting Date:8/11/2025

Submitted Date: 8/11/2025 10:31:01

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

Consent Agenda

Name of Person Responsible:

Amanda Johnson

Department or Campus:

Human Resources

Title of Agenda Item:

Local Policy Updates : EFB(Local), FNCE(Local)

Background Information:

Due to changes made in the 89th Legislative session, the following local policies require recommendations by our district and action by the board.

Recommend update of a local policy on the following topics:

EFB(Local) - Instructional Resources Library Materials

FNCE(Local) - Student Conduct Personal Communication Devices/Electronic Devices

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Recommend approval of the addition of EFB and FNCE(Local) as presented.

PROPOSED POLICY

Note: For information related to the selection of instructional materials, see EFA.

Collection Development Policy

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation
and Procurement of
Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall develop recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The Board shall consider the list of library materials that have been donated or proposed by the administration for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and
Proposed
Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental
Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

*Access
Procedures*

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from
Inappropriate
Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

**Challenge of Library
Material**

A District employee, a parent or guardian of a District student, or District resident may challenge library material maintained in the District's library program.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

Guiding Principles	<p>The following principles shall guide the review of a challenge of library material:</p> <ol style="list-style-type: none"><li data-bbox="560 367 1438 556">1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.<li data-bbox="560 567 1438 640">2. Access to challenged material shall be restricted during the challenge process. <p>In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.</p>
Informal Challenge	<p>When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.</p> <p>The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.</p> <p>If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and the form to request a formal challenge of the library material.</p>
Formal Challenge	<p>The District shall make the Texas Education Agency form to challenge library material available on the District's website.</p> <p>If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.</p> <p>After a challenge form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.</p>
<i>Challenge Committee</i>	<p>The Superintendent shall appoint a challenge committee and notify committee members in accordance with administrative procedures.</p>

The challenge committee shall have a minimum of five members and include the librarian and at least one member of the instructional staff who is familiar with the material's content or serves the grade level for which the material is intended. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

The District shall provide members of the committee the relevant materials to review in accordance with the deadlines established in administrative procedures and in accordance with law.

Any meeting of the committee must comply with the meeting requirements under Education Code 33.024(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the committee's report.

Appeal

An individual who submitted a challenge may appeal the decision to the Board. The individual must provide the notice of appeal in accordance with administrative procedures.

The Board shall hear the appeal and render a decision in accordance with the timelines established in law.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

*Frequency of
Review*

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library
Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

**Maintenance of
Library Materials**

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Note: For searches of personal communication devices or other personal electronic devices, see FNF.

**Personal
Communication
Devices**

A student shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations.

A student who violates this policy or any regulations shall be subject to discipline in accordance with the Board-adopted Student Code of Conduct.

An authorized District employee shall confiscate a student's personal communication device that is used in violation of this policy or any applicable regulations.

The District shall not dispose of the personal communication device. The District shall provide appropriate notice, and devices that are not retrieved shall be stored according to administrative regulations.

Exceptions

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.

Implementation

The Superintendent shall develop regulations to implement this policy.

Compliance

Annually, the Superintendent shall report to the Board on the implementation and compliance of this policy.



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/12/2025 22:34:12

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

Consent Agenda

Name of Person Responsible:

Wes Vanicek

Department or Campus:

Future Readiness

Title of Agenda Item:

Approval of Memorandum of Understanding for services with Georgetown Police Department and Georgetown ISD.

Background Information:

GISD and GPD have a long lasting and healthy relationship in which GPD School Resources Officers are placed at our secondary schools and GPD supports the GISD School Marshal Program. This updated MOU has a funding adjustments for campuses not in the City of Georgetown as well as reduces some training expenses historically covered by GISD.

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Recommend approval

Interlocal Agreement Between
The Georgetown Independent School District
And
The City of Georgetown, Texas
For
The School Resource Program

THIS AGREEMENT, made and entered into this 14th day of August, 2025 by and between THE GEORGETOWN INDEPENDENT SCHOOL DISTRICT, (hereinafter referred to as the “District”, “GISD” or “Georgetown ISD”), and THE CITY OF GEORGETOWN, TEXAS, (hereinafter referred to as the “City”), sets forth the specific terms and conditions by which the School Resource Officer Program (hereinafter referred to as the “SRO Program”) will be administered for the 2025-2026 school year.

SERVICE

Pursuant to Chapter 791, Texas Government Code, the Texas Interlocal Cooperation Act (the “Cooperation Act”) the parties are empowered to contract with each other for the performance of governmental functions, including police protection, and as permitted in § 37.081 of the Texas Education Code.

ASSUMPTIONS

- A. The District and the City share a mutual goal of ensuring a learning environment in Georgetown that is free from the fear of crime, violence, and victimization by providing law enforcement and related services to the public schools of Georgetown, Texas; and
- B. The District and the City recognize the potential outstanding public safety benefits that the SRO Program will provide to the students, teachers, and staff of the public school system and all the citizens of Georgetown Texas; and
- C. The District and the City desire to build and maintain a positive relationship between Police Officers and the youth of our community; and
- D. The best interests of the District, the City, and the entire community will be served by establishing these programs; and
- E. The District and the City desire to continue the SRO Program.

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the District and the City hereby agree as follows:

ARTICLE I

The SRO Program is hereby established in the public school system of Georgetown, Texas for the 2025-2026 school year beginning in August 2025 and ending in May 2026.

ARTICLE II

A. Number and Assignment of SROs

1. The Police Department shall assign one (1) regularly employed SRO to the Georgetown High School campus.
2. The Police Department shall assign one (1) regularly employed SRO to the East View High School campus.
3. The Police Department shall assign one (1) regularly employed SRO to the Tippit Middle School campus.
4. The Police Department shall assign one (1) regularly employed SRO to the Forbes Middle School campus.
5. The Police Department shall assign one (1) regularly employed SRO to the Benold Middle School campus.
6. The Police Department shall assign one (1) regularly employed SRO to the Wagner Middle School.
7. The Police Department shall assign one (1) regularly employed SRO who will serve as the Sergeant over the SRO Unit.
8. The SROs will be stationed at their respective campuses but will serve as needed in other areas and/or other campuses as mutually agreed upon between the Chief of Police and the Superintendent of Schools.
9. In the event of an emergency evacuation of a GISD campus to Celebration Church or any other reunification site that occurs during the school day, either an SRO or another Georgetown Police Department Peace Officer will be stationed at the reunification site if practical and available.
10. All SROs shall be full-time Georgetown Police Department employees that are certified Peace Officers for the State of Texas and meet all requirements as set forth by the Texas Commission on Law Enforcement, the City of Georgetown, and the Georgetown Police Department.

B. Qualifications

To be an SRO, an officer must first meet all of the following qualifications:

1. Shall be a commissioned officer and should have at least two (2) years of law enforcement experience;
2. Shall possess a sufficient knowledge of the applicable Federal and State laws, and City ordinances;
3. Shall be capable of conducting criminal investigations;
4. Shall possess even temperament and set a good example for students;
5. Shall possess communications skills that would enable the officer to function effectively within the school environment; and

C. Supervision

1. The day-to-day operation and administrative control of the officer will be the responsibility of the Georgetown Police Department. Responsibility for the officer's conduct, both personally and professionally, shall remain with the Georgetown Police Department.

The Georgetown Police Department shall provide supervisory personnel to oversee the SRO Program. The Georgetown Police Department shall assign an SRO Sergeant as the supervisor to oversee the officers listed above. The Sergeant may be stationed at any campus mutually agreed upon by the Chief of Police and the Superintendent of Georgetown ISD.

D. Equipment & Training

The Georgetown Police Department shall provide the following, which are deemed necessary to the success of the SRO Program and to the performance of School Resource Officer's ("SRO's") duties:

1. Equipment:
 - a. Georgetown Police Department uniforms.
 - b. Standard duty gear.
 - c. 800 MHz radio.
 - d. Vehicle and all costs associated with the operation and maintenance of the vehicle.

- e. All City software applications.
2. Training
- a. All training required by TCOLE for officers of the State of Texas.
 - b. The City shall be responsible for funding all training, and all costs related to said training, in areas deemed necessary by the City.

E. School Marshal Program

1. The City will support any District “school marshal” program outlined in the District’s Emergency Operations Plan and Board Policy, by:
 - a. Collaborating on the appropriate training for District employees designated as school marshals and authorized to carry firearms in crisis intervention, management of hostage situations, and other topics as the Board of Trustees or designee may determine necessary or appropriate.
 - b. Permitting the District designated school marshals to utilize Police Department facilities for any training, firearms practice, or fitness testing deemed necessary for operation of the District’s school marshal program outlined in Board Policy. It is understood this is conditional on the scheduling and availability of Police Department facilities.
 - c. Providing assistance in identifying all necessary equipment for the conduct of the District’s school marshal program outlined in Board Policy.
 - d. When requested, provide assistance to District designated school marshals in inspecting firearms for basic functionality. This is in no way intended as a substitute for any required firearms maintenance by a qualified gunsmith or armorer.
2. City will maintain the confidentiality of the identity of District employees authorized to possess a firearm under any District safety program to the extent allowed by state law.

ARTICLE III

A. Facilities & Equipment

The District shall provide the following, which are deemed necessary to the success of the Program and the performance of the SRO’s duties:

1. Access to an air-conditioned and properly lighted private office that shall contain a telephone that may be used for general business purposes.
2. A desk with drawers, a chair, a worktable, a filing cabinet, and office supplies.
3. A computer with a minimum of 900 MHz Processor capable of accessing the City’s network.

4. A location for files and records which can be properly locked and secured.
5. Secretarial assistance on an as-needed basis.
6. Office supplies required in the performance of their duties as an SRO.

B. Training

1. The District shall be responsible for funding all costs with attendance at the National School Resource Officers Training Conference.
2. The District shall be responsible for funding all training and related costs in areas deemed necessary by the District.

C. Personnel

1. Campus personnel that observe a criminal act or matter requiring attention or action by the SRO shall serve as a witness to said act. Witnessing includes, but is not limited to, a verbal account of actions involved, preparing a signed written report detailing all the circumstances of the act, and testifying in any court in which a criminal complaint has been filed in the prosecution of said act.
2. The District shall provide an opportunity for the SRO to address teachers and school administrators regarding criminal justice or safety matters relating to students, teachers, or staff during in-service workdays.
3. The District shall provide and encourage classroom participation by SROs.
4. The District shall communicate to the SRO Program Supervisor any expectations or requested changes to the SRO Program in future years.

ARTICLE IV

The following shall establish regular duty hours, compensation for overtime, reassignments, and leave time for the SRO.

A. Duty Hours of School Resource Officers

1. The SRO shall be assigned to the appropriate campus on a full-time basis. The workweek of the SRO shall consist of no more than 40 hours in accordance with Section 142.0015 of the Texas Local Government Code.
2. The Campus Principal and the SRO Supervisor shall agree upon the assigned SRO's work schedule in accordance with Section A.1. above. Assigned SROs must agree to hours in excess of 40 during a calendar week. Work in excess of 40 hours in a calendar week shall be compensated in accordance with Article IV, Section B. During their daily tour of duty, the SRO may be off campus to perform tasks as required by their assignment. Any time the SRO will be off campus, the SRO will notify the Principal,

or the Principal's designee, prior to their absence.

3. Time spent by the SRO attending mandatory training or court arising out of their employment as a Police Officer shall be considered as hours worked under this Agreement.
4. The regular workday hours of the SRO may be adjusted by the School on a temporary basis for specific situations. These adjustments will require the prior approval of the SRO Supervisor.
5. The City may temporarily reassign the SRO for situations deemed to be a Public Safety emergency.
6. Leave time should routinely be taken at times when the school is not in session. The SRO Supervisor and the Principal of the campus to which they are assigned must approve all requests for leave time during the SRO's normal work periods.

B. Overtime Hours for School Resource Officer

1. If the District requests the officer to work in excess of 40 hours within a workweek, the District will reimburse the City for the additional hours at the officer's overtime rate as billed by the City.
2. If the City requests the officer to work in excess of 40 hours within a workweek, the City will be responsible for paying for the additional hours in accordance with established overtime procedures.
3. Officers who enter into a contractual agreement with the District for school-related duties such as coaching duties, intramural after-school programs, or teaching shall be paid by the District in accordance with the District's established procedures. Such contractual agreements shall receive the prior approval of the SRO Supervisor and must be in accordance with Georgetown Police Department and District policy.
4. SROs shall have first priority to work "Direct Pay" overtime hours authorized by school administration, at their respective campus, for security, sporting events, and other special programs or projects. All overtime worked shall be paid by the District in accordance with District policy.

C. Overtime for Backfill Coverage

1. During SRO absences such as mandatory training, authorized vacation, or short-term illness the affected campus will be without an SRO. Options for coverage under these circumstances will include, but are not limited to the following:
 - a. place remaining SROs "on call" for the affected campus;
 - b. assign remaining SROs to share time across campuses; or
 - c. backfill vacancy via "Direct Pay" assignment of an off-duty officer to be paid by GISD.

2. During SRO absences not identified in Article IV.C.1., the Chief of Police and the Superintendent of Georgetown ISD or their designee will collaborate to reach a mutually beneficial decision to ensure adequate campus coverage based upon the anticipated duration of the SRO absence. Options for coverage under these circumstances will include, but are not limited to the following:
 - a. place remaining SROs "on call" for the affected campus;
 - b. assign remaining SROs to share time across campuses;
 - c. backfill vacancy via "Direct Pay" assignment of an off-duty officer to be paid by GISD;
 - d. backfill vacancy via internal assignment of an officer to be paid by the City; or
 - e. reassignment of a new SRO to the position.

ARTICLE V

Duties of the officers and SRO Supervisor involved in the program shall include, but not be limited to, the following:

A. Duties of SROs Assigned to the School

The following shall be in addition to, and not in lieu of, and will in no way relieve the City of its obligation to provide, routine patrol services on the same basis as are provided to other School campuses or other properties within the City.

1. Duties and responsibilities of the SRO:
 - a. Protect the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed.
 - b. Enforce Federal, State, and Local criminal laws and ordinances.
 - c. Investigate criminal activity and accidents occurring at assigned campuses.
 - d. Provide traffic control during the arrival and departure of students on an as- needed basis, based upon a law enforcement determination of need.
 - e. Provide assistance to other law enforcement officers with outside investigations concerning GISD students or in matters regarding their school assignment.
 - f. The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.
 - g. Make the principal of the school aware of any law enforcement action taken, as soon as practicable.
 - h. At the principal's request, take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school

functions, to the extent that the SRO may do so under the authority of law.

- i. Advise the principal before requesting additional police assistance on campus, when practicable.
 - j. Coordinate their activities with the principal and staff members concerned.
 - k. Seek permission, advice, and guidance prior to enacting any program within the School.
 - l. Encourage individual and small group discussions with students, to further establish rapport with the students.
 - m. Make themselves available for conference with students, parents, and faculty members in order to assist them with problems of law enforcement or crime prevention nature.
 - n. Become familiar with all community agencies offering assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary, thereby acting as a resource person to the students, faculty, and staff of the school.
 - o. Coordinate all security efforts at their assigned campuses including the coordination of a safety audit of the campus and develop a long-range plan for campus safety. The plan will incorporate input from campus staff, students and parents.
 - p. Assist the principal in identifying situations or school protocol, on campus or during school-sponsored events, which have a potential for becoming dangerous situations, and develop action plans, through long-term problem solving, in an attempt to prevent or minimize their impact.
 - q. Maintain detailed and accurate records of the operation of the School Resource Officer Program.
 - r. School Resource Officers are not to be used for routine administrative duties such as lunchroom duty, hall monitor duty, bus duty, or other monitoring duties. If there is a problem in one of these areas, the SRO may assist the school until the problem is solved.
 - s. Become familiar with all District policies and procedures, including but not limited to Board Policy, and the operation of any safety and security program outlined in the District's Emergency Operations Plan.
2. Instructional responsibility of the SRO at the secondary schools:
- a. All instruction by the SRO shall be as a guest speaker. The Principal or a member of the faculty may request the SRO to provide instruction. The SRO shall not be asked to teach on a full-time basis.
 - b. Make a variety of specialized, short-term law-related presentations available to the

high school faculty and students.

- c. Develop expertise in various subjects that can be presented to the students. Such subjects should include a basic understanding of the laws, the role of the police officer and the police mission, and other topics that relate to student or school safety.
3. Duties and Responsibilities of Supervisor
 - a. Program development and administration.
 - b. Approve reports, oversee problem-solving efforts, and provide leadership, training, direction, and evaluations.
 - c. Establish rapport with the school Principals and GISD staff.
 - d. Perform scheduled and non-scheduled visits to the school campuses.
 - e. Liaison with School Principals.

ARTICLE VI

Financing of the SRO Program

The District and the City each agree to pay 50% of the total annual cost associated with the SRO Program for schools located within the incorporated city limits of Georgetown, which will include salary, benefits, and all other related costs not specifically addressed elsewhere in this agreement. The District and the City agree that the District will pay 100% of the total annual cost associated with the SRO Program for schools located outside the incorporated city limits of Georgetown, which will include salary, benefits, and all other related costs not specifically addressed elsewhere in this agreement.

The District agrees to provide 100% of National Association of School Resource Officers (NASRO) training for all SROs governed by this agreement. The City agrees to designate the SROs to receive this training by notice to the District.

The City will prepare an itemized summary of the total program cost for the school year immediately approaching and submit it to the District each year prior to the passage of the District's budget in order to estimate an approximate budgetary amount payable by each entity.

The City will prepare and submit an invoice to the District, payable to the City, during the term of the school year

ARTICLE VII

Dismissal of SRO; Replacement

- A. In the event the Principal of the school to which an SRO is assigned feels that the SRO is not effectively performing their duties, the Principal shall request a meeting with the SRO Supervisor in an attempt to correct the situation.
- B. If the working relationship between the Principal and the SRO does not improve,

mediation between the two parties may be held to attempt to resolve any problems that still exist.

- C. If within a reasonable amount of time after such mediation the problems cannot be resolved, the Principal may recommend to the SRO Supervisor that the SRO be removed from the program at his/her school and shall state the reasons therefore in writing.
- D. The Chief of Police and the Superintendent of Georgetown ISD shall jointly determine the status of the SRO and a replacement shall be made if the SRO is removed from the assigned campus.
- E. The Chief of Police may dismiss or reassign an SRO based upon Department Rules, Regulations, and/or General Orders or when it is in the best interest of the District or the City.
- F. In the event of the resignation, termination, dismissal, or reassignment of an SRO the City shall provide a replacement for the SRO within thirty (30) school days of receiving notice of such.
- G. In the event of a long-term absence by an SRO, the City shall provide a temporary replacement for the SRO within thirty (30) school days of receiving notice of such absence until such time as the SRO may reassume their duties.
- H. Transfers will not be permitted during the school year, except under special circumstances such as vacancies or promotions or when it is deemed in the best interest of the program and subject to the joint approval of the Chief of Police and the Superintendent of Georgetown ISD. SROs requesting transfer to a new school should submit a request in writing prior to the beginning of the school year.

ARTICLE VIII

Termination of Agreement

This agreement may be terminated by either party upon thirty (30) days written notice that either party has failed to substantially perform in accordance with the terms and conditions of this Agreement, and an attempt to mediate the issue has proven unsuccessful.

Either party, upon ninety (90) days written notice, may terminate this Agreement without cause. Termination of this Agreement may only be accomplished as provided herein. In the event this Agreement is terminated, compensation will be made to the City and the District for all services performed to the date of termination.

ARTICLE IX

Access to Education Records

- A. School officials shall allow SROs to inspect and copy any public records maintained by the school including student directory information such as yearbooks, unless a parent or a student over 18 years has previously requested confidentiality. SROs may also reasonably inspect and/or copy confidential student education records in situations involving safety and security. Access to such records shall be made with notice and approval of the relevant

school administrator and in compliance with the Family Educational Rights and Privacy Act (FERPA). The parties agree that SROs will not share confidential student education records with other law enforcement personnel except in compliance with FERPA, other legal requirements, and the terms of this Agreement.

- B. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals and that an SRO needs personally identifiable information from education records to protect the health or safety of the student or other individuals, school officials may disclose to the SRO and any other appropriate law enforcement personnel that information that is needed to respond to the emergency situation. Such a determination shall be made by the District based on the totality of the circumstances, including the seriousness of the threat to someone's health or safety, the need of the information to meet the emergency situation, and the extent to which time is of the essence.
- C. If confidential student records information is needed and requested by other law enforcement personnel who are not designated SROs, and the District has not determined that an emergency situation exists, the information may be released only in compliance with the Family Education Rights and Privacy Act (FERPA) and/or other applicable law upon the issuance of a search warrant or subpoena to produce the records.

ARTICLE X

Notices

Any and all notices or any other communication herein required or permitted shall be in writing, and may be affected by personal delivery, or by registered or certified mail, return receipt requested, at the address of the respective parties indicated below:

Superintendent Devin Padavil, Ed.D.
Georgetown Independent School District
507 E. University Ave.
Georgetown, TX 78626

Chief Cory Tchida
Georgetown Police Department
3500 D B Wood Rd.
Georgetown, Texas 78628

ARTICLE XI

Good Faith

The District, the City, their agents and employees agree to cooperate in good faith in fulfilling the terms of this Agreement. Unforeseen difficulties or questions will be resolved by negotiation. Each party hereto acknowledges and represents that their respective governing body has duly authorized this Agreement.

ARTICLE XII

Entire Agreement

This document constitutes the full understanding of the parties and supersedes all prior understandings and agreements between the parties. No terms, conditions, understandings, or agreement purporting to modify or vary the terms of this document shall be binding unless hereafter made in writing and signed by the parties to be charged.

ARTICLE XIII

Non-Assignment

This Agreement, and each and every covenant herein, shall not be capable of assignment, unless the express written consent of the District and the City is obtained.

ARTICLE XIV

Invalid Provisions

Any clause, sentence, paragraph, or article of this Agreement which is determined by a court of competent jurisdiction to be invalid, illegal, or unenforceable in any respect shall not be deemed to impair, invalidate, or nullify the remainder of this Agreement.

ARTICLE XV

Applicable Laws

This Agreement shall be construed in accordance with the laws and constitutions of the United States and the State of Texas. All obligations hereunder are performable in Williamson County, Texas, and venue for any action arising hereunder shall be in Williamson County, Texas.

ARTICLE XVI

Renewal of Agreement

Unless written notice of a party's intent not to renew this Agreement is given to the other party before the date of termination, this Agreement will automatically be renewed for an additional one (1) year term beginning on August 1 and terminating on May 31 of the ensuing year.

ARTICLE XVII

Merger

This Agreement constitutes a final written expression of all the terms of this Agreement and is a complete and exclusive statement of those terms.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their duly authorized officers.

Signed, this the ____ day of _____, 2025, for the 2025-2026 school year.

[Signatures on the following pages.]

THE GEORGETOWN INDEPENDENT SCHOOL DISTRICT

Devin Padavil, Superintendent

James Scherer, School Board President

THE CITY OF GEORGETOWN

CITY OF GEORGETOWN

By: _____

Name: Josh Schroeder, Mayor

Date: _____

ATTEST:

Robyn Densmore, City Secretary

APPROVED AS TO FORM:

Skye Masson, City Attorney



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/12/2025 22:35:59

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

Consent Agenda

Name of Person Responsible:

Wes Vanicek

Department or Campus:

Future Readiness

Title of Agenda Item:

Approval of Memorandum of Understanding with Celebration Church

Background Information:

GISD has a current agreement with Celebration Church as a possible reunification site to be used in an emergency scenario. This agreement maintains this option for GISD in the event of a large impact incident.

Attachments:

YES

Superintendent's Recommendations:

Recommend Approval

**MEMORANDUM OF UNDERSTANDING
BETWEEN
GEORGETOWN INDEPENDENT SCHOOL DISTRICT
AND
CELEBRATION CHURCH**

This Memorandum of Understanding (“MOU”) is entered into by and between Georgetown Independent School District (“GISD” or “District”), an independent school district and a political subdivision of the State of Texas, and Celebration Church, located at 601 Westinghouse Road, Georgetown, TX 78626, hereinafter jointly referred to as the “Parties”.

PURPOSE

WHEREAS, the Board of Trustees of GISD (the “Board”) recognizes the benefits to establishing an off-site relocation and reunification site in the event of an emergency evacuation of the students and staff of GISD; and

WHEREAS, the Off-Site Location would be used for such disasters or emergency situations where it is not safe for the population of the school to remain in the building; and

WHEREAS, the above-mentioned disasters or emergency situations may include, but are not limited to, an active shooter, a bomb threat, loss of critical utilities, or a suspicious package; and

WHEREAS, Celebration Church has agreed to allow the Off-Site Location (defined below) to be used by GISD for such emergency evacuations.

NOW THEREFORE, considering the mutual interest and commitment of the parties to the health and safety of GISD students and staff, the parties agree that their responsibilities under this MOU shall be as follows:

RESPONSIBILITIES OF PARTIES

Celebration Church agrees to the following:

1. To open Celebration Center, Building 1, located at 601 Westinghouse Road, Georgetown, TX 78626 (“Off-Site Location”) to provide shelter to students and staff evacuated during emergency situations that occur during the school day.
2. The Off-Site Location will have a capacity to accommodate approximately 3,500 people.
3. To designate a contact person and one or more back-up contact persons who GISD may contact to notify of an evacuation possibility, and to keep GISD informed of the any changes to the designated contact persons.
4. To be responsible for opening the Off-Site Location and ensuring it is unlocked and available for an authorized person to prepare for the arrival of the GISD students and staff.

5. To provide GISD staff with access to and use of Celebration Church's communication system and equipment, including radios while the Off-Site Location is being used as a relocation and reunification site.
6. In the case of a disaster or emergency situation, relocation and reunification of GISD students and staff will take precedence over routine scheduled activities at the Off-Site Location. If Celebration Church is hosting a large event that must take priority over the relocation and reunification of GISD students and staff, Celebration Church agrees to provide advance notice of the event as soon as practicable.

GISD agrees to the following:

1. To make a reasonable effort to notify Celebration Church of evacuation possibilities with as much notice as possible.
2. To designate a contact person and one or more back-up contact persons, to be responsible for notifying Celebration Church of an evacuation possibility and coordinating with Celebration Church's designated contact person.
3. To maintain contact information of Celebration Church's designated contact persons, which shall be considered confidential information between the Parties, in the District's Emergency Procedures.
4. To exercise reasonable care in the conduct of its activities in the Off-Site Location and further agrees, upon reasonable proof, to provide reimbursement to Celebration Church for reasonable repair or replacement of any items, materials, equipment or supplies consumed or damaged by the District as a direct result of its use of the Off-Site Location as a relocation and reunification site.
5. To be responsible for any reasonable and properly documented incidental costs incurred by Celebration Church as a result of the District's use of the Off-Site Location as a relocation and reunification site.
6. Contract with Georgetown Police Department to have either a School Resource Officer or another Georgetown Police Department Peace Officer stationed at the reunification site in the event of an evacuation to Celebration Church to provide assistance with security and traffic control and to coordinate with law enforcement regarding any public safety issues at the reunification site.

TERM AND TERMINATION

This MOU will commence upon the date of execution of the MOU by all parties and shall remain in full force and effect until the end of the GISD 2025-2026 school year. Either party may terminate this MOU at any time for any reason or no reason at all by giving the other party thirty (30) days written notice.

LIABILITY

As between GISD and Celebration Church, to the extent allowed by law, GISD shall be responsible for the repair, reconstruction or replacement of any property or equipment of Celebration Church damaged, beyond reasonable or normal expectation, to the extent said damage was caused by the negligence or misconduct of GISD students or employees. Nothing in this provision prevents GISD or Celebration Church from seeking reimbursement from the individual whose misconduct directly caused the loss, damage, or destruction of the property, to the extent allowed by other law.

MISCELLANEOUS PROVISIONS

No Oral MOUs. This MOU expresses the entire MOU between the parties. No statements or representations outside this MOU, whether oral or written, have been relied upon by any party. Any modification, amendment, or addition to this MOU is not binding upon the parties unless reduced to writing and signed by persons authorized to make such MOU on behalf of the respective party.

Governing Law. The MOU shall be governed by and construed in accordance with the Laws of the State of Texas. Both parties agree that venue for any litigation arising from this MOU shall lie in state district court, Williamson County, Texas.

Indemnification. Celebration Church shall indemnify and hold harmless GISD, its officers, agents, representatives, and employees, from and against any and all claims for loss or physical damage to District property or injury to persons resulting from the negligence or misconduct of the part of Celebration Church, its agents, employees, volunteers, or representatives in provision of services or relating to the provision of services pursuant to the terms of this MOU.

No Waiver. Nothing in this MOU waives, modifies or amends any legal defense available, at law or in equity, or to create any legal rights or claim on behalf of any third party. GISD does not waive, modify, or alter, to any extent whatsoever the availability of the defense of governmental or official immunity under the federal or state constitutions and laws.

Notice. Any written notices required hereunder shall be sent to the parties at the following addresses by email, hand delivery or certified mail, return receipt requested. Written notice is effective upon written confirmation of delivery.

TO THE DISTRICT:

Attn: Stacie Seveska
Director of Operations
507 E. University
Georgetown, TX 78626

TO CELEBRATION CHURCH:

Scott Eberle
Campus Support Director
Celebration Church
P: 512.763.3000
ig: @txcelebration

Oral notice may be communicated to the same individual(s) in person, or by telephone, wire or wireless equipment. Oral notice is effective when communicated.

Contact Persons. The parties hereby designate the following contact persons and back-up contact persons. Any changes to the contact persons shall be communicated in accordance with the notice provisions above:

THE DISTRICT:

Primary:
Stacie Seveska
Director of Operations
507 E. University
Georgetown, TX 78626
(512) 943-5000, ext 6036 (office)
(512) 7612533 (mobile)

CELEBRATION CHURCH:

Primary
Scott Eberle
Campus Safety Director
512.763.3000 Office
737.240.2041 Mobile

THE DISTRICT:

Back-Up:
Mindy Petty
Director of Health Services
507 E. University
Georgetown, TX 78626
512-943-1891
512-947-4266 (mobile)

CELEBRATION CHURCH:

Back-Up
Matt Sigai

512.763.3000 Office
410.446.9608 Mobile

VI. SIGNATURES AND DATES

IN WITNESS WHEREOF, the parties have duly executed this MOU on the ____ day, _____, 2025.

By: _____
James Scherer
President, Georgetown ISD Board of Trustees

By: _____
Executive Director & CFO
Celebration Church



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/13/2025 8:59:33

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Calculation of 2025 Tax Rates Pursuant to Chapter 26 of the Texas Property Tax Code

Background Information:

Section 26.04 of the Texas Property Tax Code requires that the no-new-revenue tax rate and the voter-approval tax rate be submitted to the Board of Trustees by the designated officer or employee. The attached tax rate calculation worksheet includes the following information:

NO-NEW-REVENUE TAX RATE:	\$0.980605 / \$100
VOTER-APPROVAL TAX RATE:	\$1.096865 / \$100

The tax rate calculation worksheet is also posted on the district website as an appendix to the budget.



BOARD AGENDA ITEM

Attachments:

YES

Superintendent's Recommendations:

Approval to accept the no-new-revenue tax rate and the voter-approval tax rate for the tax year 2025

2025 Tax Rate Calculation Worksheet

School Districts without Chapter 313 Agreements

School District's Name

Phone (area code and number)

School District's Address, City, State, ZIP Code

School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per \$100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Chapter 313 agreements only**. School districts that have a Chapter 313 agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 Agreements*.

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet*.

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts*.

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	Prior year total taxable value. Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). ¹	\$ _____
2.	Prior year tax ceilings. Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ²	\$ _____
3.	Preliminary prior year adjusted taxable value. Subtract Line 2 from Line 1.	\$ _____
4.	Prior year total adopted tax rate.	\$ _____ /\$100
5.	Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value. A. Original prior year ARB values: \$ _____ B. Prior year values resulting from final court decisions: - \$ _____ C. Prior year value loss. Subtract B from A. ³	\$ _____
6.	Prior year taxable value subject to an appeal under Chapter 42, as of July 25. A. Prior year ARB certified value: \$ _____ B. Prior year disputed value: - \$ _____ C. Prior year undisputed value. Subtract B from A. ⁴	\$ _____
7.	Prior year Chapter 42-related adjusted values. Add Line 5 and 6.	\$ _____
8.	Prior year taxable value, adjusted for actual and potential court-ordered adjustments. Add Line 3 and Line 7.	\$ _____
9.	Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year. Enter the prior year value of property in deannexed territory. ⁵	\$ _____

¹ Tex. Tax Code §26.012(14)
² Tex. Tax Code §26.012(14)
³ Tex. Tax Code §26.012(13)
⁴ Tex. Tax Code §26.012(13)
⁵ Tex. Tax Code §26.012(15)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
10.	<p>Prior year taxable value lost because property first qualified for an exemption in the current year. If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freepport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value.</p> <p>A. Absolute exemptions. Use prior year market value: \$ _____</p> <p>B. Partial exemptions. Current year exemption amount or current year percentage exemption times prior year value:.. + \$ _____</p> <p>C. Value loss. Add A and B. ⁶</p>	\$ _____
11.	<p>Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/scenic appraisal or public access airport special appraisal in the current year. Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year.</p> <p>A. Prior year market value. \$ _____</p> <p>B. Current year productivity or special appraised value:..... - \$ _____</p> <p>C. Value loss. Subtract B from A.</p>	\$ _____
12.	Total adjustments for lost value. Add Lines 9, 10C and 11C.	\$ _____
13.	Adjusted prior year taxable value. Subtract Line 12 from Line 8.	\$ _____
14.	Adjusted prior year total levy. Multiply Line 4 by Line 13 and divide by \$100.	\$ _____
15.	Taxes refunded for years preceding the prior year. Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. ⁸	\$ _____
16.	<p>Adjusted prior year levy with refunds. Add Line 14 and Line 15. ⁹</p> <p>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.</p>	\$ _____
17.	<p>Total current year taxable value on the current year certified appraisal roll today. This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. ¹⁰</p> <p>A. Certified values.¹¹ \$ _____</p> <p>B. Pollution control and energy storage system exemption: Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: - \$ _____</p> <p>C. Total current year value. Subtract B from A.</p>	\$ _____
18.	<p>Total value of properties under protest or not included on certified appraisal roll. ¹²</p> <p>A. Current year taxable value of properties under protest. The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. ¹³ \$ _____</p> <p>B. Current year value of properties not under protest or included on certified appraisal roll. The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. ¹⁴ + \$ _____</p> <p>C. Total value under protest or not certified. Add A and B.</p>	\$ _____

⁶ Tex. Tax Code §26.012(15)
⁷ Tex. Tax Code §26.012(15)
⁸ Tex. Tax Code §26.012(13)
⁹ Tex. Tax Code §26.012(13)
¹⁰ Tex. Tax Code §§26.012 and 26.04(c-2)
¹¹ Tex. Tax Code §26.012(6)
¹² Tex. Tax Code §26.01(c) and (d)
¹³ Tex. Tax Code §26.01(c)
¹⁴ Tex. Tax Code §26.01(d)
¹⁵ Tex. Tax Code §26.012(6)(B)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
19.	Current year tax ceilings. Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ¹⁵	\$ _____
20.	Current year total taxable value. Add Lines 17C and 18C. Subtract Line 19.	\$ _____
21.	Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year. Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	\$ _____
22.	Total current year taxable value of new improvements and new personal property located in new improvements. New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	\$ _____
23.	Total adjustments to the current year taxable value. Add lines 21 and 22.	\$ _____
24.	Adjusted current year taxable value. Subtract line 23 from line 20.	\$ _____
25.	Current year NNR tax rate. Divide line 16 by line 24 and multiply by \$100.	\$ _____/\$100

SECTION 2: Voter-Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.¹⁸

- Maximum Compressed Tax Rate (MCR):** A district’s maximum compressed tax rate is defined as the tax rate for the current tax year per \$100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.¹⁹
- Enrichment Tax Rate:**²⁰ A district’s enrichment tax rate is defined as any tax effort in excess of the district’s MCR and less than \$0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression with any increases in the guaranteed yield.²¹
- Debt Rate:** The debt rate includes the debt service necessary to pay the school district’s debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district’s maintenance and operations (M&O) tax rate. Districts cannot increase the district’s M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district’s debt service.²²

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district’s website 30 days prior to the election.²³ Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit*.²⁴

Districts should review information from TEA when calculating their voter-approval tax rate.

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
26.	Current year maximum compressed tax rate (MCR). TEA will publish compression rates based on district and statewide property value growth. Enter the school districts’ maximum compressed rate based on guidance from TEA. ²⁵	\$ _____/\$100
27.	Current year enrichment tax rate. Enter the greater of A and B. ²⁶	\$ _____/\$100
	A. Enter the district’s prior year enrichment tax rate, minus any required reduction under Education Code Section 48.202(f)	\$ _____/\$100
	B. \$0.05 per \$100 of taxable value	\$ _____/\$100

¹⁶ [Reserved for expansion]
¹⁷ [Reserved for expansion]
¹⁸ Tex. Tax Code §26.08(n)
¹⁹ Tex. Edu. Code §48.2551(a)(3)
²⁰ Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
²¹ Tex. Edu. Code §§48.202(a-1)(2) and 48.202(f)
²² Tex. Edu. Code §45.0021(a)
²³ Tex. Edu. Code §11.184(b)
²⁴ Tex. Edu. Code §11.184(b-1)
²⁵ Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)
²⁶ Tex. Tax Code §26.08(n)(2)
²⁷ Tex. Edu. Code §45.003(d)

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
28.	<p>Current year maintenance and operations (M&O) tax rate. Add Lines 26 and 27.</p> <p>Note: M&O tax rate may not exceed the sum of \$0.17 and the district's maximum compressed rate.²⁷</p>	\$ _____ /\$100
29.	<p>Total current year debt to be paid with property tax revenue. Debt means the interest and principal that will be paid on debts that:</p> <ul style="list-style-type: none"> (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. <p>A. Debt includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here.²⁸</p> <p>Enter debt amount: \$ _____</p> <p>B. Subtract unencumbered fund amount used to reduce total debt. - \$ _____</p> <p>C. Subtract state aid received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. - \$ _____</p> <p>D. Adjust debt: Subtract B and C from A.</p>	\$ _____
30.	<p>Certified prior year excess debt collections. Enter the amount certified by the collector.²⁹</p>	\$ _____
31.	<p>Adjusted current year debt. Subtract line 30 from line 29D.</p>	\$ _____
32.	<p>Current year anticipated collection rate. If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%.³⁰</p> <ul style="list-style-type: none"> A. Enter the current year anticipated collection rate certified by the collector.³¹ _____ % B. Enter the 2023 actual collection rate _____ % C. Enter the 2022 actual collection rate _____ % D. Enter the 2021 actual collection rate _____ % 	_____ %
33.	<p>Current year debt adjusted for collections. Divide Line 31 by Line 32.</p> <p>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.</p>	\$ _____
34.	<p>Current year total taxable value. Enter the amount on Line 20 of the <i>No-New-Revenue Tax Rate Worksheet</i>.</p>	\$ _____
35.	<p>Current year debt rate. Divide Line 33 by Line 34 and multiply by \$100.</p>	\$ _____ /\$100
36.	<p>Current year voter-approval tax rate. Add Lines 28 and 35.</p> <p>If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 28 and 35.³²</p>	\$ _____ /\$100

SECTION 3: Voter-Approval Tax Rate Adjustment for Pollution Control

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

²⁸ Tex. Tax Code §26.012(7)
²⁹ Tex. Tax Code §§26.012(10) and 26.04(b)
³⁰ Tex. Tax Code §§26.04(h), (h-1) and (h-2)
³¹ Tex. Tax Code §26.04(b)
³² Tex. Tax Code §26.08(g)
³³ Tex. Tax Code §26.045(d)
³⁴ Tex. Tax Code §26.045(i)

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
37.	Certified expenses from the Texas Commission on Environmental Quality (TCEQ). Enter the amount certified in the determination letter from TCEQ. ³³ The school district shall provide its tax assessor with a copy of the letter. ³⁴	\$ _____
38.	Current year total taxable value. Enter the amount on Line 20 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____
39.	Additional rate for pollution control. Divide line 37 by line 38 and multiply by \$100.	\$ _____/\$100
40.	Current year voter-approval tax rate, adjusted for pollution control. Add line 36 and line 39.	\$ _____/\$100

SECTION 4: Voter-Approval Tax Rate Adjustment in Year Following Disaster

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year.³⁵ As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
41.	Prior year adopted tax rate. Enter the rate in Line 4 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____/\$100
42.	Prior voter-approval tax rate. If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	\$ _____/\$100
43.	Increase in the prior year tax rate due to disaster (disaster pennies). Subtract Line 42 from Line 41.	\$ _____/\$100
44.	Current year voter-approval tax rate, adjusted for prior year disaster. Subtract Line 43 from one of the following lines (as applicable): Line 36 or Line 40 (school districts with pollution control).	\$ _____/\$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate \$ _____/\$100
 Enter the current year NNR tax rate from Line 25.

Voter-Approval Tax Rate \$ _____/\$100
 As applicable, enter the current year voter-approval tax rate from Line 36, Line 40 or Line 44. Indicate the line number used: _____

SECTION 6: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code.³⁶

print here  _____
 Printed Name of School District Representative

sign here  _____
 School District Representative Date

³⁵ Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)
³⁶ Tex. Tax Code §26.04(c)



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/13/2025 9:00:41

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Tax Rate Calculation Officer 2025-2026

Background Information:

Texas Property Tax Code 26.04 requires the Board to designate an officer to perform Truth in Taxation tax rate calculations for the No-New-Revenue Tax Rate and the Voter-Approval Tax Rate. The Chief Financial Officer is the officer to serve as the Tax Rate Calculation Officer for the District.

Attachments:

YES

Superintendent's Recommendations:

Approve the resolution to designate a tax rate calculation officer for 2025-2026

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

RESOLUTION DESIGNATING TAX RATE CALCULATION OFFICER FOR 2025-26

WHEREAS, the Board of Trustees (“Board”) of the Georgetown Independent School District (“District”) is authorized by Texas Education Code § 11.151 to govern and oversee the management of the public schools in the District; and

WHEREAS, the Board, as authorized by Texas Education Code § 45.002, .003(a) may levy, assess, and collect annual ad valorem taxes for the maintenance of the district’s schools; and

WHEREAS, after the District’s assessor submits the appraisal roll to the board, an officer or employee designated by the board shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the district; and

WHEREAS, the designated officer or employee shall use the tax rate calculation forms prescribed by the comptroller under Tax Code 5.07 in calculating the no-new-revenue tax rate and the voter-approval tax rate; and

WHEREAS, pursuant to Texas Tax Code § 26.04(c), (d-1), (d-3), as soon as practicable after the designated officer or employee calculates the no-new-revenue tax rate and the voter-approval tax rate of the district, the designated officer or employee shall submit the tax rate calculation forms used in calculating the rates to the county assessor-collector for each county in which all or part of the territory of the district is located.

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

RESOLVED, the Board of Trustees hereby appoints the CFO as the designated officer responsible for calculating and reporting the no-new-revenue tax rate and the voter-approval tax rate as determined by state law.

RESOLVED, the authority granted by this resolution is effective henceforth unless the Board takes future action to change the title of the appointee.

PASSED AND APPROVED this 18th day of August, 2025 by the Board of Trustees for the Georgetown Independent School District.

By: James Scherer, Board President

Attest: Stephanie Blanck, Board Secretary



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/13/2025 9:01:59

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Agreement for the Purchase of Attendance Credit

Background Information:

This agreement requires board approval each year to enable the District to reduce its wealth per student to a level that is not greater than the equalized wealth level as determined by the Commissioner of Education in accordance with the TEC, §48.257. The District is required to inform the Texas Education Agency of its intent to purchase attendance credits for revenue in excess of its entitlement.

For the 2025–2026 school year, we delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This includes approval of the Agreement for the Purchase of Attendance Credit.



BOARD AGENDA ITEM

Attachments:

YES

Superintendent's Recommendations:

Approve the Agreement for the Purchase of Attendance Credit for the 2025-2026 school year

Agreement for the Purchase of Attendance Credit

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2025-26 (the "school year").

The agreement is for Georgetown ISD School District ("the district"), with a county-district number of 246-904, to purchase attendance credit from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §49.156. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner's estimate of the total cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year. The district agrees to make the payments in accordance with the schedule specified in the TEC, §49.154.

The total cost of credit will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year is available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

Signature of President, Board of Trustees

Date: _____

Signature of Secretary, Board of Trustees

Date: _____

Signature of Superintendent

Dr. Devin Padavil

Date:

Typed Name of Superintendent

Date:

Signature of Commissioner of Education or Designee

August 11, 2025

#246-904

Devin Padavil, Superintendent
Georgetown Independent School District
507 East University Ave
Georgetown, TX 78626

Re: Intent to Reduce District's Local Revenue Level

Dear Superintendent:

Thank you for informing us of the Georgetown Independent School District's intent to exercise Option 3 in order to reduce the district's revenue level in excess of entitlement for the 2025-2026 school year.

Please be advised that a signed Option 3 **Agreement for the Purchase of Attendance Credit** must be received by January 15, 2026.

The district may proceed with its tax rate adoption process once the Texas Education Agency has determined the district's maximum compressed tax rate via the Local Property Value Survey subsystem of the Foundation School Program system in the Texas Education Agency Login (TEAL).

Please refer to the *Options and Procedures for Districts with Local Revenue in Excess of Entitlement* for the 2025-2026 school year for information regarding other fiscal, procedural, and administrative requirements for districts with excess local revenue. Questions should be addressed to Kim Wall by email at recapture@tea.texas.gov or by phone at (512) 463-4809.

Sincerely,



Amy Copeland
Chief School Finance Officer, Associate Commissioner



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/13/2025 9:03:31

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

Consent Agenda

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Budget Amendment No. 1 for 2025-26

Background Information:

General Fund

The budget amendment addresses changes as a result of the 89th Texas Legislative Session. Revenue shows an increase due to Foundation School Program gains from House Bill 2 which also decreases the amount of recapture funds paid back to the State. Expenditures increased for payroll based on the Board of Trustees approved revised compensation plan on August 4, 2025.

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 \$35.8 million by June 30, 2026.

Also, detailed transfers were requested by District staff to account for increases or



BOARD AGENDA ITEM

decreases to expenditure functional categories as indicated. These have no effect on fund balance.

Food Service Fund

The budget amendment for the General Fund is shown by functional category and detailed on the attached summary page. There is an increase in expenditures for payroll based on the Board of Trustees approved revised compensation plan on August 4, 2025.

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 \$2.6 million by June 30, 2026.

Debt Service Fund

The budget amendment addresses changes as a result of the 89th Texas Legislative Session. Revenue shows a decrease in property tax collections due to increases to the Homestead Exemption for taxpayers and an additional increase for taxpayers over 65 or disabled. There is also a decrease for debt principal expenditures based on a bond issuance and defeasance transaction in July 2025.

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 \$62.6 million by June 30, 2026.

Attachments:

YES



BOARD AGENDA ITEM

Superintendent's Recommendations:

Approval of Budget Amendment No. 1 for 2025-26

**GENERAL FUND
BUDGET AMENDMENT
August 18, 2025**

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<u>REVENUES</u>				
5700	Local Revenues	151,184,015	(2,502,249)	148,681,766
5800	State Revenues	18,096,399	169,438	18,265,837
5900	Federal Revenues / Other	985,000		985,000
	TOTAL	170,265,414	(2,332,811)	167,932,603
<u>EXPENDITURES</u>				
11	Instructional	90,945,460	4,205,563	95,151,023
12	Instructional Resources & Media	1,461,706	99,171	1,560,877
13	Curriculum & Instructional Development	1,705,081	82,542	1,787,623
21	Instructional Administration	3,415,273	216,987	3,632,260
23	School Leadership	8,960,731	541,878	9,502,609
31	Guidance & Counseling	6,173,051	456,245	6,629,296
32	Social Work Services	74,785	6,137	80,922
33	Health Services	1,939,313	133,420	2,072,733
34	Student Transportation	6,785,490	383,197	7,168,687
35	Child Nutrition	-		-
36	Co-Curricular Activities	3,687,511	119,739	3,807,250
41	General Administration	3,540,950	152,550	3,693,500
51	Plant Maintenance & Operations	17,203,392	671,451	17,874,843
52	Security & Monitoring	1,017,151	289,955	1,307,106
53	Data Processing Services	3,135,002	160,244	3,295,246
61	Community Services	-		-
71	Debt Administration	-		-
81	Facilities Acquisition & Construction	-		-
91	Contr. Instr. Svcs. Between Public Schools	18,676,627	(10,028,672)	8,647,955
95	Payments to JJAEP	443,891		443,891
99	Appraisal Services	1,100,000		1,100,000
	TOTAL	170,265,414	(2,509,593)	167,755,821
	NET REVENUES OVER/ (UNDER) EXPENDITURES	-	176,782	176,782
7900	Other resources			-
8900	Other uses			-
	NET	-	-	-
	NET INCREASE/(DECREASE) IN FUND BALANCE	-	176,782	176,782
	BEGINNING FUND BALANCE (unaudited)	35,702,060		35,702,060
	ENDING FUND BALANCE	35,702,060	176,782	35,878,842

**Georgetown Independent School District
2025-2026 General Fund
Budget Amendment No. 1**

Account Code	Description	Increase to Budget	Decrease to Budget
1. 199 E 11 6399 00 199 0 24 948	GENERAL SUPPLIES	-	285
199 E 23 6495 00 199 0 24 948	DUES	285	-
Reallocate 25/26 budget to membership dues for STEP			
2. 199 E 11 6399 20 045 0 11 919	GENERAL SUPPLIES	-	600
199 E 36 6117 20 045 0 99 919	PROFESSIONAL EXTRA DUTY	600	-
Reallocate 25/26 budget to extra duty pay for Orchestra at Wagner MS for Fine Arts Dept.			
3. 199 E 11 6399 20 045 0 11 919	GENERAL SUPPLIES	-	600
199 E 36 6299 20 045 0 99 919	MISC. CONTRACTED SERVICES	600	-
Reallocate 25/26 budget to miscellaneous contracted services for Orchestra at Wagner MS for Fine Arts Dept.			
4. 199 E 11 6399 29 001 0 11 919	GENERAL SUPPLIES	-	3,000
199 E 36 6117 20 001 0 99 919	PROFESSIONAL EXTRA DUTY	3,000	-
Reallocate 25/26 budget to extra duty pay for Colorguard at GHS for Fine Arts Dept.			
5. 199 E 21 6299 54 999 0 22 917	MISC. CONTRACTED SERVICES	150	-
199 E 11 6399 00 999 0 22 917	GENERAL SUPPLIES	-	150
Reallocate 25/26 budget to outsourced printing for CTE Dept.			
6. 199 E 11 6112 08 903 0 24 914	SUBSTITUTE	-	4,360
199 E 11 6399 08 903 0 24 914	GENERAL SUPPLIES	-	1,370
199 E 13 6411 08 903 0 24 914	TRAVEL - EMPLOYEE ONLY	5,730	-
Reallocate 25/26 budget to employee travel for SpEd Dept.			
7. 199 E 11 6399 00 102 0 11 972	GENERAL SUPPLIES	-	18
199 E 23 6495 00 102 0 99 972	DUES	18	-
Reallocate 25/26 budget to membership dues for Carver ES			
8. 199 E 23 6249 00 103 0 99 973	CONT. MAINTENANCE & REPAIR	-	4,000
199 E 11 6249 00 103 0 11 973	CONT. MAINTENANCE & REPAIR	4,000	-
Reallocate 25/26 budget to contracted maintenance & repair for Frost ES			
9. 199 E 13 6117 00 903 0 99 901	PROFESSIONAL EXTRA DUTY	-	6,500
199 E 41 6499 00 750 0 99 999	MISC. OPERATING COSTS	-	1,500
199 E 13 6112 00 903 0 99 910	SUBSTITUTE	4,000	-
199 E 21 6399 00 903 0 99 910	GENERAL SUPPLIES	1,000	-
199 E 21 6411 00 903 0 99 910	TRAVEL - EMPLOYEE ONLY	1,500	-
199 E 21 6299 54 903 0 99 910	MISC. CONTRACTED SERVICES	500	-
199 E 21 6329 00 903 0 99 910	READING MATERIALS	650	-
199 E 21 6495 00 903 0 99 910	DUES	250	-
199 E 21 6499 00 903 0 99 910	MISC. OPERATING COSTS	100	-
Reallocate 25/26 budget to Asst Supt. McWilliams budget			

**Georgetown Independent School District
2025-2026 General Fund
Budget Amendment No. 1**

Account Code	Description	Increase to Budget	Decrease to Budget
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BUDGET REVISIONS

REVENUES

		INCREASE	DECREASE
199 R 00 5711 00 000 0 00 000	TAXES, CURRENT YEAR		2,512,687
199 R 00 5743 00 000 0 00 000	FACILITY RENTAL	10,438	
199 R 00 5811 00 000 0 00 000	PER CAPITA APPORTIONMENT	169,448	
199 R 00 5831 00 000 0 00 000	TRS ON-BEHALF PAYMENTS		10

EXPENDITURES

FUNCTION DESCRIPTION

199 E 11	INSTRUCTION	4,211,946	
199 E 12	INST. RESOURCES & MEDIA SVCS	99,171	
199 E 13	CURRICULUM DEV.& INST.STF DEV	79,312	
199 E 21	INSTRUCTIONAL LEADERSHIP	212,837	
199 E 23	SCHOOL LEADERSHIP	545,575	
199 E 31	GUIDANCE & COUNSELING	456,245	
199 E 32	SOCIAL WORK SERVICES	6,137	
199 E 33	HEALTH SERVICES	133,420	
199 E 34	PUPIL TRANSPORTATION	383,197	
199 E 36	COCURR./EXTRACURR.ACTIVITIES	115,539	
199 E 41	GENERAL ADMINISTRATION	154,050	
199 E 51	PLANT MAINTENANCE & OPERATIONS	671,451	
199 E 52	SECURITY & MONITORING SERVICES	289,955	
199 E 53	DATA PROCESSING SERVICES	160,244	

**DEBT SERVICE
BUDGET AMENDMENT
August 18, 2025**

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
00	<u>REVENUES</u>			
5711	Current Taxes	79,613,143	(4,187,787)	75,425,356
5712	Prior Year Taxes	100,000		100,000
5718	Roll Back Taxes	145,000		145,000
5719	Penalties and Interest	175,000		175,000
5742	Interest Income	1,350,000		1,350,000
5829	State Program Revenues	4,453,973		4,453,973
	TOTAL	85,837,116	(4,187,787)	81,649,329
71	<u>EXPENDITURES</u>			
6511	Principal	50,925,563	(4,187,787)	46,737,776
6521	Interest	34,636,553		34,636,553
6599	Fees	275,000		275,000
	TOTAL	85,837,116	(4,187,787)	81,649,329
	NET REVENUES OVER/ (UNDER) EXPENDITURES	0	-	0
7900	Other resources	-		0
8900	Other uses	-		0
	NET	-	-	0
	NET INCREASE/(DECREASE) IN FUND BALANCE	0	0	0
	BEGINNING FUND BALANCE (unaudited)	62,623,728		62,623,728
	ENDING FUND BALANCE	62,623,728	0	62,623,728

Georgetown Independent School District
2025-2026 Debt Service
Budget Amendment No. 1
August 18, 2025

Account Code	Description	Increase to Budget	Decrease to Budget
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Budget Revisions

Revenue

599 R 00 5711 00 000 0 00 000	TAXES, CURRENT YEAR		\$ 4,187,787
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Expenditure

599 e 71 6511 00 999 0 99 000	BOND PRINCIPAL		\$ 4,187,787
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**FOOD SERVICE
BUDGET AMENDMENT
August 18, 2025**

CODE	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	AMENDED BUDGET
<u>REVENUES</u>				
5700	Local Revenues	3,369,130	-	3,369,130
5800	State Revenues	29,000	-	29,000
5900	Federal Revenues / Other	4,176,957	-	4,176,957
	TOTAL	7,575,087	-	7,575,087
<u>EXPENDITURES</u>				
35	Child Nutrition	7,575,087	67,652	7,642,739
51	Plant Maintenance & Operations			-
81	Facilities Acquisition & Construction	-		-
	TOTAL	7,575,087	67,652	7,642,739
	NET REVENUES OVER/ (UNDER) EXPENDITURES	0	(67,652)	(67,652)
7900	Other resources	-		-
8900	Other uses	-		-
	NET	-	-	-
	NET INCREASE/(DECREASE) IN FUND BALANCE	0	(67,652)	(67,652)
	BEGINNING FUND BALANCE (unaudited)	2,704,760		2,704,760
	ENDING FUND BALANCE	2,704,760	(67,652)	2,637,108

Georgetown Independent School District
2025-2026 Food Service
Budget Amendment No. 1
August 18, 2025

Account Code	Description	Increase to Budget	Decrease to Budget
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BUDGET REVISIONS

		Increase/Credit	Decrease/Debit
240 E 35 6119 00 910 0 99 000	PROFESSIONAL SALARIES	\$ 2,919	
240 E 35 6129 00 910 0 99 000	SUPPORT PERSONNEL SALARIES	\$ 54,401	
240 E 35 6141 00 910 0 99 000	FICA/MEDICARE	\$ 4,086	
240 E 35 6143 00 910 0 99 000	WORKER'S COMP	\$ 6,178	
240 E 35 6149 00 910 0 99 000	EMPLOYEE BENEFITS	\$ 68	



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/13/2025 10:19:36

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

Consent Agenda

Name of Person Responsible:

Michelle Barlow

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Approval of a Delegate and Alternate to the 2025 TASB Delegate Assembly

Background Information:

The TASB Delegate Assembly is an annual membership meeting. Most importantly, this event is where all members have a voice in the overall direction of the organization — from electing who will serve on the TASB Board to approving the education issues that will be included in the TASB Advocacy Agenda. TASB's 2025 Delegate Assembly will be held Sept. 13, 2024, during txEDCON25 in Houston. Attending Delegate Assembly gives the board the chance to participate in the democratic process that governs TASB. Delegates will elect TASB officers and directors, vote on TASB's Advocacy Agenda, have the opportunity to interact with other board members in our region, and earn continuing education training credit.



BOARD AGENDA ITEM

Attachments:

NO

Superintendent's Recommendations:

Recommend that the Board of Trustees names Stephanie Blanck as the Official Voting Delegate and Jen Mauldin as the Alternate to the 2025 TASB Delegate Assembly.



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/13/2025 12:19:43

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

Consent Agenda

Name of Person Responsible:

Stacie Seveska

Department or Campus:

Campus and Student Services

Title of Agenda Item:

2025-2026 GISD Student Handbook

Background Information:

The GISD Student Handbook has been updated for the 2025-2026 school year. The process for writing and updating the Student Handbook begins with a template provided and recommended by the Texas Association of School Boards (TASB). TASB makes updates to the template every year based on changes to legislation and input from their policy experts. Any changes we make to this TASB-recommended language begins with input from campus and district leaders based on GISD-specific needs and is then vetted by our legal counsel to ensure wording and phrasing is consistent with best practices and legal requirements.

Attached are both a summary of changes from last year's handbook as well as the 2025-2026 DRAFT GISD Student Handbook in its entirety.



BOARD AGENDA ITEM

Attachments:

YES

Superintendent's Recommendations:

NA



Georgetown ISD Student Handbook 2025-2026

If you have difficulty accessing the information in this document because of disability, please contact:

Stacie Seveska
Director of Campus and Student Services
507 E. University Ave
Georgetown, TX, 78626
512-943-5000, ext 6098

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Preface Parents and Students:

Welcome to the new school year!

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

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

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

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

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

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

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

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

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

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

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at <https://pol.tasb.org/home/index/1240>.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.

- Board-adopted (LOCAL) policies that articulate the board’s choices and values regarding district practices.

For questions about the material in this handbook, please contact:

Stacie Seveska
Director of Campus and Student Services
507 E. University Ave., Georgetown, TX, 78626
seveskas@georgetownisd.org
512-943-5000, ext 6098

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

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

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

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact:

Stacie Seveska
Director of Campus and Student Services
507 E. University Ave
Georgetown, TX, 78626
512-943-5000, ext 6098

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

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

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

For further information, see the district's human sexuality instruction website at <https://www.georgetownisd.org/departments/teaching-learning/human-sexuality-program#:~:text=This%20six%2Dlesson%20curriculum%20gives.sex%20as%20the%20best%20way>.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).

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

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

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Child Abuse: GISD utilizes the "Play it Safe" curriculum and instruction is provided to students in grades K-8. Delivery of instruction is provided through a partnership with the Williamson County Child Advocacy Center.

Dating Violence: GISD utilizes both Human Sexuality curriculum [see human sexuality] as well as the Love146 curriculum to address the topic of dating violence. Instruction of the Love146 curriculum is provided through a partnership with the Williamson County Child Advocacy Center.

Human Trafficking: GISD utilizes the Love146 curriculum to address the topic of human trafficking. Instruction of the curriculum occurs within GISD Health classes and is provided through a partnership with the Williamson County Child Advocacy Center.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary,

or other penalties.

- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details).
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and FNG for information on the grievance and appeals process.

[See Consent to Human Sexuality Instruction; Dating Violence and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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

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

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

David Rainey
Director of Counseling Services
507 E. University Avenue | Georgetown, TX 78626
512-943-5000

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support.**]

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

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

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

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

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

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

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety,
- Classroom instruction or a co curricular or extracurricular activity,
- Media coverage of the school,
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the 60th percentile or above, which is the top 40 percent on the 2025 grade 5 mathematics STAAR or in the top 40th percentile on a local measure.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

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

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

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

Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility.

An employee who communicates with a student using text messaging shall comply with the following protocol:

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

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and

- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

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

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

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

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

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

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or the student’s family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student’s eligibility for a program.

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

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

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

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

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

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

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

[See policy EHBK(LEGAL) for more information.]

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

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

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

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

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in the class before the beginning of each semester. A parent may access teachers' instructional plans at [Curriculum Information for Parents](#).

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see **Library (All Grade Levels)**]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records, including:

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

Authorized Inspection and Use of Student Records

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

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

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- [File a complaint](#) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

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

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's

office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

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

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

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

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

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

You may contact the custodian of records for currently enrolled students by using the directory information found at www.georgetownisd.org under "Our Schools".

You may contact the custodian of records for students who have withdrawn or graduated by using the directory information found at www.georgetownisd.org under "Our Schools".

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees

determine that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences, Complaints and Concerns**, and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://pol.tasb.org/home/index/1240>.

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

Student Name Changes

Texas Education Code Section 25.0021 requires that a student be identified by the name that appears on the student's birth certificate or other document suitable as proof of a student's identity, or a court order changing the student's name. Legal name will be used on permanent/legal records such as transcripts and PEIMS (Public Education Information Management System) and TEA records. To update a student's legal name, please provide an updated birth certificate to the campus registrar.

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,

- On leave, or
- Returning from a deployment of at least four months.

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

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

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

[See **Bullying**, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL.)]

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

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

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

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

If you have questions, please contact the district's foster care liaison:

Carey Thornell
Coordinator, Georgetown ISD
507 E. University Ave., Georgetown, TX, 78626
thornellc@georgetownisd.org
512-943-5000, ext. 6925

[See **Credit by Examination for Advancement/Acceleration** and **Course Credit**.]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. The district shares [resources](#) that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

For more information on services for students who are homeless, contact the district's homeless education liaison:

Carey Thornell
Coordinator, Georgetown ISD
507 E. University Ave., Georgetown, TX, 78626
thornellc@georgetownisd.org
512-943-5000, ext. 6925

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

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

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

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Eden Guthrie
Special Education 18+ Services Coordinator

507 E. University Ave., Georgetown, TX 78626
guthrie@georgetownisd.org
512-943-5000 x6069

Section 504 Referrals

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act. Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

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

GISD shall refer for an evaluation of any student who, because of handicap, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in regular or special education and any subsequent significant change in placement.” 34 CFR §104.35(a). Students with physical or mental impairments whose needs are addressed through early intervention, MTSS, or health plans will not be excluded from consideration for possible Section 504 referral, even when current interventions, services or health plans successfully address their impairment-related needs. The parent may also initiate a Section 504 referral. GISD acknowledges and respects the parents' right to request a special education evaluation for their child at any time.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law. Parent will be informed of any decision regarding Section 504 eligibility or the need for a Section 504 plan.

Section 504 follows Special Education guidelines and there is a period of 15 days to respond to the request. Referral data is used to help the committee determine if the student has a qualifying physical or mental impairment that “substantially limits one or more major life activities”.

Contact Person for Section 504 Referrals

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

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

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

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

- [TEA Special Education Parent and Family Resources](#)
- [Guide to the ARD Process](#)
- [Procedural Safeguards](#)

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

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

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **Emergent Bilingual Students** and **Special Programs**.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days

- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families**.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices**.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license. The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. [See **Driver License Attendance Verification**.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- The student follows campus procedures to verify the visit and makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

The district will allow a student in grades 6–12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:

Stephanie Ervin
 3407 Northwest Blvd, Georgetown, TX, 78628
 ervins@georgetownisd.org
 512-943-5000 x6044

For any questions about student absences, parents should contact the appropriate facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

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

Except for absences due to serious or life-threatening illness or related treatment and absences for medical reasons with documentation from a licensed health professional or a positive test result for a contagious illness, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance - Exemptions** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

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

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. Documentation should be submitted within 48 hours of the student's return to school. Documentation will be accepted through the current grading period. If an absence occurs during the final week of the grading period, documentation will be accepted through the end of the next

grading period except for the final grading period. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws. Parent notes that are accepted will be limited to five days per semester. Any additional absences will be unexcused even if a parent note is provided.

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

Upon returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a copy of a positive test result for a contagious illness or a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by visiting <https://www.georgetownisd.org/>.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;

- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

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

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

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

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

The test will be offered twice during the school year, tentatively scheduled for October and February. Contact your campus testing coordinator or principal for information about this opportunity.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application

- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait behavior, and how to report them

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying at <https://www.georgetownisd.org/departments/campus-student-services/stay-safe-anonymous-online-reporting>.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

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

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

Career and Technical Education in Georgetown I.S.D. is focused on meeting the individual needs of all students by providing curricula to meet the demands of our 21st Century global

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

The district offers career and technical education programs in the following areas:

- Agriculture Food and Natural Resources;
- Arts/AV Technology and Communication;
- Business, Marketing, and Finance;
- Education and Training;
- Health Science;
- Hospitality and Tourism;
- Human Services;
- Information Technology;
- Law, Public Safety, Security, and Corrections;
- Manufacturing; and
- Transportation, Distribution, and Logistics.

Admission to these programs is based on student interest, and programs are open and available to all students.

The district offers other work-based programs in the following areas:

- Agriculture Food and Natural Resources;
- Business, Marketing, and Finance;
- Education and Training;
- Health Science;
- Hospitality and Tourism;
- Human Services;
- Law, Public Safety, Security, and Corrections; and
- Transportation, Distribution, and Logistics.

Admission to these programs is based on student interest and class demand. Programs are open and available to all students.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food. [See **Food Allergies**.]

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

The district has established a plan for addressing child sexual abuse neglect, trafficking, and other maltreatment of children. The plan is available at www.georgetownisd.org. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

- Possible warning signs of physical abuse include:
- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior

- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

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

- Isolation from family, friends, and community; and
- Older romantic partners.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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

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

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

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

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

1. Credit earned by correspondence, distance, or online courses taken outside the district;
2. Summer school courses;
3. Credit by examination;
4. Credit for acceleration;
5. Credit recovery courses;
6. Homeschool courses;
7. High school courses taken while the student is in middle school prior to the 2014–15 school year;
8. Pass/fail or complete/incomplete courses;
9. Audited courses, semester grades from courses that are retaken after a passing grade has been earned, or courses not taken for credit;
10. Private school courses and/or non-accredited school courses;
11. Any local credit courses; and
12. Courses taken in foreign countries with the exception of courses taken at U.S.

13. Department of Defense Education Activity (DoDEA) schools.

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

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

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with Board Policy EIC (Local) and administrative regulations.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law.

The valedictorian and salutatorian for Georgetown High School (GHS) and East View High School (EVHS) shall be the two graduating seniors with the highest rank in class (weighted GPA). To be eligible, a student shall:

1. Have been enrolled in the District by the first school day and must have completed the entire last four semesters prior to graduation at the same District high school;
2. Have accrued at least 26 units of state-approved or equivalent credit from a public school; and
3. Be graduating after exactly eight semesters of enrollment in high school.

The valedictorian and salutatorian for Richarte High School (RHS) shall be the two graduating seniors with the highest weighted GPAs.

To be eligible, a student shall:

1. Have been enrolled in the District for at least two entire consecutive semesters;
2. Have been enrolled as a student at RHS for a minimum of one entire semester;
3. Have accrued at least 26 units of state-approved or equivalent credit from a public school; and
4. Be graduating after no more than eight semesters of enrollment in high school.

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

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

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

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

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

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

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

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

At the time of the final calculation of class rank at the end of the senior year, the student meeting the local eligibility criteria for valedictorian as noted above shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

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

Rank Used for Automatic Admission

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

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

Class Rank Calculation and Weighted GPA

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

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

Note: The cumulative or 4.0 GPA will not necessarily predict a student's class rank. A student may have a lower cumulative or 4.0 GPA, but a higher Weighted GPA class rank than another student due to the courses included and weighted grades for specified courses used in calculating class rank.

Weighted Grade Point Average (GPA)

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

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

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

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

Please see the chart below for a calculation example.

WGPA for Class Rank Calculation Example:

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

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

Semester Grade	Advanced	Core	Modified
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7

96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

WGPA for Class Rank Calculation Example

Course	Semester	Grade	WGPA Points
Pre-AP English 1	Sm 1	92	5.2
Pre-AP English 1	Sm 2	96	5.6
Pre-AP Biology	Sm 1	86	4.6
Pre-AP Biology	Sm 2	95	5.5
AP Human Geography	Sm 1	95	5.5
AP Human Geography	Sm 2	89	4.9
Geometry	Sm 1	88	3.8
Geometry	Sm 2	94	4.4
PE	Sm 1	P	
Band 1	Sm 1	99	
Band 2	Sm 2	100	
Digital Media	Sm 1	92	
Digital Media	SM 2	89	

Total WGPA Points: 39.5

WGPA Semester Credits: 8

WGPA = 39.5 WGPA Points/8 WGPA Credits = 4.9375

Cumulative GPA (Unweighted 4.0 and 100 point scales)

In addition to the rank GPA, the district includes an unweighted cumulative 4.0 and 100 point GPA scale on official GISD transcripts.

While only specific courses and grades are included in the rank GPA scale, the unweighted cumulative GPA will include all numeric grades in all courses taken for high school credit, including summer school, audited or repeated courses, electives, and athletics/fine arts courses. When credit is withheld due to absences, the numeric grades earned will still be included in cumulative GPA. Non-numeric grades such as pass/fail and complete/incomplete grades are not included in the cumulative GPA.

Unweighted cumulative GPAs are included on transcripts for informational purposes only and are not used to determine rank in class or graduation honors.

Unweighted 4.0 GPA Point scale

<u>Semester Grade</u>	<u>GPA Points</u>
90-100	4.0
80-89	3.0
70-79	2.0
60-69	1.0
0-59	0.0

Class Schedules (Secondary Grade Levels Only)

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

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

College and University Admissions and Financial Aid (All Grade Levels)

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2025 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid

- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts as applicable, to receive credit for the assessments and credits required for early graduation under the program.
- Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

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

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or UT OnRamps Dual Enrollment
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in dual credit courses taught in conjunction and in partnership with Austin Community College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Certain CTE courses.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See high school counselors for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

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

It is important to keep in mind that not all colleges and universities accept college credit earned in all dual credit or AP courses taken in high school. Students and parents should check with the

prospective college or university to determine if a particular course will count toward the student's desired college degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the campus registrar using the directory information found at www.georgetownisd.org under "Our Schools".

Automated Emergency Communications

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

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

Automated Non Emergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at <https://pol.tasb.org/home/index/1240> and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the [district's website](#) at or at the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing student.grievances@georgetownisd.org.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the superintendent or the superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG (LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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

Deliveries

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

Disruption of School Operations

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

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

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

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

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

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

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

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

The approach will be unique and based on the needs of the campus and aligned with the Texas Model of Comprehensive School Counseling Program competencies. Regardless of which tier the counselor is operating, alignment with the Texas Model assures that the approach is developmentally appropriate. Campus counselors provide a preview of the campus needs and their approach on each tier of the MTSS to parents annually upon request.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** for more information]

Personal Counseling (All Grade Levels)

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

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

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

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the

combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Transfer Credits

Other Texas Public Schools

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

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

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

Nonpublic Schools

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

Non-Accredited Institutions:

Records and transcripts of students from non-accredited institutions shall be evaluated and students shall be placed promptly in appropriate classes. A district may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. 19 TAC 74.26(a)(2). Courses where credit is transferred will be converted and transcribed with a "P" (indicating pass) or an "F" (indicating fail) from a non-accredited institution.

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

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to die by suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](#).
- The CDC's [Preventing Teen Dating Violence](#).

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**.]

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Sex-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact Carey Thornell, GISD Pregnancy Related Services Coordinator for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying**]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

Discrimination

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

Distance Learning (All Grade Levels)

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

[See **Remote Instruction.**]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

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

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

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

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

School Materials

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

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

Non School Materials

From Students

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

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

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be

submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

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

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non curriculum-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Students must adhere to the following:

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

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

If the principal determines that a student's grooming or clothing violates the school's dress code, or is disturbing to the learning environment, the student will be given an opportunity to correct

the problem at school and return to the classroom. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose.
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Testing and Standardized Testing.**]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation.**]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact:

Kim Garcia
Executive Director of Technology Services
507 East University Ave
Georgetown, TX 78626
garciak@georgetownisd.org
512-943-5019

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).**]

Possession and Use of Personal Communications Devices, Including Cell Phones, and Other Electronic Devices

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets and smartwatches) while on school property during the school day. Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with the Student Code of Conduct.

For more information about disciplinary measures that apply to the prohibition, see the Student Code of Conduct and policy **FNCE (LOCAL)**.

Students will need to leave personal communication devices at home or keep them powered off and stored away (as in a backpack, locker or vehicle) during the school day.

This includes:

- Class time
- Recess
- Hallway passing periods
- Locker rooms, gyms, and field houses
- Restroom breaks
- Lunch
- Any other part of the instructional day, which is defined by the first and last bell of the day

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

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of within one year from the date of confiscation, after the notice required by law has been sent.

[See **Policy FNCE** for more information.]

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

The district is not responsible for damaged, lost, or stolen communications devices.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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

End-of-Course (EOC) Assessments

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

Emergent Bilingual Students (All Grade Levels)

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

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

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

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

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

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

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from the club sponsor.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** .]

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

can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

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

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

In addition, the following applies to all extracurricular activities:

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

Standards of Behavior

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

Offices and Elections

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

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.

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

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grading Guidelines (All Grade Levels)

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

which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination.

Grades for Transfer Students

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

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

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

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

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

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

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

A+ = 98	A = 95	A- = 90
B+ = 88	B = 85	B- = 80
C+ = 78	C = 75	C- = 70
D=70 (if credit awarded)	D or F = 69 (no credit awarded)	

(+)	= 95-100	SIS equivalent 97
(√+)	=90-94	SIS equivalent 94
(√)	=80-89	SIS equivalent 85

(√-)	=70-79	SIS equivalent 70
(-)	=69 & below	SIS equivalent 60

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

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

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

Holistic Scoring Equivalent

4	SIS equivalent 95
3	SIS equivalent 85
2	SIS equivalent 75
1	SIS equivalent 69

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

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** .]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plan

A Personal Graduation Plan (PGP) will be completed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement. Please review [TEA's Graduation Toolkit](#) for more information.

Credits Required

GISD offers students the opportunity to choose among State-mandated graduation requirement plans. Since entrance requirements vary greatly from college to college and employers have varying needs and requirements, students should carefully consider high school course selections and investigate postsecondary entrance and entry level employment requirements prior to selecting their graduation plan. Students in GISD must complete a minimum of 26* credits to receive a high school diploma on the Foundation+ Endorsement(s) Plan. The Distinguished Level of Achievement graduation plan is required to qualify for Automatic (Top 10%) Admission to Texas state colleges and universities.

Foundation High School Program 22 Credits*	Foundation+ Endorsement(s) 26 Credits	Distinguished Level of Achievement 26 Credits
<ul style="list-style-type: none"> ● 4 credits English: ELA I, II, III, one credit in any advanced English course ● 3 credits Mathematics: Algebra I, Geometry, one credit in any advanced mathematics course ● 3 credits Science: Biology, one credit in IPC or in any advanced science course, any advanced science course ● 3 credits Social Studies: World Geography or World History (1 credit), U.S. History (1 credit), Government (0.5 credit), and Economics (0.5 credit) ● 2 credits in the same language: World Languages or Computer Programming ● 1 credit Physical Education ● 1 credit Fine Arts ● 5 credits in Elective Courses (0.5 credit Health course required in GISD, leaving 4.5 elective credits available) 	<ul style="list-style-type: none"> ● 4 credits English: ELA I, II, III, one credit in any advanced English course ● 4 credits Mathematics: Algebra I, Geometry, and two credits in any authorized mathematics course ● 4 credits Science: Biology, one credit in IPC or in any advanced science course, any two advanced science courses ● 3 credits Social Studies: World Geography or World History (1 credit), U.S. History (1 credit), Government (0.5 credit), and Economics (0.5 credit) ● 2 credits in the same language: World Languages or Computer Programming ● 1 credit Physical Education ● 1 credit Fine Arts ● 7 credits in Elective Courses (0.5 credit Health course required in GISD, leaving 6.5 	<ul style="list-style-type: none"> ● 4 credits English: ELA I, II, III, one credit in any advanced English course ● 4 credits Mathematics: Algebra I, Geometry, Algebra 2, and one credit in any advanced mathematics course (with a prerequisite of Algebra II) ● 4 credits Science: Biology, one credit in IPC or in any advanced science course, any two advanced science courses ● 3 credits Social Studies: World Geography or World History (1 credit), U.S. History (1 credit), Government (0.5 credit), and Economics (0.5 credit) ● 2 credits in the same language: World Languages or Computer Programming ● 1 credit Physical Education ● 1 credit Fine Arts ● 7 credits in Elective Courses

<p>*A 22-credit Foundation High School Plan without an endorsement can be considered at the beginning of the junior year. However, this requires a meeting with the counselor, parent/guardian and student to discuss post-secondary implications.</p>	<p>elective credits available)</p> <p>Meet curriculum requirements for at least 1 endorsement</p>	<p>(0.5 credit Health course required in GISD, leaving 6.5 elective credits available)</p> <p>Meet curriculum requirements for at least 1 endorsement</p>
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Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

School Counselors and CCMR Specialists support students through the financial aid application process using resources and tools such as Texas OnCourse Academy, ApplyTexas Counselor Suite, and the Federal Student Aid Information Center. Additionally, financial aid seminars

offering in-person assistance for FAFSA and TASFA completion are available starting October 1st.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date of the FAFSA Apply/Texas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgement page;
- A screenshot of the TASFA submission acknowledgement page (from the institutions that offer an electronic form);
- An acknowledgement receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

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

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

- Baccalaureate
- Senior class meeting to discuss graduation
- Practice

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

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

- Top 10%
- NHS
- Valedictorian
- Salutatorian

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** for student speakers at other school events.]

Graduation Expenses

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

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

Harassment

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

Hazing (All Grade Levels)

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

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

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent, or law enforcement official.

[See **Bullying** and policies FFI and FNCC for more information.]

Health—Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

Campus-Based Health Services May Include:

- **Acute Care:** Immediate care for minor illnesses and non-life-threatening injuries (e.g., temperature check, scrape cleaning, headache assessment).
- **Chronic Disease Management:** Support for conditions such as asthma or diabetes, including medication administration and individualized health care plans (IHPs).
- **Medication Administration:** Dispensing prescribed or over-the-counter medications per physician's orders with parental consent.
- **Preventive Care:** Immunization reminders and health resources.
- **Care Coordination:** Collaboration with families, physicians, and staff to support student health needs during the school day.
- **Health Education:** Information for students and parents on prevention, wellness, and managing chronic conditions.
- **Mental Health Support:** First-aid and crisis intervention with referral to counseling services as needed.
- **Addressing Health Barriers to Learning:** Identifying and supporting students whose health impacts learning (including IEP/504 participation).
- **Community Referrals:** Connecting families to healthcare providers and social services.

If Parents Opt In:

The campus nurse may assess and provide care if your child becomes ill or injured, returning them to learning when possible.

If Parents Opt Out:

The campus nurse may **not** assess or treat your child except in a life-threatening emergency.

- For **minor injuries** (e.g., scraped knee), a parent/guardian will be contacted to determine care.
- For **suspected illness**, a parent/guardian must pick up the student and may only return with a doctor's note confirming they are not ill or contagious.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis**.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication must have a doctor's order, nurses are unable to administer medication at a parent request, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The District shall purchase certain nonprescription medications to administer to students in accordance with:

- Protocols established by the District's medical adviser who must be licensed to practice medicine in the state of Texas; and
- Parental consent given on the nonprescription medication form.

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under these protocols and permissions. In accordance with Board policy FFAC (LOCAL), authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a doctor's order.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a doctor's order written. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Unused, discontinued or expired medication must be picked up by the parent. Medications not picked up will be disposed of at the end of the school year. If the medication has been discontinued, it will be disposed of five days from the school's notification date.

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies**.

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery systems at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see **FFAC(LOCAL)**.

Unassigned Prescription Asthma Medication

The District authorizes school personnel who have been adequately trained to administer medication for respiratory distress, in accordance with Chapter 38, Subchapter E of the Education Code and policy adopted by the board. Administration of this type of medication shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing respiratory distress.

On-Campus

Authorized and trained individuals may administer medication for respiratory distress at any time a person is experiencing this type of distress on a school campus.

The District shall ensure that a sufficient number of authorized individuals are trained to administer this medication at each campus so that at least one trained individual is present on campus during regular school hours.

Maintenance, Availability, and Training

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for use; and acquisition or purchase, maintenance, expiration, disposal, and availability of medication for respiratory distress at each campus.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the administration of medication to a person experiencing respiratory distress, including notice of any change to or discontinuation of these provisions.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus that serves students in all grade levels to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose. In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose. One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;

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

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

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

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted

to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

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

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

This examination is required to be submitted annually to the district.

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

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

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

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

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization**.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment

while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed [here](#).

[See **Celebrations** and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (<http://tea.texas.gov/academics/tea-seizure-managment-form.pdf>) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

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

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The Georgetown ISD Community Resource Guide located on the GISD Counseling Services department website
- The community-based social care network located at www.findhelp.org
- The Director of Health Services for GISD, Mindy Petty at 512-947-4266.
- The campus full-time school counselor (or the GAP and RHS part-time counselor) can be located at each campus website.
- Access to mental health supports including GISD School Based Therapists, the GISD Community Mental Health Collaborative, or the GISD Non-Profit Mental Health Collaborative.
- Access to the Georgetown Community Carver Center for Families to support families in mitigating social determinants
- The local public health authority, Williamson County and Cities Health District, which may be contacted at 512-574-3210.

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

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the district office and online at: <https://pol.tasb.org/home/index/1240>.

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

- The implementation of a comprehensive school counseling program.
- The implementation of Trust Based Relational Intervention (TBRI) as our trauma sensitive/trauma informed approach.
- The implementation of school-based therapy services for students in grade K-12 or the use of a referral system to support students and families who seek community-based mental health supports.
- The implementation of a suicide prevention gatekeeper program (QPR) that informs both staff and community stakeholders.
- The implementation of a suicide prevention program that informs students as stakeholders and includes a peer-to-peer component.
- The implementation of a school-based health clinic for health

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

For further information regarding these procedures and access to the District Improvement Plan, please contact the campus principal.

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

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

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website on the [GISD Health Services Webpage](#).

[See **Consent to Human Sexuality Instruction** and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Homework (All Grade Levels)

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

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning.

Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day. The district has put the following procedures in place to document parental consent:

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

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

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

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities so that the teacher and student may plan any makeup work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school. With limited exceptions, all absences account for the 90 percent threshold set in state law regarding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade.**]

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

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

DAEP Makeup Work

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the

student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at <https://pol.tasb.org/PolicyOnline?key=1240>

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

Stacie Seveska
Title IX Coordinator
507 East University Ave
Georgetown, TX 78626
seveskas@georgetownisd.org
512-943-5000, extension 6098

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

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

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

Sheri Ogden
Director of Special Education
507 East University Ave
Georgetown, Tx 78626
ogdens@georgetownisd.org
512-943-5008, Extension 6812

- For all other concerns regarding discrimination, see the superintendent:

Dr. Devin Padavil
Superintendent
507 East University Ave
Georgetown, Tx 78626
padavild@georgetownisd.org
512-943-5000, Extension 1892

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

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: <https://www.georgetownisd.org/>

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.

- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 512-943-5000 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTA, Athletic Booster Clubs, Fine Arts Booster Clubs.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the superintendent's office at 512-943-5000.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.] An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at Hammerlun Center for Leadership and Learning and online. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

Students must request a parking permit and pay a fee of \$30 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. The fee will be reduced to \$15 for students who purchase a parking permit during the second semester.

Students will not be permitted to:

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

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

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

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Prekindergarten or Kindergarten—Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

In kindergarten and grade 1, promotion to the next grade level shall be based on:

1. Determination of “approaches” or “met standard” on an approved learning mastery scale in language arts;
2. Determination of “approaches” or “met standard” on an approved learning mastery scale in mathematics; and
3. Compliance with the state attendance requirements. [See FEC]

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

1. A 70 percent yearly average or determination of “approaches” or “met standard” on an approved learning mastery scale in language arts;
2. A 70 percent yearly average or determination of “approaches” or “met standard” on an approved learning mastery scale in mathematics;

3. A 70 percent combined yearly average or determination of “approaches” or “met standard” on an approved learning mastery scale in language arts, mathematics, social studies, and science; and
4. Compliance with the state attendance requirements. [See FEC]

High School Grade Levels

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

A cohort is a group of students who began Grade 9 in public school in a particular school year and were expected to graduate four years later. TEA places students in a cohort based on their first appearance in Grade 9 in Texas public schools, with repeaters excluded. Students who enter Texas public schools after Grade 9 are added to the cohort. TEA adds transfer students to a cohort if, when they enter Texas public schools, they are in the grade level expected for a cohort.

Upon enrollment in 9th grade students continue to move grade levels with their cohort and are not reclassified according to credits earned. However, students must earn 26 credits in order to graduate on the Foundations + Endorsements Graduation Plan. [See **Foundation Graduation Program**]

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

Repeating a High School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate. Only the student’s first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus.**]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

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

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

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

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

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

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

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. If there is no corresponding state-mandated assessment for the course in which a student is enrolled in, they will take their enrolled grade level test.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

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

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

- Algebra I
- English I and English II
- Biology
- U.S. History

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

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

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing.

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan (PGP). [See **Graduation**.] STAAR Spanish is available for eligible students in grades 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans - Middle School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student’s educational goals,

- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor or principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

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

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

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

A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by reporting online at www.georgetownisd.org.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If severe weather conditions occur (rain, flooding, snow, ice, etc.) the Georgetown ISD Web Site will be updated as quickly as possible, an email alert will be sent to parents subscribed to the district communication list, and an alert will be sent through GISD's social media platforms.

When adverse weather occurs during the night, Georgetown ISD administrators make a decision as soon as possible but generally by 5:00 AM regarding whether or not to close the district. An important rule of thumb to be aware of is, if there is no announcement from Georgetown ISD, then classes will be held on a normal schedule. In addition to Georgetown ISD's communication network, parents and staff may tune their radios to the following stations: KLBK (590 AM) or KUT (90.5 FM). Television stations who will be informed of any school emergency closing situation include: KEYE (CBS-Austin), KTBC (FOX-Austin), KVUE (ABC-Austin), KXAN (NBC-Austin), , and Spectrum News (Time Warner). The Austin American Statesman, Community Impact Newspaper, and The Williamson County Sun newspapers will also be informed.

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

[See **Automated Emergency Communications**.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** .]

Schedule Changes (Middle and High School Grade Levels)

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

Secondary Schedule Change Guidelines

The course selection process starts in January and continues through the spring semester each school year. During this process, students and families have the opportunity to learn about the required coursework and available electives in Georgetown ISD. Students will choose their courses for the following school year before spring break. Students will have the opportunity to make changes to these requests at course verification time in April-May. In order to prepare for the following school year, and to ensure the accuracy of the requests, we only allow requests to be made on the course selection worksheet and/or the course verification worksheet, and we require a parent signature. After these processes are complete, students may request a schedule change. Schedule change requests must be made in writing, with a parent signature, within five (5) days of the start of class. Requests may not be approved.

Requests for schedule changes will be approved for the following reasons:

1. Error in schedule (This will be confirmed by a counselor and the course verification form. If the course verification form was not returned, this request will be denied.)
2. Student failure in prerequisite course
3. Change in program (athletics, band, choir, orchestra, etc.)

A Petition for Advanced Course Exit may be requested/ submitted twice during the school year:

1. Within the 3rd and 6th weeks of the first nine-week grading period (to begin in an on-level course within the first nine-weeks);
2. Within the first ten (10) school days of December (to begin in an on-level course for the spring semester).

To read more about the District Advanced Course Guidelines, visit the GISD Course Guide.

School Facilities

Asbestos Management Plan (All Grade Levels)

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

Food and Nutrition Services (All Grade Levels)

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

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

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

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

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800)

877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by

calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:
(833) 256-1665 or (202) 690-7442; or

3. email:
Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

[See **policy COB** for more information.]

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, Clint Pruet, at pruettc@georgetownisd.org or 512-943-5000.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same

rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development. The district encourages parental involvement in library acquisition, maintenance, and campus activities.

Parents are the primary decision makers regarding their student's access to library material. Opportunities for students and parents to provide feedback on library materials and services will be communicated by campuses.

Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list through the district's Follett Destiny Parent Portal..

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through the district's Follett Destiny Parent Portal.

A parent may access the school's library or any available online catalog by visiting the [GISD Library Services webpage](#).

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

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

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

Meetings of Non Curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**]

School-Sponsored Field Trips (All Grade Levels)

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

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

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Personal Communications and Other Electronic Devices (All Grade Levels)

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

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

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

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

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

See the Student Code of Conduct for Drug Testing Guidelines.

[See **Steroids**.]

Vehicles on Campus (Secondary Grade Levels Only)

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

Sexual Harassment

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

Special Programs (All Grade Levels)

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

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

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

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events:

1. Football games; and
2. Opening announcements and greetings for the school day.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and Graduation for information related to student speakers at graduation ceremonies.]

Summer School (All Grade Levels)

Certain courses are offered during summer school for credit recovery and/or STAAR remediation. Selected students (based upon their performance on their most recent STAAR tests) should enroll in summer school. The number of students enrolled determines actual courses offered. Contact the campus principal's office for more information. Summer school information should be available at campuses in April, prior to the June start date. Courses taken during summer school are counted for credit only and are recorded as a P (Pass) or F (Fail).

Tardies (All Grade Levels)

A student who is more than 5 minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy **EFA**.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent or superintendent's designee is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments, Bullying, and A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on

an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact 512-943-5000, extension 7604.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal,

who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment. Approved visitors may be approved so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following apply:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district often invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact Community Relations for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may

be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix A: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [here](#). Below is the text of Georgetown ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 11/10/2017.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

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

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Appendix B: Board Policy FNG (LOCAL)

Georgetown ISD
246904

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

Complaints	In this policy, the terms "complaint" and "grievance" shall have the same meaning.
Other Complaint Processes	<p>Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:</p> <ol style="list-style-type: none"> 1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series. 2. Complaints concerning dating violence shall be submitted in accordance with the FFH series. 3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series. 4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FF1. 5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC. 6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct. 7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB. 8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook. 9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education. 10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

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FNG
(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

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(LOCAL)

General Provisions	
Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.
Response	At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint. The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

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Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.</p> <p>A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.</p>
Level One	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none">1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p> <p>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p> <p>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.</p>

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(LOCAL)

Level Two

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider

STUDENT RIGHTS AND RESPONSIBILITIES
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(LOCAL)

Level Three

the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

If the appeal notice is untimely, not on the District's form, or incomplete in any material way, the Superintendent, after consultation with the Board's President, may dismiss the complaint and provide written notice of dismissal to the complainant.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

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The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.



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2025-2026 STUDENT HANDBOOK

Changes

Page Number(s)	Change	Explanation
10	Added “or Psychiatric” to the <i>Consent to Conduct a Psychological Evaluation</i> section. Edited text to include not just employees, but also contractors of the district as well as to include psychological and psychiatric evaluations.	SB 12 provides additional requirements related to parental consent for psychological and psychiatric examinations, tests, and treatment, including adding requirements to obtain consent before a district contractor conducts the examination, test, or treatment. 297
13	Deleted <i>Opting Out of Human Sexuality Instruction</i> section to align with new legislation.	SB 12 requires a district to obtain written parental consent before the district may provide human sexuality instruction to the student. The district must provide the request for written consent at least 14 days before the instruction will begin. See Texas Education Code 28.004 for additional details: TEC 28.004 establishes a framework for health education in Texas schools.
16	Edited text in <i>Opting Out of Advanced Mathematics in Grades 6-8</i> to align with state law. Specifically, the section refers to students who performed in the top 60th percentile.	State law requires districts to automatically enroll students in grade 6 in an advanced mathematics course if they performed in the top 60th percentile on the grade 5 mathematics state assessment or in the top 40 percent on a local measure that includes the student’s grade 5 class ranking or a demonstrated proficiency in the student’s grade 5 mathematics coursework. See Education Code 28.029 and 19 Texas Administrative Code

		74.2101
21	Added “and Plan” to the Parent Review of Instructional Materials section title. Updated text in the section to align to new legislation and provided a link to teachers’ instructional plans.	SB 12 requires teachers to provide a copy of the teacher’s instructional plan or course syllabus for each class to district administration and to the parent of each student enrolled in that class before the beginning of each semester and to provide additional copies to a parent on request.
21	Added “records relating to school library materials the child obtains from a school library” to the list of student records a parent may review under Student Records .	SB 13 requires that if a district uses a learning management system or online learning portal, the district must provide parents a notification each time the parent’s child checks out a library material through that system or portal that includes at least the title, author, genre, and return date of the material.
24 & 51	Changed “the Texas Virtual School Network (TXVSN) to “virtual or hybrid courses offered by the district or another district or school	SB 569 repeals the Texas School Virtual Network and allows for students to enroll in virtual or hybrid courses offered by the district or another district or school approved in accordance with new Education Code Chapter 30B.
25	In the Student Name Change section, deleted text related to the process for student preferred name changes.	SB 12 prevents school employees from using a student's preferred name if it implies a gender that is different from the gender on the student's birth certificate, even with parental consent.

32-33	Added reasons for exemptions under the Compulsory Attendance - Exemptions section in order to align with new legislation.	<p>SB 207 clarifies that mental health appointments qualify for the excused absence for a temporary absence resulting from an appointment with a health care professional.</p> <p>HB 367 requires the district to adopt a form for physician certification that a student’s absences are due to a severe or life-threatening illness. The district cannot require further documentation beyond the required information on the form.</p> <p>SB 1049 requires each district to adopt a policy for excusing a student to attend a released time course in religious instruction offered by a private entity, in accordance with the new Section 25.0875 of the Education Code.</p>
36	Edited text in the <i>Certification of Absence Due to Severe Illness or Treatment</i> section to include information regarding the district form for physician certification that a student’s absence is due to a severe or life-threatening illness.	<p>HB 367 requires the district to adopt a form for physician certification that a student’s absences are due to a severe or life-threatening illness. The district cannot require further documentation beyond the required information on the form.</p>
41	Changed the word “psychological” to “mental” to align with TASB interpretation of other types of maltreatment of children. Change is located in the <i>Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)</i> section.	Suggested text by TASB
53-54	Edited in the text in the <i>Complaints and Concerns (All Grade Levels)</i>	SB 12 added Education Code chapter

	<p>section and added a method for submitting complaints electronically to align with Education Code chapter 26A in adherence to new legislation.</p>	<p>26A, which requires a board-adopted policy for addressing a grievance to meet specific requirements. Districts will receive revised FNG(LEGAL) and (LOCAL) policies reflecting this change in Update 126. Districts should ensure that for the 2025-26 school year the district’s grievance procedures align with Chapter 26A. 300</p> <p>SB 12 also requires the district to make prominently available on their website and include in the district’s handbook the district’s:</p> <ul style="list-style-type: none"> -Procedures for resolving grievances -Standardized forms for filing a grievance, a notice of appeal, or a request for a hearing under this chapter -The method by which a grievance may be filed electronically.
58	<p>Changed “commit or attempt to commit suicide” to “die by suicide.” in the <i>Dating Violence</i> section.</p>	<p>Language regarding death by suicide has been updated as recommended by mental health professionals.</p>
59	<p>Changed the word “Gender-Based” to “Sex-Based” in the Sexual Harassment and Sex-Based Harassment section. Also, edited to text in this section to remove language related to gender-based harassment.</p>	<p>Changes to this section reflect Title IX rules currently in effect. Gender-based harassment was included in the 2024; however, federal judges in Texas have issued injunctions preventing the implementation and enforcement of the 2024 Title IX regulations in the state.</p>

60	Edited text in the Distance Learning (All Grade Levels) section to adhere to new legislation	SB 569 repeals the Texas School Virtual Network and allows for students to enroll in virtual or hybrid courses offered by the district or another district or school approved in accordance with new Education Code Chapter 30B.
60	Changed the section title <i>Texas Virtual school Network (TXVSN)</i> to <i>Virtual and Hybrid Instruction</i> . Text in this section has also been edited to align with new legislation and campus practices.	SB 569 requires the district's policy that provides students with the opportunity to enroll in virtual or hybrid courses offered by the district or another district or school must be sent to each parent of a middle or high school student at least once per school year. EHDE(LEGAL) and (LOCAL) reference the requirement of Education Code 26.0031 that a district inform students and parents of the opportunity to enroll in virtual or hybrid courses offered by the district or another school or district at the same time and in the same manner as the district informs them about traditional classroom courses. If the district maintains a separate course catalog or bulletin in which this information is communicated, include the information about virtual or hybrid courses offered by the district or another district or school in that document as well.
64-65	Edited text in the <i>Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices</i> section in order to adhere to new legislation. Also, changed “telecommunications devices” to “communications devices” throughout this section.	HB 1481 prohibits the use of personal communication devices — defined as a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device,

		or any other electronic device capable of telecommunication or digital communication – by students while on school property during the school day. Districts may choose to prohibit the possession of personal communication devices on school property or designate a method for the storage of a student’s device while the student is on school property during the school day.
65	Deleted the section entitled, <i>Instructional Use of Personal Electronic Devices</i> , to align with new legislation.	HB 1481 prohibits the use of personal communication devices.
66	Added <i>Parental Consent</i> section under <i>Extracurricular Activities, Clubs, and Organizations (All Grade Levels)</i> to adhere to new legislation.	SB 12 requires written parental consent before a student may participate in a student club that is authorized or sponsored by the district. Note that SB12 prohibits a district from authorizing or sponsoring a student club based on sexual orientation or gender identity.
74	Edited the text in the <i>Graduation</i> section under <i>Students with Disabilities</i> to align to new legislation.	HB 2 allows a student receiving special education services to earn the distinguished level of achievement if specific requirements are met.
76-77	Added <i>Health-Related Services</i> section under <i>Health-Physical and Mental</i> to align with new legislation.	SB 12 requires that before the first instructional day of each school year, a school district shall provide parents written notice of each health-related service offered at the district campus the student attends. The notice must include a statement of the parent’s right to

		withhold consent for or decline a health-related service.
79	Changed “Auto-Injectors” to "Delivery Systems” in the section title and throughout the text in the Health - Physical and Mental section to align with new legislation allowing both auto-injectors and nasal sprays for epinephrine delivery. The new section title is Unassigned Epinephrine Delivery Systems .	<p>SB 1619 permits the authorization and administration of epinephrine delivery systems, including:</p> <ul style="list-style-type: none"> • An epinephrine auto-injector • An epinephrine nasal spray
93	Added Parental Rights and Options section under Parent and Family Engagement (All Grade Levels) section in order to adhere to new legislation.	<p>SB 12 requires districts to provide at the time of enrollment and at the beginning of each school year specific information regarding parental rights and options.</p> <p>TEA is required to create a form for districts to use in complying with this requirement that was not yet available at time of publishing. Once available, the district is required to post the form in a prominent location on the district’s website.</p> <p>Until the TEA form is available, ensure the district’s selections for providing notice in this handbook and through other notification procedures used by the district adequately inform parents of their rights and options with respect to:</p> <ul style="list-style-type: none"> • Course of study and supplemental services • Instructional materials and library materials • Health education instruction

		<p>under Texas Education Code section 28.004</p> <ul style="list-style-type: none"> ● Instruction regarding sexual orientation and gender identity under Texas Education Code section 28.0043 ● School options, including virtual and remote schooling options ● Immunizations ● Gifted and talented programs ● Promotion, retention, and graduation policies ● Grade, class rank, and attendance information ● State standards and requirements ● Data collection practices ● Health care services ● The grievance procedure ● Special education and bilingual education and special language programs
91	<p>Added “the district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child’s teachers” in the <i>Parent and Family Engagement (All Grade Levels)</i> section under <i>Working Together</i> in order to adhere to new legislation.</p>	<p>SB 12 requires boards to adopt a policy providing at least two opportunities for in-person conferences during each school year between each parent of a child enrolled in the district and the child’s teachers.</p>
92	<p>Changed “72 hours” to “3 business days” in regards to the posting requirement for board meetings in the <i>Parent and Family Engagement (All Grade Levels)</i> section.</p>	<p>HB 1522 changed the posting requirement for board meetings from 72 hours before the scheduled time of a meeting to three business days before</p>

		the scheduled date of the meeting.
96-97	Added <i>Safe Storage of Firearms</i> section to adhere to new legislation.	<p>HB 121 requires the Texas School Safety Center, in collaboration with the Department of Public Safety, to provide information about safe storage of firearms, including ways parents can effectively prevent children from accessing firearms. Districts are required to provide this information to parents of all enrolled students at least three times each school year.</p>
101-102	Updated <i>Library (All Grade Levels)</i> section to adhere to new legislation and align with district practices.	<p>SB 13 allows for a school board to establish a local school library advisory council (SLAC) to assist the board with its responsibilities related to library materials, including library materials collection development and reviewing challenges to library books in the district catalog. If the district has a SLAC, provide information regarding the district's SLAC as established by the board.</p> <p>SB 13 requires districts to allow parents to submit a list of library materials that their child may not access. The parent must be able to submit the list:</p> <ul style="list-style-type: none"> • In an electronic or physical form; or • Through the districts or the school's online library catalog. <p>SB 13 requires that a district have a procedure that allows a parent to access</p>

		<p>the catalog of available library materials at each school library in the district.</p> <p>SB 13 requires that if a district uses a learning management system or online learning portal, the district must provide parents a notification each time the parent's child checks out a library material through that system or portal that includes at least the title, author, genre, and return date of the material. 306</p> <p>On January 25, 2024, the Texas State Library and Archives Commission (TSLAC) issued mandatory standards (https://www.tsl.texas.gov/ldn/schoolibrarystandards) for school library collection development and voluntary standards for school library services other than collection development as required by state law. SB 13 requires TSLAC to update those standards to align with additional requirements for school library collection and development by April 1, 2026.</p> <p>TASB Policy Service Update 126 will reflect changes made to the law affecting district library collections, and districts will be notified when TSLAC adopts updated standards, which will be included in the subsequent update made available to districts.</p>
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102	Updated the text in the Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only) section in order to adhere to new legislation.	SB 12 requires the district obtain written parental consent before a student may participate in any student club authorized or sponsored by the district.
107	Removed the words “self contained” when describing certain special education classrooms in the Video Camera (All Grade Levels) section.	TASB suggestion to remove due to redundancy. Certain special education classrooms include self contained classrooms. 307
112 (Glossary)	Removed the definition for TXVSN (Texas Virtual School Network)	SB 569 repeals the Texas School Virtual Network and allows for students to enroll in virtual or hybrid courses offered by the district or another district or school approved in accordance with new Education Code Chapter 30B .



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/11/2025 9:58:56

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

Action Needed

Name of Person Responsible:

James Scherer

Department or Campus:

Board of Trustees

Title of Agenda Item:

Establish Committee to Review and Suggest Revisions to Board Operating Procedures

Background Information:

The GISD Board of Trustees to form a Committee per BDB(Local) policy. This requires the Board to act on forming the committee with some specific parameters:

Number of Board members on the committee – 3 Members

Process to appoint Board members to the committee – Board President Appointment

Term of committee membership – Not to exceed 4 months or completion of project.

Responsibilities of the committee – Review current Board Operating Procedures and relevant Board Local Policies. Propose potential revisions to existing policy to ensure Board operations run smoothly and remain focused achieving the district’s goals.

Solicit feedback from the whole Board at a public meeting and then propose language adjustments to be recommended to the whole Board for adoption.



BOARD AGENDA ITEM

Attachments:

NO

Superintendent's Recommendations:

Approval of Establishing a Committee to Review and Suggest Revisions to Board Operating Procedures



BOARD AGENDA ITEM

Board Meeting Date: 8/18/2025

Submitted Date: 8/11/2025 16:04:20

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

Action Needed

Name of Person Responsible:

Devin Padavil

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Approve Superintendent and Board Goals

Background Information:

The Board of Trustees has worked to provide these goals for the Superintendent and his team. These goals will provide direction and focus for the work this school year.

Attachments:

NO

Superintendent's Recommendations:

Approve the Superintendent and Board Goals as presented.



BOARD AGENDA ITEM

Board Meeting Date:8/18/2025

Submitted Date: 8/13/2025 11:47:29

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

Action Needed

Name of Person Responsible:

Jennifer Hanna, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Adoption of Resolution Setting Tax Rate

Background Information:

Before setting a tax rate, school districts are required to follow Truth in Taxation laws. These requirements have been completed. The Notice of Public Meeting to Discuss Budget and Proposed Tax Rate was published in the Williamson County Sun on June 4, 2025. The budget for the 2025-26 fiscal year was adopted on June 16, 2025. The district received our Maximum Compressed Tax Rate on July 30, 2025 and received approval from TEA on August 11, 2025 to proceed with the tax rate adoption.

The proposed and current tax rates are:

	Proposed 2025-26	Current 2024-25
General Fund (M & O)	\$0.6931	\$0.6969
Debt Service (I & S)	\$0.3575	\$0.3575



BOARD AGENDA ITEM

Total Tax Rate	\$1.0506	\$1.0544
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This is a decrease of .0038 cents from last year's rate.

Attachments:

YES

Superintendent's Recommendations:

Adoption of the attached resolution setting a tax rate of \$1.0506 per \$100 of taxable value for the 2025 tax year.

**GEORGETOWN INDEPENDENT SCHOOL DISTRICT
Resolution of the Board to Set Tax Rate**

Date: August 18, 2025

On this date, we, the Board of Trustees of the Georgetown Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2025 at a total tax rate of \$1.0506, to be assessed and collected by the duly specified assessor and collector as follows:

\$0.6931 for the purpose of maintenance and operations, and

\$0.3575 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 5.83% AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$38.20.

Adopted this 18th day of August 2025, by the Board of Trustees.

President's signature

Secretary's signature