Agenda of Regular Meeting
October 19, 2026
7:00 PM Closed Session / 7:00 PM Open Session

A Regular Meeting of the Board of Trustees of Georgetown ISD is October 19, 2026, beginning at 7:00 PM in the GISD Hammerlun Center for Leadership & Learning Building at 507 E University Avenue. Immediately after opening, the Board of Trustees will convene in Closed Session and will return to Open Session following the completion of Closed Session. The Board will not reconvene in Open Session before 7:00 p.m.

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

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

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

I. Determination of Quorum, Call to Order
II. Closed Session (authorized by TX Gov't Code Section 551.071, 551.072, 551.074, 551.076, 551.082, 551.0821, 551.089, 551.129) Personnel Matters
III. Pledges of Allegiance
IV. Recognitions 3
Maggie Dominguez
V. Hearing of Citizens Who Desire to Come Before the Board
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XI. Closed Session (authorized by TX Gov't Code Section 551.071, 551.072, 551.074, 551.076, 551.082, 551.0821, 551.089, 551.129**)**
XII. Adjourn

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/9/2026 11:09:10

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

Recognition

Name of Person Responsible:

Jenny Gebhardt

Department or Campus:

Georgetown High School Jack Frost Award

Title of Agenda Item:

GHS Jack Frost Winners

Background Information:

Winner 1: CeLorie Castillo
Winner 2: Sabana Bhattarai

Attachments:

NO

Superintendent's Recommendations:

Recognition

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/12/2026 16:42:08

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

Recognition

Name of Person Responsible:

David Otterstetter

Department or Campus:

East View High School

Title of Agenda Item:

EVHS October Jack Frost Winners

Background Information:

Winner 1: Kellan Rainey Winner 2: Katie Wong

Attachments:

NO

Superintendent's Recommendations:

Recommended for Recognition

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/13/2026 8:08:09

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

Presentation

Name of Person Responsible:

Wes Vanicek

Department or Campus:

District Operations

Title of Agenda Item:

Update: Out-of-District Student Transfer

Background Information:

This spring, GISD launched an out-of-district transfer program to increase student enrollment and GISD campuses that have enrollment capacity. Various groups of stakeholders met to iron out details of how this program would be facilitated. Ultimately, a process was created, admissions criteria were identified and applications were processed leading to placements at many campuses across GISD. This year, GISD allowed out-of-district transfers for grade levels Kindergarten - 8th grade.

Attachments:

NO

BOARD AGENDA ITEM

Superintendent's Recommendations:

Presentation only

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]**

GEORGETOWN ISD STRATEGIC BLUEPRINT

PRIORITY AREA	
EXCELLENCE IN ACADEMICS	**Objective 1.1** - In GISD, every student engages with high-quality instruction, purposeful assessment, and timely supports that help them reach their full potential. **Objective 1.2** - GISD educators empower students to cultivate the Learner Profile attributes daily, turning every classroom experience into a stepping stone for personal and academic development. **Objective 1.3** - All GISD students have the skills and confidence to be successful in postsecondary education and the workforce.
STUDENT CONNECTION & BELONGING	**Objective 2.1** - GISD students experience and create positive, respectful interactions with each other and with adults. **Objective 2.2** - GISD's students are engaged in experiences that allow them to deepen connections, explore their interests, gain confidence, and discover their passions. **Objective 2.3** - Students in Georgetown ISD feel valued, invested in, and have a sense of belonging at their school.
EXCEPTIONAL STAFF EXPERIENCE	**Objective 3.1** - Georgetown ISD recruits and retains high-quality employees through competitive compensation and benefits to all employees. **Objective 3.2** - Georgetown ISD employees continuously grow in their craft and model the values that shape our culture. **Objective 3.3** - GISD employees find meaning and value in their work through a culture of voice, collaboration, recognition, respect, and belonging.
PARTNERING WITH OUR COMMUNITY	**Objective 4.1** - Parents and community members engage in GISD schools. **Objective 4.2** - GISD actively seeks input from families and builds partnerships with businesses and community organizations to expand opportunities for students and staff. **Objective 4.3** - GISD is transparent with reporting progress and providing access to information in a manner that's easily understood.

OCT. BOARD WORKSHOP

[October 5, 2026]

October Agenda Items Included:

- Update on Proposition A
- Beginning of Year MAP & mClass Data
- Bilingual/ESL Report
- Possible Adjustment to District of Innovation Plan

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

Congratulations to our Career & Technical Education (CTE) Department!

Georgetown ISD is a ***CTE District of Distinction!***

Good Things This Month!

Student Panel at the Chamber

→ Students Alejandro, Zoe, Presley and Frankie joined Dr. Padavil for a student panel at the Chamber of Commerce Cornerstone Lunch.

School Lunch Day in GISD

→ Campuses celebrated our Nutrition Services Team for all of their hard work and dedication.

Celebrating Perfect Attendance

→ Attendance Matters! Students with perfect attendance at Mitchell ES participated in a prize drawing.

50 Fellas Food Fest

→ The GISD Education Foundation held their annual Fifty Fellas Food Fest Fundraiser over the weekend. *Congratulations to Cooper ES' chef team for placing 2nd in the dessert category!*

See more news and highlights at www.georgetownisdnews.org

Happy National Principals Month!

GEORGETOWN ISD PROP A

TEACHER AND STAFF PAY

Maintain A Balanced Budget

Preserve Student Programs

Increase Staff Compensation

Overall increase of **6¢** provides **$8.4M** for staff pay

Cost for median homeowner is **$7.97/Year**

We will remain one of the **lowest** tax rates in the area

25¢ Tax rate drop over past 6 years

Provides **3.5-4%** Raises for all teachers ($2,300 min)

And **3%** for all other staff

Maintains balanced budget and incurs **zero** debt

Preserve student programs

GEORGETOWNISD.ORG/PROPA

Early Voting **October 19 - 30, 2026**

Election Day **Tuesday, November 3, 2026**

ALL THE WAY AT THE END OF THE BALLOT

This is what the ballot will say.

Georgetown Independent School District - Proposition A
THIS IS A TAX INCREASE
Ratifying the ad valorem tax rate of $1.1106 per $100 valuation in Georgetown Independent School District for the current year, a rate that will result in an increase of 12.80 percent in maintenance and operations tax revenue for the District for the current year as compared to the preceding year, which is an additional $17,479,755.

This is what a successful election will do.

- **Maintain a balanced budget**
- **Increase teacher and staff pay**
- **$7.97/year increase to the median home in GISD**
- **$8.4 million annual increase to school operations**
- **$1.1106 will remain one of the lowest tax rates in the area**

VOTING INFORMATION

SUN	MON	TUES	WED	THUR	FRI	SAT
	Early Voting					
OCT 18	OCT 19 7am - 7pm	OCT 20 7am - 7pm	OCT 21 7am - 7pm	OCT 22 7am - 7pm	OCT 23 7am - 7pm	OCT 24 7am - 7pm
Early Voting						
OCT 25 12am - 6pm	OCT 26 7am - 7pm	OCT 27 7am - 7pm	OCT 28 7am - 7pm	OCT 29 7am - 7pm	OCT 30 7am - 7pm	OCT 31
NOV 1	NOV 2	Election Day NOV 3 7am - 7pm				

Early Voting Locations

- Wilco Georgetown Annex
- Georgetown Fire Station #6
- Georgetown City Hall
- Georgetown ISD Technology Bldg
- The Oaks Community Center
- East View High School Gym Foyer

Upcoming Events

October 30 – Professional Learning/Student Holiday

www.georgetownisd.org/district-calendar for details

Be Informed

Online

www.georgetownisd.org
and
www.georgetownisdnews.org

eNews

Engage

→ Subscribe to receive district communications via ParentSquare

ParentSquare

Follow

→ @GeorgetownISD on social media

Dialogue

→ Send questions, concerns or feedback via Let's Talk.

→ Access the district's Chat Bot to quickly find answers on our website.

Submit a Let's Talk Dialogue

Let's Talk! Contact us

GEORGETOWN ISD

Financial Reports
September 30, 2026

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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
September 30, 2026
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
	REVENUES						
5700	Local Revenues	392,421	171,504,000	-	1,621,158	169,882,842	0.9%
5800	State Revenues	-	21,268,000	-	204,205	21,063,795	1.0%
5900	Federal Revenues / Other	3	1,500,000	-	42,733	1,457,267	2.8%
	TOTAL	392,424	194,272,000	-	1,868,096	192,403,904	1.0%
							21
	EXPENDITURES						
11	Instructional	8,096,785	104,480,027	647,886	23,950,300	79,881,841	22.9%
12	Instructional Resources & Media	97,975	1,448,505	57,672	307,018	1,083,815	21.2%
13	Curriculum & Instructional Development	150,893	1,755,503	73,266	474,900	1,207,337	27.1%
21	Instructional Administration	297,066	3,777,215	(3,293)	989,276	2,791,231	26.2%
23	School Leadership	735,590	9,921,417	8,139	2,294,371	7,618,907	23.1%
31	Guidance & Counseling	451,356	6,156,686	10,889	1,450,484	4,695,313	23.6%
32	Social Work Services	7,255	127,350	-	22,662	104,688	17.8%
33	Health Services	153,546	1,966,544	5,823	453,005	1,507,716	23.0%
34	Student Transportation	598,510	6,869,589	658,974	1,243,245	4,967,369	18.1%
35	Child Nutrition	-	-	-	-	-	
36	Co-Curricular Activities	297,038	3,566,532	237,197	834,488	2,494,847	23.4%
41	General Administration	519,394	4,284,804	423,157	1,274,287	2,587,360	29.7%
51	Plant Maintenance & Operations	1,342,684	18,338,180	4,196,461	5,140,406	9,001,314	28.0%
52	Security & Monitoring	92,357	1,612,741	19,255	241,493	1,351,994	15.0%
53	Data Processing Services	210,053	3,055,527	195,416	732,496	2,127,614	24.0%
61	Community Services	-	27,441	-	-	27,441	0.0%
71	Debt Administration	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
91	Contracted Instructional Services Between Public Schools	-	22,483,000	-	-	22,483,000	0.0%
95	Payments to JJAEP	-	357,928	357,928	-	-	0.0%
99	Appraisal Services	334,777	1,508,011	1,173,234	334,777	-	22.2%
	TOTAL	13,385,280	191,737,000	8,062,004	39,743,208	143,931,787	20.7%
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	-	-	-	-	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		**2,535,000**				
	BEGINNING FUND BALANCE (unaudited)		**36,864,191**				
	ENDING FUND BALANCE (estimated)		**39,399,191**				

FOOD SERVICE FUND
YTD MONTHLY REVENUE/EXPENDITURES
September 30, 2026
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
	REVENUES						
5700	Local Revenues	47,366	3,503,547	-	79,438	3,424,109	2.3%
5800	State Revenues	-	32,500	-	-	32,500	0.0%
5900	Federal Revenues / Other	-	4,459,527	-	29,811	4,429,716	0.7%
	TOTAL	47,366	7,995,574	-	109,249	7,886,325	1.4%
	EXPENDITURES						
35	Child Nutrition	448,921	7,932,514	2,397,298	1,093,452	4,441,764	13.8%
51	Plant Maintenance & Operations	-	-	-	-	-	
81	Facilities Acquisition & Construction	-	-	-	-	-	
	TOTAL	448,921	7,932,514	2,397,298	1,093,452	4,441,764	13.8%
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	**-**	**-**	**-**	**-**	-	
	NET INCREASE/(DECREASE) IN FUND BALANCE		**63,060**				
	BEGINNING FUND BALANCE (audited)		**2,242,329**				
	ENDING FUND BALANCE (estimated)		**2,305,389**				

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DEBT SERVICE FUND (Bonds)
YTD MONTHLY REVENUE/EXPENDITURES
September 30, 2026
(Unaudited)

CODE	DESCRIPTION	MONTHLY REVENUES/ EXPENDITURES	CURRENT BUDGET	OUTSTANDING ENCUMBRANCES	YTD REVENUES/ EXPENDITURES	YTD REMAINING BALANCES	PERCENT OF BUDGET
	REVENUES						
5700	Local Revenues	79,392	71,367,359	-	412,570	70,954,789	0.6%
5800	State Revenues	-	12,590,945	-	-	12,590,945	0.0%
5900	Federal Revenues / Other	-	-	-	-	-	
	TOTAL	79,392	83,958,304	-	412,570	83,545,734	0.5%
	EXPENDITURES						
71	Debt Service	1,750	83,955,533	13,250	48,698,412	35,243,871	58.0%
	TOTAL	1,750	83,955,533	13,250	48,698,412	35,243,871	58.0%
7900	Other resources	-	-	-	-	-	
8900	Other uses	-	-	-	-	-	
	NET	**-**	**-**	**-**	**-**	**-**	
	NET INCREASE/(DECREASE) IN FUND BALANCE		**2,771**				
	BEGINNING FUND BALANCE (audited)		**65,752,694**				
	ENDING FUND BALANCE (estimated)		**65,755,465**				

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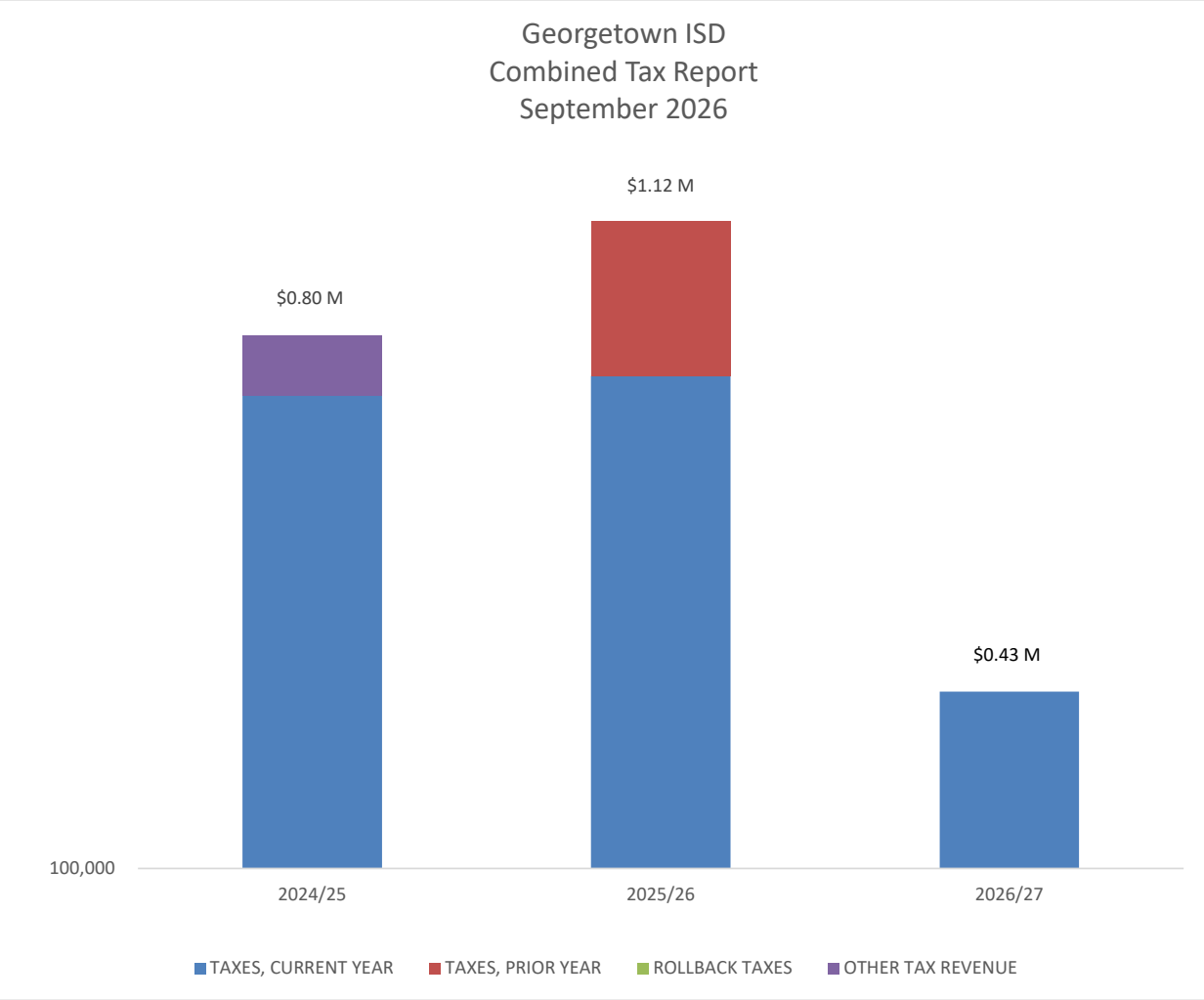

Budgeted Totals	**$212.29 M**	**$220.89 M**	**$236.25 M**
Collection Rate	**98.27%**	**99.36%**	**0.48%**

TAX COLLECTIONS						
	Rate	**Current**	**Prior**	**Rollback**	**Other**	**Total**
M&O	0.6931	499,501	(12,629)	154,706	117,917	759,495
Debt Service	0.3575	254,606	(10,267)	67,423	56,200	367,962
Total	1.0506	754,107	(22,896)	222,129	174,117	1,127,457

Projected Recapture	8,647,955
Net	**(7,888,460)**

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/13/2026 16:08:03

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

Consent Agenda

Name of Person Responsible:

Clay Goehring, CFO

Department or Campus:

Business Services

Title of Agenda Item:

Financial Reports

Background Information:

Reports showing activity and balances through September 30, 2026 for tax collections and General Fund, Food Service Fund and Debt Service Fund budgets.

Attachments:

YES

Superintendent's Recommendations:

Approval of the Financial Reports

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/13/2026 8:22:53

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

Consent Agenda

Name of Person Responsible:

Kristen Sloas

Department or Campus:

Superintendent's Office

Title of Agenda Item:

Previous Board Meeting Minutes

Background Information:

Previous Board Meeting Minutes

Attachments:

YES

Superintendent's Recommendations:

Approve as Submitted

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 9/28/2026 8:39:15

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

Consent Agenda

Name of Person Responsible:

Jen Kearney

Department or Campus:

Teaching, Learning, & Assessment

Title of Agenda Item:

Approval of Library Materials Proposed for Purchase and Received by Donation

Background Information:

EFB(LOCAL) specifies that the Board must approve or reject all new library materials before they are purchased or accepted for donation. The list of these library materials must be posted for public review for 30 days prior to a Board vote. A list of proposed materials was posted for public review and comment on September 18, 2026. eaching, Learning, & Assessment is seeking consent from the GISD Board of Trustees for the attached list of library resources.

Attachments:

YES

BOARD AGENDA ITEM

Superintendent's Recommendations:

Yes

List Posted 9-15-2026

Board Meeting 10-19-2026

In accordance with Policy EFB (Local), all new library book purchases shall be made available for community preview for at least 30 days before being added to campus libraries. Georgetown ISD will post the list of proposed book purchases 30 days prior to seeking approval from the Board of Trustees. Approval of a title shall extend to all ISBN formats associated with that title, including but not limited to: paperback, hardcover, electronic book (e-book), and audiobook editions. Approval does not extend to adaptations that alter the original work's intent or content, such as graphic novels or similar derivative formats. Any such adaptation requires separate review and approval.

2	MIddle	The Last days of the dinosaurs	Black, Riley	9781250894861
3	Middle	A hat full of sky	Pratchett, Terry	9798368789668
4	Middle	A world worth saving	Lukoff, Kyle	9798318945205
5	Middle	Absent	Ogle, Rex	9781324124894
6	Middle	Afar	Freeman Megan E	9798347108862
7	Middle	As you wish	Jones, Nashae	9798318923142
8	Middle	Ash's cabin	Wang, Jen	9781516097371
9	Middle	Beasts	Bjerkeland, Ingvild	9781646145133
10	Middle	Better than the movies	Painter, Lynn	9781668840252
11	Middle	Break to you	Shusterman, Neal	9798318910524
12	Middle	Coach	Reynolds, Jason	9798318969775
13	Middle	Code name Kingfisher	Kessler, Liz	9798368781013
14	Middle	Confessions from the group chat	Meadows, Jodi	9780823461226
15	Middle	Counting down with you	Bhuiyan, Tashie	9781544463933
16	Middle	Crushing it	Becker, Erin	9780593523643
17	Middle	D.J. Rosenblum becomes the G.O.A.T* --*some asssembly required	White, Abby--(Children's author)	9798318947032
18	Middle	Darkness of Dragons --A Graphic Novel	Sutherland, Tui T	9798318964237
19	Middle	Displacement	Hughes, Kiku	9781725491083
20	Middle	Dragon hoops	Yang, Gene Luen	9798368722818
21	Middle	Dreamover	Diaz, Dani	9781603095464
22	Middle	Dropping beats	Lessore, Nathanael	9798368748399
23	Middle	Family of liars	Lockhart, E	9781516043965
24	Middle	Fast food nation : the dark side of the all-American meal	Schlosser, Eric	9781489800374
25	Middle	Furia	Mendez, Yamile Saied	9781713783923
26	Middle	Graciela in the abyss	Medina, Meg	9798318945991
27	Middle	Grin	Gillespie, D. W	9780593814888
28	Middle	Hey, kiddo	Krosoczka, Jarrett	9781544420523
29	Middle	I shall wear midnight	Pratchett, Terry	9798368790015
30	Middle	I survived wildlife adventure the night of the lions, 2025	Tarshis, Lauren	9798318945076
31	Middle	I was told there would be romance	Arnold, Marie	9798318924118

List Posted 9-15-2026				
Board Meeting 10-19-2026				
32	Middle	Into the Fire	Brashares, Ann	9798318962820
33	Middle	Kristy and the Mother's Day Surprise --a Graphic Novel	Epstein, Gabriela	9798318964244
34	Middle	Like we were in Paris	Lee, Stephan	9798318935329
35	Middle	Love in ruins	Desombre, Auriane	9798318936753
36	Middle	Mexikid dreams : a graphic memoir	Martin, Pedro	9798318957802
37	Middle	Mientras Yubooh Duerme, Volumen 1	Palacios, Paulina	9798318967351
38	Middle	NBA 80 : the seasons, the players, the greatest moments	Labis, Benoit	9798318962776
39	Middle	Orbiting Jupiter	Schmidt, Gary D	9781537972848
40	Middle	Piece by piece : the story of nisrin's hijab	Huq, Priya	9781713783084
41	Middle	Rebel spy	Rossi, Veronica	9781713763338
42	Middle	Rolls and rivalry	Boyce, Kristy	9798318945250
43	Middle	Room to breathe	West, Kasie	9798318937033
44	Middle	Run home	Bermudez, Alyssa	9798368783673
45	Middle	Scare bear	Alexander, K. R	9798318945892
46	Middle	She drives me crazy	Quindlen, Kelly	9781668805961
47	Middle	Stay dead	Henry, April	9798368795553
48	Middle	Sunkissed	West, Kasie	9780593176290
49	Middle	The Baby-sitters Club super special. 1,Baby-sitters on board!	Telgemeier, Raina	9798318948558
50	Middle	The chismosas only book club	Kemp, Laekan Zea	9798318949364
51	Middle	The dividing sky	Tew, Jill	9798318962790
52	Middle	The downstairs girl	Lee, Stacey	9781725498242
53	Middle	The enigma girls : how ten teenagers broke ciphers, kept secrets, and helped win World War II	Fleming, Candace	9798368779140
54	Middle	The hired girl	Schlitz, Laura Amy	9781537973241
55	Middle	The Hybrid Prince	Sutherland, Tui T	9798318965654
56	Middle	The Neverfear	Rundell, Katherine	9780593809952
57	Middle	The odyssey : a modern retelling	Albert, Liv	9798217138456
58	Middle	The poisoned king	Rundell, Katherine	9780593809914
59	Middle	The shadow road	Kirchmeier, Kurt	9781547615445
60	Middle	The shepherd's crown	Pratchett, Terry	9798368790572
61	Middle	The Sixth Faction	Roth, Veronica	9780063462595
62	Middle	The Vanishing of Lake Peigneur A Graphic Novel Based on a True Story	Wolf, Allan	9798318960857

List Posted 9-15-2026				
Board Meeting 10-19-2026				
63	Middle	The web of war : a World War II tale	Hale, Nathan	9798318951794
64	Middle	The Wild Zone (From the World of Percy Jackson)	Riordan, Rick	9798217445981
65	Middle	To dance	Siegel, Siena Cherson	9781481486637
66	Middle	Under the neon lights	Vinson, Arriel	9798318946912
67	Middle	Victory. Stand! : raising my fist for justice	Smith, Tommie	9781668867181
68	Middle	We are big time	Khan, Hena	9780593899052
69	Middle	Westfallen	Brashares, Ann	9798368782881
70	Middle	Whale eyes : a memoir about seeing and being seen	Robinson, James	9798318948510
71	Middle	Wildwood	Meloy, Colin	9780329943233
72	Middle	Wintersmith	Pratchett, Terry	9798368790695
73	High School	Adam, mine	Ancrum, K	9780063449022
74	High School	Anger is only a shadow	Acevedo, Elizabeth	9780062882790
75	High School	Armor for liars	Grove, S. E	9781665983709
76	High School	Art but make it sports : epic matchups where art and sports collide	Rader, L J	9781797236834
78	High School	Flickerstate	Davidson, F. A	9781464266195
79	High School	Immortal game	Saft, Allison	9781250404763
80	High School	Landing in place : a graphic novel	Hamdy, Sherine	9798318949142
81	High School	Mark of the Warrior	Lee, Shannon	9781250902702
82	High School	Meet the megafauna! : get to know 20 of the largest animals to ever roam the Earth	Balkan, Gabrielle	9781523508600
83	High School	Salvage : a graphic novel	Nault, Renee	9798368792712
84	High School	The dog stars : a novel	Heller, Peter	9780307950475
85	High School	The Pools	Lockhart, E	9780593904121
86	High School	The silent patient	Michaelides, Alex	9781250301697
87	High School	The walking dead. Volume 1,Days gone bye	Kirkman, Robert	9781489864239
88	High School	Trust Fall	Painter, Lynn	9798347100217
89	High School	What Rough Beast	McGinnis, Mindy	9780063370746
90	High School	When the World Was Happy	Saenz, Benjamin Alire	9798347104055
91	High School	Narrative Animal Sculpture with Lisa Naples [DVD]	Naples, Lisa	
92	High School	Where Do We Go From Here? Chaos or Community?	King, Martin Luther	978-0-8070-0076-2
93	High School	Raptoriva	Victoria Rivera	9798990021860

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94	High School	Nothing Out There	Mae Harcourt	979-8994436400
95	Elementary	11 experiments that failed	Offill, Jenny	9798318951756
96	Elementary	3 weeks in the rainforest : a rapid inventory in the Amazon	Swanson, Jennifer	9781623543167
97	Elementary	A day in the life of a bald eagle	Murray, Julie	9798384907282
98	Elementary	A day in the life of a green sea turtle	Murray, Julie	9798384907299
99	Elementary	A day in the life of a grizzly bear	Murray, Julie	9798384907305
100	Elementary	A day in the life of a raccoon	Murray, Julie	9798384907312
101	Elementary	A day in the life of an American bullfrog	Murray, Julie	9798384907329
102	Elementary	A day in the life of an ant	Murray, Julie	9798384907336
103	Elementary	A forest begins anew	Aamodt, Louise M	9781662620065
104	Elementary	A great fall : three-and-a-half stories	Dyckman, Ame	9781665957441
105	Elementary	A husk of corn : a silly spooky story	Bolte, Mari	9798899130168
106	Elementary	A seed grows	Portis, Antoinette	9798318912047
107	Elementary	A tree is a community	Harrison, David L	9798318911453
108	Elementary	A very scary book	DiTerlizzi, Angela	9780063420229
109	Elementary	African animals	Bullard, Lisa	9798384970019
110	Elementary	African Queens --Twelve Incredible Stories of Africa's Legendary Women Leaders	Iwu, Onyinye	9781536253863
111	Elementary	After the rain	Spicer Rice, Eleanor	9781536236385
112	Elementary	Alice with a Why	James, Anna	9798318977930
113	Elementary	All the ways we learn	Ward, Chloe Ito	9798217050376
114	Elementary	Anansi and the talking cloth	Brewer, Caroline	9781623544218
115	Elementary	Animals in fall	Harvey, Norrie	9798896624400
116	Elementary	Arctic animals	Borgert-Spaniol, Megan	9798384970026
117	Elementary	Asian animals	Borgert-Spaniol, Megan	9798384970033
118	Elementary	Australian animals	Bell, Samantha	9798384970040
119	Elementary	Awe!	Stiefel, Chana	9781546150350
120	Elementary	Axolotl x Wooper : the animal that inspired the Pokemon	Hansen, Grace	9798384909835
121	Elementary	Baby Sitters LIttle Sister 14 --Karen's in Love	Williams, Lily	9781546135449
122	Elementary	Baby-sitters little sister 13, Karen's New Year	Yingst, D. K	9781546135418
123	Elementary	Back to School	Harvey, Norrie	9798896624431
124	Elementary	Back to School	Twiddy, Robin	9798899132407

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125	Elementary	Banana Ball How the Viral Sensation Savannah Bananas Are Making Baseball Fun	Johnson, Kristin F	9798348057787
126	Elementary	Banana Ball League history	Beattie, Charlie	9798384941675
127	Elementary	Banana Ball League rules	Streeter, Anthony	9798384941682
128	Elementary	Barbara Park's Junie B. Jones and a little monkey business : the graphic novel	Venable, Colleen A. F	9780593645673
129	Elementary	Barbara Park's Junie B. Jones and her big fat mouth : the graphic novel	Venable, Colleen A. F	9780593645703
130	Elementary	Barbara Park's Junie B. Jones and some sneaky peeky spying : the graphic novel	Venable, Colleen A. F	33 9780593645734
131	Elementary	Barbara Park's Junie B. Jones and the stupid smelly bus : the graphic novel	Venable, Colleen A. F	9780593645642
132	Elementary	Basketball Encyclopedia	Kingfisher	9798318966491
133	Elementary	Bat x Zubat : the animal that inspired the Pokemon	Hansen, Grace	9798384909842
134	Elementary	Be the acorn	Griffin, Jason	9781250417220
135	Elementary	Besties. Crush it!	Miller, Kayla	9780063285644
136	Elementary	Besties. Set sail	Miller, Kayla	9780063344099
137	Elementary	Big, bigger, biggest animals	Murray, Julie	9798384909637
138	Elementary	Bigfoot goes on a cruise	Usfoot, E. Norm	9798899131073
139	Elementary	Bigfoot goes to Alcatraz	Usfoot, E. Norm	9798899132360
140	Elementary	Bigfoot goes to Bodie Ghost Town	Usfoot, E. Norm	9798899132377
141	Elementary	Bigfoot goes to Gettysburg Battlefield	Usfoot, E. Norm	9798899132384
142	Elementary	Bigfoot goes to the Alamo	Usfoot, E. Norm	9798899131080
143	Elementary	Bigfoot goes to the amusement park	Usfoot, E. Norm	9781645199212
144	Elementary	Bigfoot goes to the chocolate factory	Usfoot, E. Norm	9781645199199
145	Elementary	Bigfoot goes to the Grand Canyon	Usfoot, E. Norm	9798899131066
146	Elementary	Bigfoot goes to the Great Barrier Reef	Usfoot, E. Norm	9798899131035
147	Elementary	Bigfoot goes to the International Space Station	Usfoot, E. Norm	9781645199229
148	Elementary	Bigfoot goes to the rodeo	Usfoot, E. Norm	9798899131042
149	Elementary	Bigfoot goes to the shoe factory	Usfoot, E. Norm	9798899131059
150	Elementary	Bigfoot goes to the White House	Usfoot, E. Norm	9781645199205
151	Elementary	Bigfoot goes to the zoo	Usfoot, E. Norm	9781645199182
152	Elementary	Bigfoot goes to Whaley Haunted House	Usfoot, E. Norm	9798899132391
153	Elementary	Bigfoot goes to Yellowstone	Usfoot, E. Norm	9781645199175

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154	Elementary	Blues with a butter knife : the unstoppable music of CeDell Davis	Peterson, Jason	9781662681011
155	Elementary	Boy-crazy Stacey	Martin, Ann M	9781725487697
156	Elementary	Buffalo Ways --the Enduring Story of Buffalo and the First Peoples of North America	Havrelock, Deidre	9780823450374
157	Elementary	Building 903	Lowry, Lois	9780063515109
158	Elementary	Buried alive : a silly spooky story	Clark, Elizabeth	9798899130151
159	Elementary	Business Is Boo-ing	Troupe, Thomas Kingsley	9798899132483
160	Elementary	Camp Half-Blood From the World of Percy JacksonThe Wild Zone	Riordan, Rick	34 9798217446001
161	Elementary	Camping with unicorns : another Phoebe and her unicorn adventure	Simpson, Dana	9781645829621
162	Elementary	Cat Ninja Dog Days	Colleen, Marcie	9798881611606
163	Elementary	Cats	MacMillan, Kathy	9781098290399
164	Elementary	Charlotte the rose dragon	Mara, Maddy	9798318914195
165	Elementary	Claudia and mean Janine	Martin, Ann M	9781725487680
166	Elementary	Claudia and the bad joke	Martin, Ann M	9781544463032
167	Elementary	Claudia and the great search	Martin, Ann M	9798318906114
168	Elementary	Claudia and the great search	Martin, Ann M	9798318906114
169	Elementary	Claudia and the new girl	Martin, Ann M	9781713729099
170	Elementary	Claudia and the phantom phone calls	Martin, Ann M	9781725487635
171	Elementary	Claudia and the sad good-bye	Martin, Ann M	9781516059621
172	Elementary	Claw of the Diamond Dragon	West, Tracey	9798225003364
173	Elementary	Click Clack...Tooth Fairy	Cronin, Doreen, and Lewin, Betsy	9798347114702
174	Elementary	Concrete : from the ground up	Theule, Larissa	9798318911545
175	Elementary	Coretta's Song The Life of Coretta Scott King	appaport, Doreen	9780759557390
176	Elementary	Corn flakes	Abdo, Kenny	9781098284091
177	Elementary	Cupcake diaries, the graphic novel. #1,Katie and the cupcake cure	Simon, Coco	9781665914031
178	Elementary	Cupcake diaries, the graphic novel. #2,Mia in the mix	Simon, Coco	9781665914161
179	Elementary	Cupcake diaries, the graphic novel. #3,Emma on thin icing	Simon, Coco	9781665916561
180	Elementary	Cupcake diaries, the graphic novel. #4,Alexis and the perfect recipe	Simon, Coco	9781665933223

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181	Elementary	Cupcake diaries, the graphic novel. #5,Katie batter up!	Simon, Coco	9781665943727
182	Elementary	Cupcake diaries, the graphic novel. #6,Mia's baker's dozen	Simon, Coco	9781665959476
183	Elementary	Cupcake diaries, the graphic novel. #7,Emma all stirred up!	Simon, Coco	9781665965613
184	Elementary	Cupcake diaries, the graphic novel. #8,Alexis cool as a cupcake	Simon, Coco	9781665971492
185	Elementary	Curious Capybara	de Mello, Natali	9781250417251
186	Elementary	Dawn and the impossible three	Martin, Ann M	9781725487666
187	Elementary	Dawn on the coast	Martin, Ann M	9781668875674
188	Elementary	Dawn's wicked stepsister	Martin, Ann M	9798368783512
189	Elementary	Deer x Sawsbuck : the animal that inspired the Pokemon	Hansen, Grace	9798384909859
190	Elementary	Deer x Sawsbuck : the animal that inspired the Pokemon	Hansen, Grace	9798384909859
191	Elementary	Did You Hear What Happened at the Alamo? : the Texas Revolution of 1835-36	Kennedy, Katie	9798318957048
192	Elementary	Diffy	Lies, Brian	9780316460262
193	Elementary	Dino-helpers	Wheeler, Lisa	9798765671658
194	Elementary	Dinosaurs	Hulick, Kathryn	9781098290405
195	Elementary	Dog Man : a sprinkle in time	Pilkey, Dav	9781546199359
196	Elementary	Dogs	Miller, Marie-Therese	9781098290412
197	Elementary	Don't be scared	Stine, R. L	9780063482951
198	Elementary	Don't Leave!	Tracy, Kristen	9780374393403
199	Elementary	Don't Taunt the Haunts	Troupe, Thomas Kingsley	9798899132513
200	Elementary	Dork Diaries 2 Full-Color Edition	Russell, Rachel Renee	9781665990837
201	Elementary	Dr. Seuss's how the Grinch lost Christmas!	Heim, Alastair	9780593563175
202	Elementary	Dr. Seuss's How the grinch stole Christmas...according to Max!	Heim, Alastair	9798217228089
203	Elementary	Dragonborn	Murray, Struan	9798217113217
204	Elementary	Dragonborn The Twilight Child	Murray, Sauan	9798217113248
205	Elementary	Duel	Harris, Shawn	9780823458738
206	Elementary	Earthquake Rescue	Rajan, Rekha S	9798318965340
207	Elementary	Eco Girl	Wilson-Max, Ken	9798318946264
208	Elementary	Evil spy school, the graphic novel	Gibbs, Stuart	9781665931946

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209	Elementary	Extreme places : the most remote homes on earth	Laroche, Giles	9780358690184
210	Elementary	Face to face	Johnson, Dinah	9780063257290
211	Elementary	Farm animals	Hinman, Bonnie	9781098290429
212	Elementary	Fear the Corgi	Tan, Susan	9781546180319
213	Elementary	Fight or flight	Kinney, Jeff	9781419782701
214	Elementary	Foote was first! : how one curious woman connected carbon dioxide and climate change	Bryant, Jen	9780062957061
215	Elementary	Footprints --Walk the Path of Our Earliest Ancestors	Davies, Stephen	36 9798895090800
216	Elementary	Forests	Beckerman, Nell Cross	9781546130970
217	Elementary	Found sound	Wolitzer, Meg	9781101994627
218	Elementary	Fright of the Felines	Troupe, Thomas Kingsley	9798899132506
219	Elementary	From bam! To burp! : a carbon atom's never-ending journey through space, time, and YOU	Stewart, Melissa	9781623544461
220	Elementary	Gathering the Light	Harjo, Joy	9780593901564
221	Elementary	Ghost army : the troop of artists who helped win WWII	Marsh, Sarah Glenn	9780593691717
222	Elementary	Ghost light	Farizan, Sara	9798225017422
223	Elementary	Glam Popstar Surprise	Ruths, Mitali Banerjee	9798318944987
224	Elementary	Glass : looking in, looking out	Theule, Larissa	9781536225839
225	Elementary	Gnomes and sneezes	Citro, Asia	9798368733425
226	Elementary	Goes on a Quest	Twiddy, Robin	9798899132414
227	Elementary	Goldfinches	Oliver, Mary	9780593692417
228	Elementary	Good morning, Crayons	Daywalt, Drew	9780593694848
229	Elementary	Good-bye Stacey, good-bye	Martin, Ann M	9781713729129
230	Elementary	Goodbye, koi	Wong, Jack	9781338830996
231	Elementary	Granny Smith : a silly spooky story	Olson, Gillia M	9798899132308
232	Elementary	Gruffalo Granny	Donaldson, Julia	9798217238736
233	Elementary	Grumplets and pests	Citro, Asia	9781544446172
234	Elementary	Hammers, drills and wrenches	Vestergaard, Hope	9781536242072
235	Elementary	Hattie Mae Begins Again	Flake, Sharon G	9798318971327
236	Elementary	Hello, Mallory	Martin, Ann M	9781544454047
237	Elementary	Help! I'm Being Eaten by a Bear!	Sharpson, Neil	9780593616703

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238	Elementary	Henry Heckelbeck and the great frog escape	Coven, Wanda	9781665933711
239	Elementary	Henry Heckelbeck and the haunted hideout	Coven, Wanda	9781534461178
240	Elementary	Henry Heckelbeck and the high-dive dare	Coven, Wanda	9781665933742
241	Elementary	Henry Heckelbeck and the not-so-dark day	Coven, Wanda	9781665962971
242	Elementary	Henry Heckelbeck and the race car derby	Coven, Wanda	9781534486317
243	Elementary	Henry Heckelbeck at the Mega Magic Mart	Coven, Wanda	9781665989497
244	Elementary	Henry Heckelbeck at Your Service	Coven, Wanda	9798347120291
245	Elementary	Henry Heckelbeck breaks a leg	Coven, Wanda	9781665933773
246	Elementary	Henry Heckelbeck builds a robot	Coven, Wanda	9781665911382
247	Elementary	Henry Heckelbeck camping expert	Coven, Wanda	9781665952910
248	Elementary	Henry Heckelbeck chills out	Coven, Wanda	9781665911443
249	Elementary	Henry Heckelbeck does not need a sitter	Coven, Wanda	9781665952880
250	Elementary	Henry Heckelbeck gets a dragon	Coven, Wanda	9781534461048
251	Elementary	Henry Heckelbeck goes undercover	Coven, Wanda	9781665989466
252	Elementary	Henry Heckelbeck is out of this world	Coven, Wanda	9781665911412
253	Elementary	Henry Heckelbeck makes super slime	Coven, Wanda	9781665952859
254	Elementary	Henry Heckelbeck never cheats	Coven, Wanda	9781534461079
255	Elementary	Henry Heckelbeck spells trouble	Coven, Wanda	9781534461208
256	Elementary	Henry Heckelbeck takes a swing	Coven, Wanda	9781665962940
257	Elementary	Henry Heckelbeck, dinosaur hunter	Coven, Wanda	9781534486348
258	Elementary	Henry Heckelbeck, Knights! robots! action!	Coven, Wanda	9781665963008
259	Elementary	Henry Heckelbeck, spy vs. spy	Coven, Wanda	9781534486379
260	Elementary	Herd	Hogtun, Stephen	9781526610737
261	Elementary	Hilo Book 12 Attack of the Hungry Monsters	Winick, Judd	9798217228997
262	Elementary	Holidays in fall	Harvey, Norrie	9798896624462
263	Elementary	Homesick	Scanlon, Liz Garton	9780823457144
264	Elementary	Horned toad has a superpower	Esbaum, Jill	9780593700020
265	Elementary	Horses	Ventura, Marne	9781098290436
266	Elementary	How not to rescue a snail	Hrab, Naseem	9781771477284
267	Elementary	How to dive to the deepest place on Earth	Sullivan, Kathy	9781536236361
268	Elementary	How to hatch : a gosling's guide to breaking free	Ackerman, Sara Holly	9780593811078
269	Elementary	How to have a thought : a walk with Charles Darwin	Day, Nicholas	9780823458509
270	Elementary	How to train your evil robot	McCullough, Joy	9781464258404

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271	Elementary	Hunches in bunches	Seuss	9780593706602
272	Elementary	Hurricanes!	Gibbons, Gail	9780823462971
273	Elementary	I am Murphy and I am waiting	Yaccarino, Dan	9781250424280
274	Elementary	I quit	Tracy, Kristen	9780374392192
275	Elementary	I survived wildlife adventure the night of the lions, 2025	Tarshis, Lauren	9798318945076
276	Elementary	Igloo	Ha, Ann Kim	9780063315488
277	Elementary	Interrupting Chicken Raises Her Wing	Stein, David Ezra	9780763682040
278	Elementary	Into the Maze	Mather, Charis	9798899132469
279	Elementary	Jessi and the superbrat	Martin, Ann M	9781516077236
280	Elementary	Jessi Ramsey, pet-sitter	Martin, Ann M	9781668837474
281	Elementary	Jessi's Baby-Sitter	Martin, Ann M	9798318965449
282	Elementary	Jessi's secret language	Martin, Ann M	9781544458212
283	Elementary	Just in case : saving seeds in the Svalbard Global Seed Vault	Clendenan, Megan	9781623544805
284	Elementary	Kaleidoscope of hope : how butterfly life cycles reflect our world	Paul, Miranda	9780063144101
285	Elementary	Katie and the Cupcake War the Graphic Novel	Simon, Coco	9798347121472
286	Elementary	Kitchen Chaos	Troupe, Thomas Kingsley	9798899132490
287	Elementary	Kristy and the Mother's Day surprise	Martin, Ann M	9781668875681
288	Elementary	Kristy and the Mother's Day Surprise --a Graphic Novel	Epstein, Gabriela	9798318964244
289	Elementary	Kristy and the secret of Susan	Martin, Ann M	9798368784090
290	Elementary	Kristy and the secret of Susan	Martin, Ann M	9798368784090
291	Elementary	Kristy and the snobs	Martin, Ann M	9781713729075
292	Elementary	Kristy and the walking disaster	Martin, Ann M	9781668818923
293	Elementary	Kristy's big day	Martin, Ann M	9781725487673
294	Elementary	Kristy's great idea	Martin, Ann M	9781725487628
295	Elementary	Layla the Water Lily Dragon	Mara, Maddy	9798225018368
296	Elementary	Leave the trees, please	Zephaniah, Benjamin	9780063472297
297	Elementary	LEGO : an unofficial kids' guide	Walker, Tracy Sue	9798765668948
298	Elementary	Letters to a giant	Forde, Patricia	9781526684912
299	Elementary	Life Is Sweet (A Graphic Novel) : a Candymakers Graphic Novel	Mass, Wendy	9798318957239
300	Elementary	Lightfall The Girl & the Galdurian Deluxe Edition	Probert, Tim	9780063519329

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301	Elementary	Lion x Pyroar : the animal that inspired the Pokemon	Hansen, Grace	9798384909866
302	Elementary	Little Blue Truck lost and found	Schertle, Alice	9780063436121
303	Elementary	Little Miss Stoneybrook-- and Dawn	Martin, Ann M	9781544453989
304	Elementary	Logan likes Mary Anne!	Martin, Ann M	9781544453842
305	Elementary	Lonely Planet Kids Maptacular!	Baker, Laura	9781837588725
306	Elementary	Mae Jemison : trailblazing astronaut	MacCarald, Clara	9798896623793
307	Elementary	Making a meal for a kraken	Yates, Jane	9798895779330
308	Elementary	Making a meal for a mummy	Yates, Jane	9798895779347
309	Elementary	Making a meal for a vampire	Yates, Jane	9798895779354
310	Elementary	Making a meal for a werewolf	Yates, Jane	9798895779361
311	Elementary	Making a meal for a yeti	Yates, Jane	9798895779378
312	Elementary	Making a meal for a zombie	Yates, Jane	9798895779385
313	Elementary	Mallory and the mystery diary	Martin, Ann M	9798368720562
314	Elementary	Mallory and the trouble with twins	Martin, Ann M	9781668818961
315	Elementary	Mary Anne and the great romance	Martin, Ann M	9798368749495
316	Elementary	Mary Anne and the search for Tigger	Martin, Ann M	9781668893807
317	Elementary	Mary Anne and too many boys	Martin, Ann M	9798318914508
318	Elementary	Mary Anne saves the day	Martin, Ann M	9781725487659
319	Elementary	Mary Anne's bad-luck mystery	Martin, Ann M	9781544458335
320	Elementary	Matches	Abdo, Kenny	9781098284107
321	Elementary	Mei Mei the bunny	Laufey	9798217051748
322	Elementary	Microwaves	Abdo, Kenny	9781098284114
323	Elementary	Millie Fleur's Worst Day Ever	Mandin, Christy	9781546160182
324	Elementary	Mirror mirror	Mlynowski, Sarah	9781339002804
325	Elementary	Molly Meows wants to be a witch	Twiddy, Robin	9798899132438
326	Elementary	Moon Explorer's Guidebook	Lerwill, Ben	9781464282188
327	Elementary	Murray the pirate	Stower, Adam	9798318936876
328	Elementary	My Little Golden Book About Banana Ball	Boughton, Simon	9798217232963
329	Elementary	Nando	Hoyle, McCall	9781639935239
330	Elementary	Noor and the Storyteller	Wedlick, Seina	9780063345058
331	Elementary	North American animals	Bell, Samantha	9798384970057
332	Elementary	Off the wall : making stuff together	Idle, Molly	9780823455539
333	Elementary	Olive Oakes and the Haunted Carousel	Bayron, Kalynn	9798318967559
334	Elementary	One ocean : a journey beneath the waves	Davies, Nicola	9781536242959
335	Elementary	Our home, our only home	Bauer, Marion Dane	9781536234039

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336	Elementary	Our school is a family	Olsen, Shannon	9798987408001
337	Elementary	Our school is a family	Olsen, Shannon	9798987408001
338	Elementary	Over and Under the Park	Messner, Kate	9781797231501
339	Elementary	Owl Capone	Ewers, Christy	9798217042326
340	Elementary	Panda x Pancham : the animal that inspired the Pokemon	Hansen, Grace	9798384909873
341	Elementary	Pangolin x Sandshrew : the animal that inspired the Pokemon	Hansen, Grace	9798384909880
342	Elementary	Past and Presents	Barrows, Annie	9781797219721
343	Elementary	Paws. 1,Gabby gets it together	Fairbairn, Nathan	9780593351864
344	Elementary	Penguins Don't Wear Pants	Cushman, Abi	9780063455979
345	Elementary	Penicillin	Abdo, Kenny	9781098284121
346	Elementary	Pete the cat and the cookie catastrophe	Dean, Kim	9780063350588
347	Elementary	Picking apples and pumpkins	Harvey, Norrie	9798896624493
348	Elementary	Pizza and Taco Blast Off!	Shaskan, Stephen	9798217118403
349	Elementary	Plants in fall	Harvey, Norrie	9798896624523
350	Elementary	Plants Vs. Zombies Volume 26 Certified Zomboss	Tobin, Paul	9781506742939
351	Elementary	Plastic	Abdo, Kenny	9781098284138
352	Elementary	Poppy	Henkes, Kevin	9780063517165
353	Elementary	Precious	Aponte, Carlos	9780593856802
354	Elementary	Pug on a Boat	May, Kyla	9798225074616
355	Elementary	Pug's Cupcake	May, Kyla	9781546139294
356	Elementary	Raven, rising	Derr, Christine Hartman	9780063432833
357	Elementary	Remarkable Maps Latitude	Parker, Philip	9781419790201
358	Elementary	Renegades #2 The Broken City	Hunter, Erin	9780063449589
359	Elementary	Rhea's rodeo	Kemp, Laekan Zea	9781546158035
360	Elementary	Riverkeeper : protecting an American river	Castaldo, Nancy F	9780823462759
361	Elementary	Robot Battle	Avatar, Ari	9798225037444
362	Elementary	Searching for wocks	Knisley, Lucy	9780593858257
363	Elementary	Seed by seed : the legend and legacy of John "Appleseed" Chapman	Codell, Esme Raji	9798318943324
364	Elementary	Shake like a leaf : a silly spooky story	Bolte, Mari	9798899132292
365	Elementary	Sharks	Ventura, Marne	9781098290443
366	Elementary	Sharks in Kansas : the ancient sea in the middle of America	Stewart, Melissa	9780593904725
367	Elementary	Sick Day	Dyckman, Ame	9781665989152

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368	Elementary	Silence sounds simple : a day in the life of John Cage	Golio, Gary	9781662680809
369	Elementary	Sing the 50 United States!	Brannon, Tom	9798217228577
370	Elementary	Sister scribbles	Wen, Lenny	9780593694985
371	Elementary	Snickerdoodle	Kann, Victoria	9780316583916
372	Elementary	South American animals	Doty, Abby	9798384970064
373	Elementary	Space case, the graphic novel	Gibbs, Stuart	9781665934800
374	Elementary	Spaced out, the graphic novel	Gibbs, Stuart	9781665934831
375	Elementary	Spider-Man Chapter Book #1 (Marvel)	Eliopulos, Nick	9780736446624
376	Elementary	Spider-Man. Brand new school day	Foxe, Steve	9798318937118
377	Elementary	Spider-Man. Kizuna.1	Kobayashi, Setta	9798318929939
378	Elementary	Spider-Man. Kizuna.2	Kobayashi, Setta	9798318929946
379	Elementary	Spider-Man. Kizuna.4	Kobayashi, Setta	9781974769162
380	Elementary	Spy camp, the graphic novel	Gibbs, Stuart	9781534499386
381	Elementary	Spy School Goes South the Graphic Novel	Gibbs, Stuart	9781665988339
382	Elementary	Spy school secret service, the graphic novel	Gibbs, Stuart	9781665956642
383	Elementary	Spy school, the graphic novel	Gibbs, Stuart	9781534455436
384	Elementary	Spy ski school, the graphic novel	Gibbs, Stuart	9781665956611
385	Elementary	Stacey and the mystery of Stoneybrook	Martin, Ann M	9798318945854
386	Elementary	Stacey's mistake	Martin, Ann M	9781544458168
387	Elementary	Stone by stone : a rock's journey through time	Koch, Melissa	9780823456734
388	Elementary	Super Rabbit Boy's Race Against Time!	Flintham, Thomas	9798225054625
389	Elementary	Sweet Valley Twins Against the Rules	Pascal, Francine	9798217119868
390	Elementary	Sweet Valley twins. 1,Best friends	Andelfinger, Nicole	9780593376478
391	Elementary	Sweet Valley twins. 2,Teacher's pet	Andelfinger, Nicole	9780593376515
392	Elementary	Sweet Valley twins. 3,Choosing sides	Andelfinger, Nicole	9780593376591
393	Elementary	Sweet Valley twins. 4,The haunted house	Andelfinger, Nicole	9780593376553
394	Elementary	Sweet Valley twins. 6,The new girl	Andelfinger, Nicole	9780593807255
395	Elementary	Sweet Valley twins. 7,Three's a crowd	Andelfinger, Nicole	9780593807293
396	Elementary	Sweet Valley twins. 8,First place	Andelfinger, Nicole	9780593807330
397	Elementary	Take it apart	Howes, Katey	9798765648568
398	Elementary	Thank you, teacher!	Kelkar, Supriya	9780374392208
399	Elementary	That you are here is no small thing	Todd, Traci N	9780593353028
400	Elementary	The 169-story treehouse	Griffiths, Andy	9781250850201
401	Elementary	The Animal Care Center	Elliott, Rebecca	9798318963605

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402	Elementary	The beach day : three-and-a-half stories	Dyckman, Ame	9781665957427
403	Elementary	The best of banana ball	Riccardi, Noah	9798384941699
404	Elementary	The big green : a story about the Great Green Wall of Africa	Wilson-Max, Ken	9781536249538
405	Elementary	The brass encyclopedia	Howard, Sherry	9798384970132
406	Elementary	The claiming	Warga, Jasmine	9781546162841
407	Elementary	The cozy town : three-and-a-half stories	Dyckman, Ame	9781665989114
408	Elementary	The drawing encyclopedia	Rebman, Nick	9798384970088
409	Elementary	The feast : a silly spooky story	Bolte, Mari	9798899133770
410	Elementary	The first drum I ever heard	Preston, Randy	9780593529553
411	Elementary	The Frozen King --A Greenwild Adventure	Thompson, Pari	9780374394851
412	Elementary	The gardening encyclopedia	Sonneborn, Liz	9798384970095
413	Elementary	The Geyser Sisters : a Tale from the Arctic Circle	Archer, Micha	9780316564625
414	Elementary	The ghost at Dawn's house	Martin, Ann M	9781725487703
415	Elementary	The gingerbread yeti	Gemeinhart, Dan	9781250356765
416	Elementary	The great gift swap	Elliott, Rebecca	9798318945922
417	Elementary	The Greatest Project in Space --the Story of the International Space Station	Motum, Markus	9781536250121
418	Elementary	The High Circle	Twiddy, Robin	9798899132421
419	Elementary	The Hybrid Prince	Sutherland, Tui T	9781546129561
420	Elementary	The Inactivity Book	Maclear, Kyo	9780593181997
421	Elementary	The invention of the airplane	Hutchison, Patricia	9781503879379
422	Elementary	The invention of the assembly line	Bethea, Nikole Brooks	9781503879348
423	Elementary	The keyboard encyclopedia	Rossiter, Brienna	9798384970149
424	Elementary	The last resort	Kelly, Erin Entrada	9781546132431
425	Elementary	The launch of the space shuttle	Gramson, Hannah	9781503879560
426	Elementary	The Little Stone Buddha	Lin, Grace	9780316478403
427	Elementary	The magic & card trick encyclopedia	Stickney, Laura	9798384970101
428	Elementary	The magic awakens	Hunter, Erin	9780063449527
429	Elementary	The magic library of Waterfall Way	Abe, Julie	9781547618293
430	Elementary	The magnificent banyan and the green tong lau	Sy, Stephanie Ellen	9780593858448
431	Elementary	The mother tree	Rosen, Sybil	9780593705698
432	Elementary	The nest that Wren built	Sonenshine, Randi	9798318911972
433	Elementary	The next shiny object	Talbott, Hudson	9780593856772

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434	Elementary	The ocean's heart : the tiny creatures essential to life	Hoffmann, Jilanne	9798765643464
435	Elementary	The origami encyclopedia	Richmond, Marley	9798384970118
436	Elementary	The path	Paul, Pamela	9780593532195
437	Elementary	The percussion encyclopedia	Burling, Alexis	9798384970156
438	Elementary	The Perfect Planet	Scieszka, Jon	9781797237961
439	Elementary	The Plant Planet	Scieszka, Jon	9781797237947
440	Elementary	The Princess in Black and the trick-or-treating trouble	Hale, Shannon	9781536234107
441	Elementary	The pumpkin eaters : a silly spooky story	Olson, Gillia M	9798899132315
442	Elementary	The Red Scarf	Holt, Bob	9780063460409
443	Elementary	The Savannah Bananas	Riccardi, Noah	9798384941705
444	Elementary	The School Dance	Elliott, Rebecca	9798225079420
445	Elementary	The Space Race	Messner, Kate	9798318962400
446	Elementary	The string encyclopedia	Rossiter, Brienna	9798384970163
447	Elementary	The truth about Stacey	Martin, Ann M	9781725487642
448	Elementary	The very eager evergreen	Wade, Stef	9781684363940
449	Elementary	The water planet	Scieszka, Jon	9781797237954
450	Elementary	The Water Princess Builds a Well	Verde, Susan	9798217238958
451	Elementary	The web of war : a World War II tale	Hale, Nathan	9781419773211
452	Elementary	The weedy garden : a happy habitat for wild friends	Renkl, Margaret	9780063432819
453	Elementary	The wild season : the true story of a remarkable rabbit rescue	Slater, Dashka	9780316596275
454	Elementary	The woodwind encyclopedia	Edwards, Sue Bradford	9798384970170
455	Elementary	This book is seriously silly!	Clanton, Ben	9781774886588
456	Elementary	This is a school	Schu, John	9798318946295
457	Elementary	This is a story	Schu, John	9798318946301
458	Elementary	This is not a Christmas book* : *this is a book about rocks	John, Jory	9780374394011
459	Elementary	This Is Not Fun	Kang, Anna	9781662532337
460	Elementary	Through the telescope : Mae Jemison dreams of space	Smith, Charles R	9781338815290
461	Elementary	To see an owl	Cordell, Matthew	9780593649909
462	Elementary	Tomb and Gloom	Green, John Patrick	9781250359476
463	Elementary	Tot the Toad	Benton, Jim	9798225071479
464	Elementary	Turkey's fall fumble	Silvano, Wendi	9781662535147

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465	Elementary	Up in the blue sky : journey from the Earth's surface to outer space	Accinelli, Gianumberto	9781459843288
466	Elementary	Velcro	Abdo, Kenny	9781098284145
467	Elementary	We can hear without ears : and other things you didn't know we plants can do	Peters, Lisa Westberg	9781635927337
468	Elementary	Weather in fall	Harvey, Norrie	9798896624554
469	Elementary	Welcome back, Stacey!	Martin, Ann M	9781516093816
470	Elementary	What was the Trail of Tears?	Teuton, Sean Kicummah	9780593751879
471	Elementary	What will we find in this box?	Willems, Mo	9781454966784
472	Elementary	When the storm comes	Ashman, Linda	9798318949654
473	Elementary	When you see us : the mysterious world of aquatic insects	Hocker, Katherine M	9781536230727
474	Elementary	Where do stories live?	Patel, Meenal	9798217003198
475	Elementary	Who Made Music on the Mississippi? Louis Armstrong	Johnson, Kevin	9780593887998
476	Elementary	Whose tree is this? : poems about the mighty oak and its companions	Singer, Marilyn	9798765670835
477	Elementary	Why are dogs : an illustrated history of the wonderful world of dogs	Olsen, Brittany Long	9781524885960
478	Elementary	Why Are Horses --An Illustrated History of Horse Breeds	Olsen, Brittany Long	9781524885977
479	Elementary	Why does popcorn pop? : over 1,000 questions & answers about everything	Green, Dan	9781398874992
480	Elementary	Why Earth need engineers : problem solving for people and the planet	Liang, Helen	9781459840560
481	Elementary	Wild about capybaras!	McCloskey, Kevin	9781662665776
482	Elementary	Wild Blizzard	Philbrick, Rodman	9781546138204
483	Elementary	Wild wave : a novel	Philbrick, W. R	9781338882315
484	Elementary	Wilderness Hacks	Brorsen, Joslin	9798318972638
485	Elementary	Words of Comfort	Biggin, Jake	9798217311385
486	Elementary	Words of friendship : a little book of hugs	Biggin, Jake	9798217128020
487	Elementary	Words of love : a friend for little ones when they need it the most	Biggin, Jake	9780744098471
488	Elementary	Wump	DiTerlizzi, Tony	9798217004911

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/12/2026 10:58:58

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

Consent Agenda

Name of Person Responsible:

Lindsay Harris

Department or Campus:

Chief of Staff

Title of Agenda Item:

Addition to the District of Innovation Plan

Background Information:

Senate Bill 12 made some changes to districts' grievance policies that GISD has implemented for the past year. Many of these changes are positive and support a transparent, accessible, easy to navigate process for parents and employees to make official complaints. A few of the changes to TEC 26 (as a result of SB12) have created some contradictions with other laws and policies or have proven challenging for grievants and the district to implement. As a result, we're asking for an addition to the GISD District of Innovation Plan that allows us to exempt part of the Texas Education Code's mandates on grievances so that we may make adjustments and implement the law in the way that best serves our parents, employees, and district. These potential changes have been thoroughly discussed with the District Performance Committee, which is composed of staff, parents, and community members. Should the DPC approve this addition on October 14, we're asking the Board to consider approval of this addition to the DOI. (Draft DOI language attached.)

BOARD AGENDA ITEM

Attachments:

YES

Superintendent's Recommendations:

I recommend the Trustees approve this addition to the District of Innovation Plan as presented.

GEORGETOWN ISD DISTRICT OF INNOVATION PLAN

COLLECTIVE DISTRICT OF INNOVATION COMMITTEE STATEMENT

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

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

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

STATUTE RECOMMENDED FOR EXEMPTION

TEC §25.0811 FIRST DAY OF INSTRUCTION

CONNECTION TO STRATEGIC PLAN

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

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

RATIONALE

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

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

Removing the constraints of the current uniform start date will allow Georgetown ISD to implement a possible short first

week, easing the transition for students entering kindergarten, middle school, and high school, ultimately allowing for more flexible professional development opportunities and preparation time for our staff.

PARAMETERS

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

STATUTES RECOMMENDED FOR EXEMPTION

TEC §11.252 DISTRICT-LEVEL PLANNING AND DECISION-MAKING
TEC §11.253 CAMPUS PLANNING AND SITE-BASED DECISION-MAKING

CONNECTION TO STRATEGIC PLAN

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

RATIONALE

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

PARAMETERS

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

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

data, both academic and behavioral.

- Provide regular reports to the community on the status of the school district and campuses through a Community Based Accountability System.

STATUTE RECOMMENDED FOR EXEMPTION

TEC §25.092 MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE

CONNECTION TO STRATEGIC PLAN

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

RATIONALE

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

PARAMETERS

- Continue to utilize representative committees, such as the Curriculum Advisory Council, to develop specific systems for innovative approaches to earning course credits.
- Examine different formats and instructional strategies, such as online coursework, blended coursework, dual enrollment, early college, performance tasks, community based learning, independent study, mentorships, and credit recovery for optimum student engagement.
- Examine non-traditional opportunities and assessment mechanisms for students to demonstrate mastery of High Priority Learning Standards at all grade levels as practicable.

- Design and activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards.
- Explore a Learning Management System that allows teachers to design and customize learning experiences for students.
- Provide appropriate resources to monitor and facilitate appropriate subject-based acceleration and personalized learning, considering learning styles and preferences.
- Deploy a professional learning system that is personalized and cultivates continuous learning. ● Examine and implement multiple measures of assessment to monitor student growth and engagement in learning.

STATUTE RECOMMENDED FOR EXEMPTION

TEC §21.003 TEACHER CERTIFICATION

CONNECTION TO STRATEGIC PLAN

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

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

RATIONALE

The district is committed to providing an excellent learning experience for students and validates the need for certified teachers.

The instructional plan and offerings for students can be impacted if a quality candidate cannot be found to teach a course due to lack of certification. The district is pursuing this exemption to provide greater flexibility for hiring individuals who are knowledgeable and equipped to fill positions other than bilingual, special education, or PreK. Flexibility in this area will assist the district in finding quality candidates in order to avoid the disruption of an instructional path for students. The exemption from Texas Education Code 21.003 will enable the district to locally certify teachers through a grow your own program in areas of high demand, to better meet the educational needs of our students today and into the future with a sustained plan of filling our teacher pipeline. In addition, this exemption will afford the District the opportunity to hire professionals in certain trades and vocations to teach the crafts of those traders and vocations (such as fine arts, etc.).

PARAMETERS

The District will establish its own local qualification requirements in lieu of the requirements set forth in Texas Education Code § 21.003. This exemption will only be exercised in a limited way in specific situations, adhering to all Chapter 22,Subchapter C, Criminal History requirements, including fingerprinting, and all applicable Board policies. Individuals hired under this exemption will be provided with district-identified training, resources and support.

STATUTES RECOMMENDED FOR EXEMPTION

TEC §21.352 TEACHER APPRAISAL SYSTEM
TEC §21.354 – APPRAISAL FOR ADMINISTRATORS OTHER THAN PRINCIPALS TEC §21.3541 – APPRAISAL AND PROFESSIONAL DEVELOPMENT SYSTEM FOR PRINCIPALS

CONNECTION TO STRATEGIC PLAN

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

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

RATIONALE

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

PARAMETERS

- We will follow T-TESS and T-PESS until a new system is developed.

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

STATUTE RECOMMENDED FOR EXEMPTION

TEC §33.002 SCHOOL COUNSELOR CERTIFICATION

CONNECTION TO STRATEGIC PLAN

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

- It is our responsibility to prepare students for their future. A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.
- It is our responsibility to prioritize student well-being and implement both individual and systemic support so students are psychologically safe and prepared to learn.
- Our actions should be student-centered. All children deserve positive relationships with caring adults who recognize their potential and attend to the needs of the whole child.
- GISD's Strategic plan emphasizes creating opportunities to address physical, mental, and emotional wellness.

RATIONALE

The district is committed to providing an excellent learning experience for students and recognizes the need to address the whole child in this effort. While all staff members play a role in this effort, the district recognizes the emphasized role and need for the professional and certified school counselor. School counselors are specifically trained to lead this effort by providing a comprehensive school counseling program which aligns to the Texas Model for Comprehensive Counseling. The district is experiencing difficulty in hiring certified school counselors as the need for these positions across the State of Texas has resulted in a shortage of candidates to fill the number of vacancies. The district is pursuing this exemption to provide greater flexibility to fill school counselor positions. The personal/social support for a student can be negatively impacted if a quality candidate cannot be found to fill the role of the professional school counselor. Flexibility in this area will assist the district in finding quality candidates to fill the role of a school counselor in order to prevent students from failing to benefit from the programming offered by the school counselor. The exemption from TEC § 33.002 will enable the district to establish local criteria for hiring quality personnel.

PARAMETERS

The District will establish its own local qualification requirements for the certified school counselor in lieu of the requirements set forth in TEC § 33.002 .

- Individuals considered for the professional school counselor position will remain mental health professionals with a Master's degree or higher and licensed by the Texas Behavioral Health Council to include licenses in the following:
    - Those licensed through the Texas State Board of Social Works- Licensed Master Social Worker (LMSW), Licensed Clinical Social Worker (LCSW), and Licensed Clinical Social Worker- Supervisor (LCSW-S)

    - Those licensed through the Texas State Board of Professional CounselorsLicensed Professional Counselor, Licensed Professional Counselor Associate, and Licensed Professional Counselor- Supervisor ● All counselors in GISD, including those hired subject to this exception, will align all work to the existing Texas Model for Comprehensive School Counseling. Hired individuals would function solely in the role and assume the same limitations as the professional school counselor, and not perform any additional duties, even if those duties are allowed under their licensure with a Texas Behavioral Health Board.

- This exemption will only be exercised in a limited way in specific situations, adhering to the current policy of contract approval by the Board.

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

STATUTES RECOMMENDED FOR EXEMPTION

TEC §26.011(a) - GRIEVANCES
TEC §26A.001(a)-(c), (e), (g) – GRIEVANCE POLICY
TEC §26A.002 – TIMELINES FOR FILING AND APPEAL

State law requires districts to adopt a grievance policy that conforms to the requirements of Texas Education Code Chapter 26A. The new grievance requirements of Chapter 26A drastically change the grievance framework the District previously operated under and include, among other things, new filing deadlines, new protocol for filing new claims or evidence at any grievance level, and new procedure regarding grievance decisions.

CONNECTION TO STRATEGIC BLUEPRINT

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

- Parents and community members engage in GISD schools.
- GISD employees find meaning and value in their work through a culture of voice, collaboration, recognition, respect, and belonging.
- GISD is transparent with reporting progress and providing access to information in a manner that is easily understood.

RATIONALE

District parents and administrators are familiar with the District's previous grievance process, which functioned ideally. Under the previous grievance policy, grievances were addressed expeditiously and effectively. The District found that implementation of the grievance policies outlined in 26A.001-002 significantly reduced the efficiency and effectiveness of the District's grievance process. This amendment allows the District to revert back to the previous grievance policy that is more familiar to the District students, parents, and administrators.

PARAMETERS

The District will maintain local control over its grievance policies, procedures, and process. Specifically, the District will amend board policy DGBA, FNG, and DF to include specific provisions of Chapter 26A to the extent it deems such provisions necessary and appropriate.

Specifically, the District will:

- Prohibit retaliation in all aspects of the grievance process;
- Ensure that grievance reviews and appeals are heard by a person with authority to address the grievance;
- Maintain a record of all grievances;
- Ensure that incorrectly submitted grievances are redirected to the appropriate administrator;
- Require recusal if the hearing officer is the subject of the grievance;
- Allow board members to file grievances but require recusal of the board member from the voting process;
- Allow for remand to a lower level of review; and
- Maintain the option to delegate authority to hear and decide a grievance to a committee of at least three (3) members composed only of members of the board of trustees.

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/13/2026 11:32:09

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

Consent Agenda

Name of Person Responsible:

Clay Goehring

Department or Campus:

Hammerlun

Title of Agenda Item:

Approval of 1st Quarter Budget Amendment

Background Information:

As part of the District's ongoing financial monitoring and reporting, Administration will present quarterly budget amendments to the Board of Trustees. In addition to making necessary adjustments to the adopted budget, these quarterly updates will provide the Board with information regarding projected revenues and expenditures for the current fiscal year.

The goal of this process is to provide the Board with a clearer picture of the District's financial position throughout the year, identify significant changes from the adopted budget, and make adjustments as more reliable financial information becomes available.

Summary of Proposed Amendment

BOARD AGENDA ITEM

The first quarter budget amendment includes a net increase of approximately $200,000 to the General Fund expenditure budget.

The Board originally adopted the General Fund budget with a projected surplus of approximately $2.5 million. This budgeted surplus provides the District with the financial capacity to accommodate the proposed expenditure increases while maintaining an overall balanced budget.

The majority of the proposed amendments involve reallocating existing budgeted funds between functions rather than adding new expenditures. The net increase of $200,000 is primarily associated with a change in the District's practice of using bond funds for certain general administrative expenditures. These costs are being moved to the General Fund to better align expenditures with their appropriate funding sources.

Following the proposed amendment, the General Fund would maintain a projected budget surplus of approximately $2.3 million, assuming no other changes to budgeted revenues or expenditures.

Revenue

Early enrollment and attendance projections are encouraging. Average Daily Attendance (ADA), a key driver of state funding, is influenced by both the number of students enrolled in the District and how consistently those students attend school. Increases in enrollment and improved student attendance rates can both contribute to higher ADA.

Based on preliminary data, Administration is conservatively estimating that the District's ADA for the current school year will exceed the prior year's actual ADA by approximately 200 students.

During the development of the adopted budget, the District projected an increase of 150 ADA over the prior year. The current projection of 200 ADA represents an additional 50 ADA beyond what was included in the adopted budget, potentially generating approximately $500,000 in additional state revenue.

While these early projections are positive, several variables remain unknown that could

impact the District's final revenue calculations. Given these uncertainties, Administration is not recommending an increase to budgeted revenue as part of the first quarter amendment.

A more comprehensive revenue update will be provided following the VATRE, when additional information is available and revenue projections can be developed with greater confidence.

Expenditures

As part of the quarterly budget amendment process, Administration will recommend adjustments to the adopted budget at the function level. As a reminder, the Board of Trustees adopts budgets for three funds: the General Fund, Food Service Fund, and Debt Service Fund. These budgets are adopted at the function level, with adjustments between functions requiring Board approval. Budget adjustments within individual functions are handled administratively.

The first quarter budget amendment includes several adjustments identified through a review of the adopted budget and projected expenditures for the remainder of the fiscal year. These include transfers between functions, the addition of funds that were inadvertently omitted from the original adopted budget, and adjustments to address anticipated expenditure needs.

One significant adjustment involves expenditures previously funded through bond proceeds. Historically, the District utilized bond funds for certain general administrative expenses, primarily within Function 41. These included Communications expenditures, certain investment fees, software upgrades, and other administrative costs. Following a review of these expenditures, Administration determined that several of these items are more appropriately funded through the General Fund. The proposed amendment provides the necessary budget authority to reflect this change in practice.

Other adjustments are included to better align the budget with anticipated expenditures for the remainder of the fiscal year.

Overall, the majority of the proposed amendment consists of reallocations between functions and adjustments to the funding sources for certain administrative

expenditures, rather than significant new spending initiatives.

A detailed summary of the proposed amendments by function, along with brief explanations of the changes, is attached for the Board's review.

Attachments:

YES

Superintendent's Recommendations:

Recommend the approval of the budget amendment as presented.

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

FY 2026–2027 | FIRST QUARTER BUDGET AMENDMENT | BOARD OF TRUSTEES

PURPOSE & SCOPE

Quarterly amendments align the adopted budget with updated expenditure projections. The Board approves changes between functions within the General Fund, Food Service Fund, and Debt Service Fund; adjustments within a function are managed administratively.

PROPOSED INCREASES	PROPOSED DECREASES	NET BUDGET CHANGE
$1,422,000	**$1,222,000**	**$200,000**

GENERAL FUND | FUND 199

Function	Function Description	Increase ($)	Decrease ($)	Net Change ($)	Explanation / Purpose of Amendment
11	Instruction		$970,000	($970,000)	Redistribution of over budgted funds to other functions.
12	Instructional Resources and Media Services	$13,500		$13,500	Additional resources needed. Covered by transfer from other funds.
13	Curriculum Development and Instructional Staff Development	$128,500		$128,500	Additional resources needed. Covered by transfer from other funds.
21	Instructional Leadership			–	
23	School Leadership		$252,000	($252,000)	Redistribution of over budgted funds to other functions.
31	Guidance, Counseling and Evaluation Services	$180,000		$180,000	Additional resources needed. Covered by transfer from other funds.
32	Social Work Services			–	
33	Health Services			–	
34	Student (Pupil) Transportation	$350,000		$350,000	Funds inadvertently left out of original budget.
35	Food Services			–	
36	Extracurricular Activities	$163,000		$163,000	Funds inadvertently left out of original budget.
41	General Administration	$450,000		$450,000	Admin change in payment of some Function 41 items. No longer funded with Bond funds. Adds $200K to Budget.
51	Facilities Maintenance and Operations	$50,000		$50,000	Additional resources needed. Covered by transfer from other funds.
52	Security and Monitoring Services			–	
53	Data Processing Services	$1,000		$1,000	Additional resources needed. Covered by transfer from other funds.

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

FY 2026–2027 | FIRST QUARTER BUDGET AMENDMENT | BOARD OF TRUSTEES

PURPOSE & SCOPE

Quarterly amendments align the adopted budget with updated expenditure projections. The Board approves changes between functions within the General Fund, Food Service Fund, and Debt Service Fund; adjustments within a function are managed administratively.

PROPOSED INCREASES	PROPOSED DECREASES	NET BUDGET CHANGE
$1,422,000	**$1,222,000**	**$200,000**

61	Community Services			–	
71	Debt Service			–	
81	Facilities Acquisition and Construction			–	
91	Contracted Instructional Services Between Public Schools			–	
93	Payments to Fiscal Agent / Member Districts of SSA			–	
95	Payments to Juvenile Justice Alternative Education Programs	$86,000		$86,000	
99	Other Intergovernmental Charges			–	
	FUND TOTAL	**$1,422,000**	**$1,222,000**	**$200,000**	

FOOD SERVICE FUND | FUND 240

Function	Function Description	Increase ($)	Decrease ($)	Net Change ($)	Explanation / Purpose of Amendment
35	Food Services			–	
	FUND TOTAL	–	–	–	

DEBT SERVICE FUND | FUND 599

Function	Function Description	Increase ($)	Decrease ($)	Net Change ($)	Explanation / Purpose of Amendment
71	Debt Service			–	
	FUND TOTAL	–	–	–	

ALL FUNDS — GRAND TOTAL	**$1,422,000**	**$1,222,000**	**$200,000**

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

FY 2026–2027 | FIRST QUARTER BUDGET AMENDMENT | BOARD OF TRUSTEES

PURPOSE & SCOPE

Quarterly amendments align the adopted budget with updated expenditure projections. The Board approves changes between functions within the General Fund, Food Service Fund, and Debt Service Fund; adjustments within a function are managed administratively.

PROPOSED INCREASES	PROPOSED DECREASES	NET BUDGET CHANGE
$1,422,000	**$1,222,000**	**$200,000**

INPUT GUIDE • Enter positive amounts in the yellow Increase / Decrease columns. Net Change and all totals calculate automatically. Add a short explanation for each proposed adjustment.

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/13/2026 11:37:28

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

Consent Agenda

Name of Person Responsible:

Clay Goehring

Department or Campus:

Hammerlun

Title of Agenda Item:

Financial Institution Authorized Users

Background Information:

Georgetown ISD maintains investment accounts with TexPool as part of the District's cash management and investment program.

Due to recent staffing changes within the Business Services Department, the District needs to update the individuals authorized to access and conduct transactions on these accounts.

The proposed resolution removes former District employees who are no longer employed by Georgetown ISD and designates the following current Business Services staff as authorized representatives:

Clay Goehring, Chief Financial Officer

BOARD AGENDA ITEM

Angie Marsh, Director of Purchasing

This action is administrative in nature and ensures that the District's TexPool investment accounts are managed by current, authorized personnel.

Administrative Recommendation:

The administration recommends that the Board of Trustees approve the attached Resolution Amending Authorized Representatives for the District's TexPool Investment Accounts, authorizing Clay Goehring, Chief Financial Officer, and Angie Marsh, Director of Purchasing, as representatives of Georgetown ISD.

Attachments:

YES

Superintendent's Recommendations:

Recommend the approval of the resolution as presented.

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/13/2026 7:55:03

- ❏ **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 : DGBA(Local), FNG(Local), GF(Local)

Background Information:

Recommend update of a local policy on the following topics:
DGBA(Local) - Personnel-Management Relations - Employee Complaints/Grievances
FNG(Local) - Student Rights and Responsibilities - Student and Parent Complaints/Grievances
GF(Local) - Public Complaints

Attachments:

YES

BOARD AGENDA ITEM

Superintendent's Recommendations:

Recommend approval of updates to the local policies as presented.

PROPOSED POLICY

Note: This local policy has been revised in accordance with the District's innovation plan. [See AF(LOCAL)]

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Employee 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 DGBA after the relevant complaint process has been followed:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with DIA.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with DIA.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with DIA.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate 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.~~

Filing Deadlines

After Informal Process

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the employee shall have the later of:

- Ninety calendar days to file a complaint from the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or
- Thirty calendar days to file a complaint from the date on which the District provided information to the employee regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the employee has not engaged in the informal process, the employee shall have no more than 60 calendar days from the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Direct Communication with Board Members

Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.

Formal Process

An employee may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee 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.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.

Whistleblower Complaints

Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent ~~or designee~~ beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]

Assignment of Conference Administrator

When a District employee is the subject of a complaint, the conference shall be conducted by an administrator other than the employee who is the subject of the complaint. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Complaints Against Supervisors

Complaints alleging a violation of law by a supervisor may be made to the Superintendent ~~or designee~~ who shall designate another administrator to hear the complaint at the lowest appropriate level. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board ~~or designee~~. The Board may designate an administrator other than the Superintendent to conduct a Level Two conference.

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 postmarked 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 the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee'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 an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process. The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee 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	To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated. No additional complaints may be added by the employee after five days before the Level One conference. ~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees 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.~~ ~~When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.~~
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ~~ten~~ 10 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.
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. The employee may submit additional documents up to five days before the Level One conference. After the Level One conference, ~~no~~ new documents may be submitted by the employee up to five days before the Level Two conference. No new documents may be submitted after that point unless the employee did not know the documents existed before five days before the Level ~~One~~ Two conference.

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.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.

Level One

Complaint forms must be filed ~~:~~

~~1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~

~~2.~~ ~~W~~with the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

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.

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.

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ~~ten~~ 10 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 employee a written response within ~~ten~~ 20 days following the conference. The written response shall set forth the basis of the decision. 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.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee 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~~ 20 days of the date of the written Level One response or, if no response was received, within ~~ten~~ 20 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 employee 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 employee 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~~ 20 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One and any documents submitted by the employee up to five days before the Level Two conference. At the conference, the employee 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 employee a written response within ~~ten~~ 20 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent ~~or designee~~ may consider 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.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 days of the date of the written Level Two response or, if no response was received, within ~~ten~~ 20 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.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 business days after the date on which the Level Two decision was made.

The Superintendent ~~or designee~~ shall inform the employee whether the Board or a Board committee will hear the appeal and

of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

The Superintendent ~~or designee~~ shall provide the Board the record of the Level Two appeal. The employee 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. All other documents submitted by the employee up to five days before the Level Two conference.
4. ~~3.~~ The written response issued at Level Two and any attachments.
5. ~~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 employee notice of the nature of the evidence at least three days before the hearing.

The employee may request that the complaint be heard in open or closed meeting. The District shall consider that request in determin~~e~~ing 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]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by ~~the Board~~Board members. The Board or Board committee 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 or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee'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 or Board committee shall then consider the complaint. It shall make a decision no later than 30 business days after the date of the Board or Board committee meeting at which the complaint was presented. ~~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~~that date, the lack of a response by the Board upholds the administrative decision at Level Two.

PROPOSED POLICY

Note: This local policy has been revised in accordance with the District's innovation plan. [See AF(LOCAL)]

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Complaints by members of the public 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 GF after the relevant complaint process has been followed:

1. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

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)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate 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

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual 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.

Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.
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 postmarked 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 the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.
Response	At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual'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 an individual to represent the individual in the complaint process. The individual may designate a representative through written notice to the District at any level of this process. If the individual 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	To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated. No additional complaints may be added by the individual after five days before the Level One conference. ~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual 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.~~
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ~~ten~~ 10 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.
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District. Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. The individual may submit additional documents up to five days before the Level One conference. After the Level One conference, ~~no~~ new documents may be submitted by the individual up to five days before the Level Two conference. No new documents may be submitted after that point unless the individual did not know the documents existed before the Level ~~One~~ Two conference. 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.
Record	A record of each complaint conference shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Conference Administrator

When a District employee is the subject of a complaint, the conference shall be conducted by an administrator other than the employee who is the subject of the complaint. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

   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.

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.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ~~ten~~ 10 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 individual a written response within ~~ten~~ 20 days following the conference. The written response shall set forth the basis of the decision. 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.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she 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~~ 20 days of the date of the written Level One response or, if no response was received, within ~~ten~~ 20 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 individual 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 individual 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~~ 20 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One and any documents submitted by the individual up to five days before the Level Two conference. At the conference, the individual 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 individual a written response within ~~ten~~ 20 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent ~~or designee~~ may consider 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.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 days of the date of the written Level Two response or, if no response was received, within ~~ten~~ 20 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.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent ~~or designee~~ shall inform the individual whether the Board or a Board committee will hear the appeal and of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

The Superintendent ~~or designee~~ shall provide the Board the record of the Level Two appeal. The individual 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.

~~2.~~3. All other documents submitted by the individual up to five days before the Level Two conference.

~~3.~~4. The written response issued at Level Two and any attachments.

~~4.~~5. 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 individual notice of the nature of the evidence at least three days before the hearing.

The individual may request that the complaint be heard in open or closed meeting. The District shall consider that request in determin~~e~~ing 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]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by ~~the Board~~Board members. The Board or Board committee 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 or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her 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 or Board committee shall then consider the complaint. It shall make a decision no later than 30 business days after the date of the Board or Board committee meeting at which the complaint was presented.~~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~~that date, the lack of a response by the Board upholds the administrative decision at Level Two.

PROPOSED POLICY

Note: This local policy has been revised in accordance with the District's innovation plan. [See AF(LOCAL)]

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

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 has been followed:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
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 removal to a disciplinary alternative education program (DAEP) shall be submitted in accordance with FOC and the Student Code of Conduct.

~~6.~~7. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.

~~7.~~8. 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.~~9. 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.~~10. 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.~~11. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

~~11.~~12. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

~~12.~~13. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.

~~13.~~14. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

~~14.~~15. 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.~~

Filing Deadlines

After Informal Process

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

- Ninety calendar days to file a complaint from 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

- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from 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 to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified 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.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

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 postmarked 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

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated. No additional complaints may be added by the student or parent after five days before the Level One conference.

~~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.~~

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

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~~ 10 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.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

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. The student or parent may submit additional documents up to five days before the Level One conference. After the Level One conference, ~~no~~ new documents may be submitted by the student or parent up to five days before the Level Two conference. No new documents may be submitted after that point unless the student or parent did not know the documents existed before the Level ~~One~~ Two conference.

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.

Record

A record of each complaint conference shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Conference Administrator

When a District employee is the subject of a complaint, the conference shall be conducted by an administrator other than the employee who is the subject of the complaint. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

Level One

Complaint forms must be filed~~:~~

~~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; and~~

~~2. W~~with the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

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.

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.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within~~ ten~~ 10 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~~20 days following the conference. The written response shall set forth the basis of the decision. 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.

Level Two

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~~20 days of the date of the written Level One response or, if no response was received, within ~~ten~~20 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~~ 20 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One and any documents submitted by the student or parent up to five days before the Level Two conference. 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~~20 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent ~~or designee~~ may consider 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.

Level Three

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~~ 20 days of the date of the written Level Two response or, if no response was received, within ~~ten~~ 20 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.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent ~~or designee~~ shall inform the student or parent whether the Board or a Board committee will hear the appeal and of the date, time, and place ~~of the Board meeting~~ at which the complaint will be on the agenda for presentation to the Board or Board committee.

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.

~~2.~~3. All other documents submitted by the student or parent up to five days before the Level Two conference.

~~3.~~4. The written response issued at Level Two and any attachments.

~~4.~~5. 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 student or parent may request that the complaint be heard in open or closed meeting. The District shall consider that request in determin~~e~~ing 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]

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 members. The Board or Board committee 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 or Board committee 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 or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. ~~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~~that date, the lack of a response by the Board upholds the administrative decision at Level Two.

BOARD AGENDA ITEM

Board Meeting Date:10/19/2026

Submitted Date: 10/13/2026 7:48:27

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

Action Needed

Name of Person Responsible:

Amanda Johnson

Department or Campus:

Human Resources

Title of Agenda Item:

2026-2027 Professional Educator/Teacher Mid-Contract Termination Recommendation

Background Information:

Information will be shared with the Board during closed session regarding a recommendation to propose a mid-contract termination of a teacher.

Attachments:

NO

Superintendent's Recommendations:

SUPERINTENDENT'S RECOMMENDATION: I find it is in the district's best interest to propose termination of the employee's employment mid-contract and authorize the Superintendent to provide the teacher notice of the Board's action for the reasons discussed in closed session.

BOARD AGENDA ITEM

BOARD MOTION LANGUAGE: I move that the Board approve the Superintendent's recommendation to propose termination of the probationary contract of Martha Moore for the reasons discussed in closed session and that the Superintendent be authorized to provide Ms. Moore notice of the Board's actions.