Notice of Public Meeting
The Board of Trustees
Granbury ISD
Monday, August 17, 2026
5:00 PM

A Public Meeting of the Board of Trustees of Granbury ISD will be held Monday, August 17, 2026, beginning at 5:00 PM in the Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. CALL TO ORDER
2. CONVENE IN CLOSED SESSION
    a. Personnel
    To deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
    (Texas Government Code 551.074)
    b. Review the School Marshals list for 2026-27 School Year
    c. Consultation with Attorney, if needed.
    To consult with its attorney when the Board seeks advice about pending or contemplated litigation or a settlement offer, or when the attorney will have an ethical duty of confidentiality. (Texas Government Code 551.071)
3. RECONVENE IN OPEN SESSION - 6:00 PM
4. INVOCATION
5. PLEDGES - U.S. Flag & Texas Flag
6. ACHIEVEMENT SPOTLIGHT
    a. Achievement Spotlight for Maintenance / Facilities Personnel 3
    b. Achievement Spotlight - STARS TAAE Educator of the Year 4
    c. Donation to Band Boosters from Hyde Law Firm, Hood County News, and Granbury Realty
    d. Community Donations 5
7. PUBLIC COMMENTS
Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.
8. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION
    a. Approve list of TCOLE Certified School Marshals 26/27 School Year
9. SUPERINTENDENT'S REPORT
10. PUBLIC HEARING ON BUDGET AND TAX RATE 6
11. DISTRICT REPORTS
    a. Academic Update for 2026-27 34
    b. Future-Focused Strategic Initiatives: Technology & Artificial Intelligence and Pirate Choice Programs 35
    c. 2026 Summer School Report 42
    d. Facilities Report Update 51
12. CONSENT AGENDA ITEMS
    a. Approve Board Meeting minutes from July 2026 72
    b. Approve Granbury ISD 5-Year Strategic Plan Scorecard 76
    c. Board Approved Resolution for Non-business Days (PIRs) | 2026-27 78
    d. Approval Policy Update 127 82
    e. Approve Student Code of Conduct 105
    f. Approve Annual Safety and Security Resolution for 2026-2027 273
    g. Approve the July Monthly Financial Report, including cash flow and investments 276
    h. Approve Budget Amendment 280
    i. Categorical Spending Report 282
    j. Approve Property & Casualty Insurance Procurement (RFP No. 2026-3) 283
    k. Approve 2026-2027 Catalog Bids 372
    l. Approve Purchase for Fire Alarm Monitoring 378
    m. Approve Utility Van Purchase 1 382
    n. Approve Technology Purchases for 2026-27 387

o. Approve SB-12 Certification of Compliance 389
p. Approval of the list of Certified T-TESS Appraisers for the 2026-27 School Year 402
q. Approve iReady Renewal 404
r. Approve Annual Community in Schools MOU 414
13. DISCUSSION/ACTION
a. Discuss and Take Action: Adopt the 2026-2027 General Operating, Child Nutrition, and Debt Service Budgets 421
b. Discuss and Take Action: Adopt the 2026-2027 Tax Rate 427
c. Discuss and Take Action: Adopt an order authorizing defeasance and redemption of a portion of Granbury Independent School District unlimited tax refunding bonds. 432
d. Discuss and Take Action: Approve Committing Fund Balance 435
e. Discuss and Take Action: Delegate authority to the Superintendent to obligate the school district under Chapter 49 436
f. Discuss: Policy Update DBGA(LOCAL), FNG(LOCAL, & GF(LOCAL) 440
14. ADJOURN

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, Government Code, Chapter 551, Subchapters D and E. 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.

On this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at www.granburyisd.org, and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.

_____

Superintendent or Designee (For the Board of Trustees)

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☑ Recognition ☐ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☑ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☑ Other: N/A
Presenter:	Dr. Hailey Veron			
Expenditure:	$ 0			

Agenda Item Title:
Achievement Spotlight

Background Information:
The presenter would like to recognize four individuals for their quick and life-saving action within our community.
Staff to be recognized:

- Chuck Matlock
- Mark Davis
- Sharon Rains
- Chris Taylor
- and Danny Bloodworth

Supporting Document(s) Included:

-

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Recruit, develop, and retain high-quality staff (#2 Human Capital)

Recommendation:

Submitted by: Lily Hardenbrook	**Approved by:**
Ryan Cox Director of Communications	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	Aug 17, 2026	Agenda Placement: ☑ Recognition ☐ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☑ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☑ Other:
Presenter:	Margaret Rodriguez			
Expenditure:	$0			

Agenda Item Title:
Achievement Spotlight

Background Information:

Presenter will be recognizing STARS teacher, Heather Dollins, for her achievement of being named Alternative Educator of the Year by the Texas Association for Alternative Education (TAAE) - one of the organization's highest honors recognizing excellence in alternative education across the state.

Supporting Document(s) Included:

-

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Recruit, develop, and retain high-quality staff (#2 Human Capital)

Recommendation:

Submitted by:	**Approved by:**
Ryan Cox **Director of Communications**	Dr. Courtney Morawski Superintendent

COMMUNITY DONATION REPORT

July 1 - July 31, 2026

DONATION ENTITY AND PURPOSE	AMOUNT
Donation from **Edward Jones** % Hal and Karen Spottswood	$500.00
Donation from **FNB** to Granbury ISD athletics for the purchase of Gold Cards	$470.00
Donation from **Truxton Fox** to Granbury ISD athletics to cover the Z-Floor Invoice.	$6,336.00
Donation from **Champion Title Agency** to Granbury athletics, softball program, to support the funding of a new scoreboard.	$4,000.00
Donation from **Gilbert Environmental** to Granbury athletics, softball program, to support the funding of a new scoreboard.	$4,000.00
Donation from **Shottenkirk Auto** to Granbury athletics, softball program, to support the funding of a new scoreboard.	$8,000.00
Donation from **Chicken Express Granbury** to Granbury athletics, softball program, to support the funding of a new scoreboard.	$9,457.00
TOTAL AMOUNT DONATED FROM THE COMMUNITY!	**$32,763.00**

Thank you Granbury!

GRANBURY ISD

2026-2027 PROPOSED BUDGET ADOPTION

Purpose

To provide an update on the district's current year financial position and budget monitoring status, while also outlining the development of the next year's proposed budget and sharing information on the upcoming public hearing and budget adoption process.

GRANBURY ISD

Board of Trustees



"The Board shall adopt a budget to cover all expenditures for the succeeding fiscal year, and before the adoption of the tax rate for the tax year in which the fiscal year covered by the budget begins."

Education Code 44.004(f)-(g)



Further the policy states

"the Board may amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses"

GRANBURY ISD

BUDGET FUNDS FOR BOARD APPROVAL

According to the Financial Accountability System Resource Guide, the following funds are to be presented to the Board for approval

- **199** – General Operating
- **240** – Child Nutrition
- **599** – Debt Service

The Budget is adopted at the function level.

GRANBURY ISD

2026-27

September 1, 2026 - August 31, 2027

GRANBURY ISD
GENERAL OPERATING (FUND 199)
2026-27 PROPOSED BUDGET - REVENUE

DESCRIPTION	2017-18 Budget	2021-2022 Adopted	2022-2023 Adopted	2023-2024 Adopted with Voter Approved Tax Rate	2024-2025 Adopted	2025-2026 Proposed	2025-2026 Adopted	2026-2027 Proposed	Difference	% Difference
5711 - CURRENT YEAR TAXES	55,755,490	66,169,832	73,064,999	75,576,321	72,106,730	72,582,150	74,436,917	74,360,308	(76,609)	-0.08%
5712 - PRIOR YEAR TAXES	514,209	550,000	600,000	700,000	700,000	700,000	700,000	700,000	-	0.00%
5719 - PENALTIES & INTEREST	514,208	550,000	600,000	700,000	700,000	700,000	700,000	760,000	60,000	0.06%
5736 - SUMMER SCHOOL TUITION	7,000	6,000	-	-	-	-	-	-	-	0.00%
5737 - DRIVERS ED TUITION	40,000	30,000	-	-	-	-	-	-	-	0.00%
5738 - HIGH SCHOOL PARKING FEES	15,000	20,000	20,000	30,000	50,000	50,000	50,000	30,000	(20,000)	-0.02%
5739 - PREK TUITION	-	30,000	60,000	60,000	60,000	60,000	60,000	10,000	(50,000)	-0.05%
5742 - INTEREST INCOME	180,000	100,000	100,000	1,700,000	2,000,000	1,750,000	1,750,000	1,900,000	150,000	0.16%
5743 - BLDG/FIELD USE FEE	20,000	25,000	30,000	60,000	60,000	60,000	60,000	100,000	40,000	0.04%
5744 - GIFTS AND BEQUESTS	68,023	-	-	-	-	-	-	-	-	0.00%
5749 - MISC. LOCAL REVENUE	220,818	180,000	90,000	150,000	200,000	200,000	200,000	450,000	250,000	0.27%
5751 - FOOD SERVICE INDIRECT REV	0	-	-	-	-	-	-	-	-	0.00%
5752 - ATHLETIC RECEIPTS	150,000	100,000	90,000	150,000	150,000	150,000	150,000	150,000	-	0.00%
5753 - COMMUNITY ED RECEIPTS	0	-	-	-	-	-	-	-	-	0.00%
5755 - OTHER ENTERPRISING INCOME	0	-	-	-	-	-	-	-	-	0.00%
5811 - PER CAPITA REVENUE	1,315,310	2,850,699	3,187,587	3,016,197	4,360,246	2,915,211	3,433,674	4,305,038	871,364	0.94%
5812 - FOUNDATION REVENUE	3,073,014	1,206,980	778,895	5,501,714	7,498,453	12,138,565	11,017,140	10,885,499	(131,641)	-0.14%
5820 - PRE K FUNDING	15,000	-	-	-	-	-	-	-	-	0.00%
5831 - TRS ON-BEHALF PAYMENTS	2,253,109	3,090,695	3,347,463	3,632,071	4,143,547	4,143,547	4,143,547	4,169,358	25,811	0.03%
5921 - CHILD NUTRITION INDIRECT COSTS	-	68,142	81,941	90,471	89,426	89,426	89,812	-	386	0.00%
5922 - CHILD NUTRITION INDIRECT COSTS	-	193,944	233,218	257,494	254,520	254,520	255,620		1,100	0.00%
5929 - FEDERAL INDIRECT REVENUE	50,000	488,520	450,000	500,000	600,000	450,000	450,000	300,000	(150,000)	-0.16%
5931 - MEDICAID REVENUE	725,000	700,000	700,000	900,000	800,000	500,000	500,000	680,000	180,000	0.19%
5932 - MAC REVENUE	25,000	20,000	18,000	30,000	30,000	30,000	30,000	40,000	10,000	0.01%
5948 - JROTC REVENUE	60,000	80,000	85,000	88,000	95,000	95,000	95,000	95,000	-	0.00%
TOTALS	**65,001,181**	**76,167,726**	**83,454,030**	**93,109,462**	**93,901,941**	**96,868,419**	**98,120,224**	**99,280,635**	**1,160,411**	**1.25%**

GRANBURY ISD
GENERAL OPERATING (FUND 199) by FUNCTION
2026-27 PROPOSED BUDGET

Function	2025-26 Adopted Budget	2026-27 Proposed	Increase/ Decrease ($)	% of Budget	% of Budget Net Recapture	% Increase
11 INSTRUCTION	57,593,420	58,298,530	705,110	58.7%	61.1%	1.22%
12 INSTRUCTIONAL RESOURCES & MEDIA	780,889	852,946	72,057	0.9%	0.9%	9.23%
13 CURRICULUM & STAFF DEVELOPMENT	904,173	929,590	25,417	0.9%	1.0%	2.81%
21 INSTRUCTIONAL LEADERSHIP	1,292,508	1,051,756	(240,752)	1.1%	1.1%	-18.63%
23 SCHOOL LEADERSHIP	4,737,619	5,083,967	346,348	5.1%	5.4%	7.31%
31 GUIDANCE/COUNSELING	2,664,894	2,434,953	(229,941)	2.5%	2.6%	-8.63%
32 SOCIAL WORK SVCS	0	0	0	0.0%	0.0%	0.00%
33 HEALTH SERVICES	557,367	611,071	53,704	0.6%	0.6%	9.64%
34 TRANSPORTATION	4,933,332	4,542,456	(390,876)	4.6%	4.8%	-7.92%
35 FOOD SERVICE	0	0	0	0.0%	0.0%	0.00%
36 CO-CURRICULAR/EXTRACURRICULAR	2,080,619	2,212,502	131,883	2.2%	2.3%	6.34%
41 GENERAL ADMINISTRATION	3,262,007	3,525,294	263,287	3.6%	3.7%	8.07%
51 PLANT MAINTENANCE	10,114,337	10,397,013	282,676	10.5%	10.9%	2.79%
52 SECURITY & MONITORING SERVICES	1,632,150	1,698,378	66,228	1.7%	1.8%	4.06%
53 DATA PROCESSING	1,538,673	1,695,162	156,489	1.7%	1.8%	10.17%
61 COMMUNITY EDUCATION	55,140	54,395	(745)	0.1%	0.1%	-1.35%
71 DEBT SERVICE	219,850	186,990	(32,860)	0.2%	0.2%	0.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	0	0	0	0.0%	0.0%	0.00%
91 CONTRACTED SVCS BETWEEN PUBLIC SCHOOLS	3,889,767	3,952,632	62,865	4.0%	0.0%	1.62%
93 PAYMENTS TO FISCAL AGENT / SHARED SERV	0	0	0	0.0%	0.0%	0.00%
99 OTHER INTERGOVERNMENTAL CHARGES	1,863,479	1,753,000	(110,479)	1.8%	1.8%	-5.93%
TOTAL	**98,120,224**	**99,280,635**	**1,160,411**	**100.0%**	**100.0%**	**1.18%**

GRANBURY ISD

FOOD SERVICE EXPENDITURES

REVENUE		2026-27 PROJECTED
5742	INTEREST INCOME	$76,000
5749	LOCAL REVENUE SOURCE	$2,535
5751	LOCAL FOOD SERVICE REVENUE	$1,228,335
5757	CHILDREN'S CHARITY	$16,981
5829	STATE MATCHING FUNDS	$18,000
5831	TRS ON BEHALF	$39,000
5921	BREAKFAST PROGRAM REVENUE	$938,906
5922	LUNCH PROGRAM REVENUE	$2,208,319
5923	USDA DONATED COMMODITIES	$331,625
5927	PREK REVENUE	$48,500
	TOTAL REVENUE	$4,908,201

EXPENDITURES		2026-27 PROJECTED
	FUNCTION 35	
6100	SALARIES & BENEFITS	$2,089,134
6200	CONTRACTED SERVICES	$80,200
6300	SUPPLIES & MATERIALS	$2,476,875
6400	OTHER OPERATING EXPENSE	$14,825
6400	UNRESTRICTED INDIRECT	$345,432
6600	CAPITAL OUTLAY	$58,000
	TOTAL FUNCTION 35	$5,064,466
	FUNCTION 51	
6200	CONTRACTED SERVICES	–
	TOTAL FUNCTION 51	–
	TOTAL EXPENDITURES	$5,064,466

NET EFFECT TO FUND BALANCE	($156,265)

DEBT SERVICE FUND (FUND 599)

Proposed BUDGET

2026-27

Debt Service @ $0.1000

8/31/26 FUND BALANCE (Projected)	6,708,826

REVENUE		
5711	TAXES, CURRENT	9,540,808
5712	TAXES, PRIOR YEARS	75,000
5719	PENALTIES & INTEREST	75,000
5742	INTEREST INCOME	400,000
5800	I&S HOLD HARMLESS REVENUE	929,173
	TOTAL REVENUE	11,019,981

EXPENDITURES		
FUNCTION 71		
6511	BOND PRINCIPAL	6,560,000
6521	BOND INTEREST	3,039,845
6599	OTHER DEBT FEES	5,000
	CLEBURNE ISD PYMT	22,307
	TOTAL EXPENDITURE	9,627,152

NET EFFECT TO FUND BALANCE 8/31/2027	1,392,829
PROJECTED FUND BALANCE 8/31/2027	8,101,655

QUESTIONS?



THANK YOU FOR YOUR TIME AND CONSIDERATION.

Granbury ISD
Tax Rate Adoption
2026 - 2027

Approving a Higher I&S Rate

Senate Bill (SB) 1453 Changed the Process

The 89th legislature passed Senate Bill 1453, **effective on January 1, 2026.**

This bill changed Texas Education Code and Tax Code provisions related to calculating and adopting the district's **interest and sinking (I&S) tax rate** (known as the debt service tax rate).

WHAT'S NEW

Now we must calculate our minimum debt service tax rate.

In past years, our debt service tax rate has been based on the amount needed to pay our debt and prepay debt to save our taxpayers money. To-date, the savings exceed **$31MIL.**

The board of trustees may **exceed** the minimum debt service rate only if it complies with statutory requirements, which includes posting:

1. The "minimum" I&S tax rate required for current debt service (i.e., not including any prepayments);
2. The "proposed" I&S tax rate;
3. The difference between the "minimum" and "proposed" I&S tax rate; and
4. What the excess funds will be used for.

Moreover, **60%** of the Board of Trustees would have to approve the motion to **exceed the "minimum" I&S tax rate.**

This motion and vote requirement are **in addition** to other existing requirements we may have to satisfy in adopting the tax rate.

Approve vs. Adopt

- The Tax Code uses **both terms** at different stages of the tax rate adoption process.
- If the board wants to exceed the district's minimum debt service tax rate, the board must first **approve** a **higher I&S rate**.
- Then, the board will **adopt** the district's tax rate, which consists of two components:
  - Maintenance and Operations (M&O)
  - Interest & Sinking (I&S) or (debt service) – either the **minimum** or the approved **higher rate**

OPTIONS FOR ADOPTION

OPTION 1

M&O (Maintenance & Operations) + I&S (Minimum Tax Rate) = TOTAL TAX RATE (M&O + I&S **Minimum**)

OR

OPTION 2

M&O (Maintenance & Operations) + I&S (**Higher** Tax Rate) = TOTAL TAX RATE (M&O + I&S **Higher**)

Minimum Debt Rate

- A school district's rate to pay debt service is determined under the definition in **TEC 44.004(c)(5)(A)(ii)(b).**
- The definition calculates the rate that would provide the **minimum dollar amount** required to be paid to service the district's debt.

The minimum debt service tax rate for our district is **$ 0.0409**

HOW THE MINIMUM DEBT RATE IS DETERMINED



MINIMUM DEBT SERVICE TAX RATE FOR OUR DISTRICT IS

$0.0409

Proposed Higher Debt Rate

- The proposed higher debt rate for our district is **$ 0.1000.**

MINIMUM I&S TAX RATE

$ 0.0409

+

DIFFERENCE
(Additional Rate)

$ 0.0591

=

PROPOSED HIGHER I&S TAX RATE

$ 0.1000

The difference between the minimum I&S tax rate and the higher I&S tax rate is **$ 0.0591.**

Prior Year Tax Rate
$ 0.1450

DECREASING TAX RATE

Proposed Higher Debt Rate
$ 0.1000

Reasons to Consider a Higher Debt Rate



The **"excess funds"** would be used to prepay bonds prior to final maturity, just like GISD has historically managed its I&S tax rate.



The District would lower its current I&S tax rate of **14.5-cents** to **10.0-cents** in year **2026-2027** and prepay approximately **$6,560,000** of its Unlimited Tax Refunding Bonds, Taxable Series 2020-A prior to final maturity, saving **$897,940** in future interest costs.

Total savings of $31,258,139 since 2005
as a result of our debt management practices.



Approve a Higher Debt Rate

Motion to Approve
the Higher Debt Service Tax Rate

At this time, a motion is required to approve the higher debt service tax rate:



> "I move that a proposed rate to pay debt service of ($10-cents) **$0.1000** per $100 of taxable value be approved. This rate exceeds the district's debt service rate determined under Texas Education Code section 44.004(c)(5)(A)(ii)(b) of ($4.09-cents) **$0.0409** by ($5.91-cents) **$0.0591**. The excess revenue collected from the proposed rate will be used to prepay approximately **$6,560,000** Unlimited Tax Refunding Bonds, Taxable Series 2020-A prior to final maturity, which saves the district **$897,940** in future interest."

PRIOR YEAR DEBT SERVICE RATE	+	CURRENT MINIMUM DEBT SERVICE RATE	+	DIFFERENCE (EXCEEDS MINIMUM)	=	PROPOSED DEBT SERVICE RATE	→	EXCESS REVENUE
$0.1450 (14.50-cents)		$0.0409 (4.09-cents)		$0.0591 (5.91-cents)		$0.1000 (10.00-cents)		Used to Prepay Debt & Save: $897,940 in Future Interest

Adopting the 2026 - 2027 Total Tax Rate

Purpose



To provide the Board of Trustees information to assist in the consideration and adoption of the **2026** tax rate and resolution.



Statute requires the Board to adopt the current year tax rate before **September 30**.

BUDGET AND TAX RATE ADOPTION TIMELINE



The District's Total Tax Rate

The district's total tax rate consists of two components:



Maintenance and Operations (M&O)

Funds the day-to-day operations of the district, including staff and programs.



Interest & Sinking (I&S) (or debt service)

Pays for principal and interest on bonds used to build or improve district facilities.



M&O
Maintenance and Operations

\+



I&S
Interest & Sinking (Debt Service)

=



Total Tax Rate
What taxpayers pay in property taxes

ESTIMATED TAX LEVY & TAX RATE COMPARISON

2025-2026 vs. 2026-2027

DESCRIPTION		2025-2026	2026-2027	CHANGE FROM PRIOR YEAR	% CHANGE FROM PRIOR YEAR
Taxable Values (Net of Frozen Values)		8,517,079,831	8,680,672,256	163,592,425	1.92% ↑
M&O Levy (Estimate)		75,136,917	74,353,454	(783,463)	-1.04% ↓
TAX RATE (Per $100 of Taxable Value)	M&O Tax Rate	$0.7846	$0.7781	(0.0065)	-0.83% ↓
	I&S Tax Rate	$0.1450	$0.1000	(0.0450)	-31.03% ↓
	Total Tax Rate	$0.9296	$0.8781	(0.0515)	-5.54% ↓
Average Home Taxable Value		$204,073	$207,637	$3,564	1.75% ↑
Projected Taxes on Average Home*		$1,897.06	$1,823.26	($73.80)	-3.89% ↓

*Projected taxes are estimates based on the total tax rate applied to the average home taxable value.

PROPOSED TAX RATE

The district's total tax rate is the sum of the Maintenance & Operations (M&O) tax rate and the Interest & Sinking (I&S) tax rate.

MAINTENANCE & OPERATIONS (M&O) TAX RATE		INTEREST & SINKING (I&S) TAX RATE		TOTAL TAX RATE
$0.7781	+	$0.1000	=	$0.8781



NEXT STEPS

It is recommended that the Board approve the 2026 Tax Rate Resolution as presented.

QUESTIONS?



THANK YOU FOR YOUR TIME AND CONSIDERATION.

RATE	DESCRIPTION	DISTRICT RATE
 **NNR TAX RATE**	The NNR tax rate is the rate that would generate no additional local tax revenue; it does not consider state aid or recapture. • **The district's NNR tax rate is $ 0.9112**	**$0.9112**
 **RATE TO MAINTAIN SAME LEVEL OF M&O REVENUE & PAY DEBT SERVICE**	The Rate to Maintain Same Level of M&O Revenue is the rate that would generate the same revenue per student as in the prior year; it does consider state aid and recapture. • **The district's Rate to Maintain Same Level of M&O Revenue & Pay Debt Service is $0.8133.**	**$0.8133**

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr. Courtney Morawski			
Expenditure:	$ N/A			

Agenda Item Title: Academic Update for 2026-2027

Background Information:

Over the past several months, district and campus teams have worked extensively to analyze student performance data and identify both areas of success and opportunities for improvement. I am grateful for the thoughtful work of our principals, teachers, and instructional leaders throughout this process.

Based on this analysis, we have made several district-level changes to sharpen our academic focus and better align our work with the goals established by the Board. In this presentation, you will see the system updates designed to provide greater clarity, alignment, and focus for the academic work ahead this year.

Tonight, the Board will also consider approval of the District Scorecard, which will provide a clear and transparent way to communicate progress toward our goals with families, staff, and the community.

While there is much to celebrate in our data, there are also clear areas that require continued focus to ensure learners are progressing successfully through our system. Next month, the Board will hear more about how we are working with principals to identify campus priorities, monitor their impact on learner outcomes, and provide targeted district support.

Supporting Document(s) Included:

- Presentation

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation: Presentation Only

Submitted by:	**Approved by:**
	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	8/17/26	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Maggie Walton			
Expenditure:	$0			

Agenda Item Title: Future-Focused Strategic Initiatives: Technology & Artificial Intelligence and Pirate Choice Programs

Background Information:
Granbury ISD is committed to expanding opportunities and preparing students for success in a changing world while providing meaningful learning experiences that support their individual interests, strengths, and future aspirations. To support this work, district administration is beginning the planning process for two strategic initiatives: Technology & Artificial Intelligence and Pirate Choice Programs.

The Technology & Artificial Intelligence initiative will explore a thoughtful and balanced approach to the responsible integration of emerging technology across teaching, learning, leadership, and district operations. This work will focus on enhancing teaching and learning while keeping educators at the center of every student's learning experience. As technology and artificial intelligence continue to shape education and the future workforce, Granbury ISD seeks to prepare students to use these tools thoughtfully, responsibly, and with purpose. Planning will also consider age-appropriate use of technology and intentional balance in the amount of time students spend using digital tools, recognizing that technology should support meaningful learning rather than replace the relationships and experiences that are essential to student growth.

The Pirate Choice Programs initiative will build upon the district's existing choice opportunities, including Mambrino STEAM Academy, BridgeED Hybrid Virtual Learning, and STARS Accelerated High School, while exploring future pathways that reflect student interests, strengths, and aspirations and respond to the evolving needs of our students, families, and community.

Both initiatives are in the early stages of development, and stakeholder voice will be an important part of the planning process. Students, staff, families, business partners, and community members will have opportunities to help guide future planning and ensure these initiatives reflect the priorities and values of the Granbury ISD community. Individuals interested in participating in upcoming focus groups will have an opportunity to sign up through a form that will be shared later this week through the district newsletter, website, and social media channels.

Supporting Document(s) Included:
- Presentation Slides

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation:
No recommendation at this time. The purpose of this item is to share information with the Board.

Submitted by:	**Approved by:**
Maggie Walton Director of Strategic Initiatives	Dr. Courtney Morawski Superintendent

GRANBURY ISD

FUTURE-FOCUSED STRATEGIC INITIATIVES:

TECHNOLOGY & ARTIFICIAL INTELLIGENCE AND PIRATE CHOICE PROGRAMS

Maggie Walton | Director of Strategic Initiatives

Looking Ahead:

*Expanding **opportunity**, inspiring **excellence**, and preparing students for **future-ready success** in a changing world.*

Together, we'll explore:

- Student interests and strengths
- Future learning pathways
- Community priorities

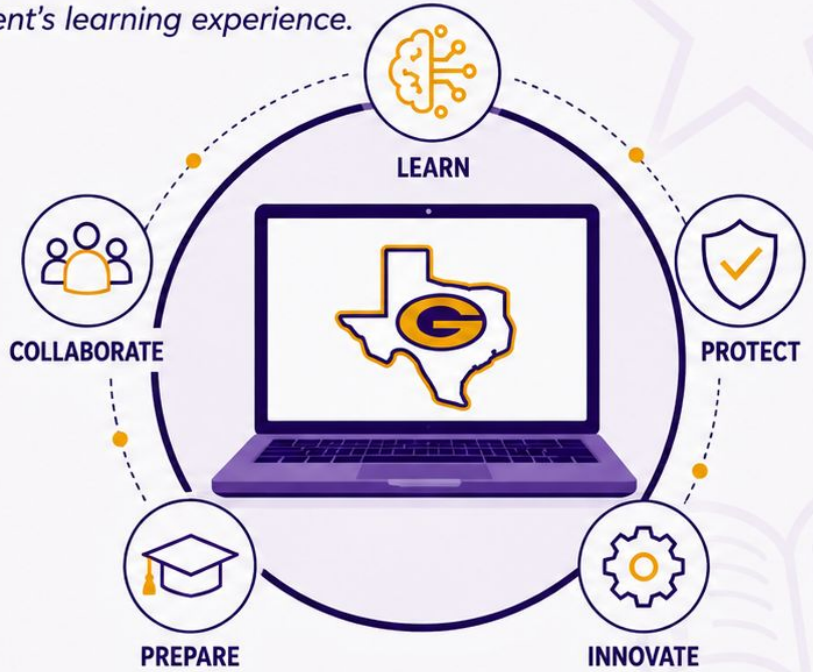


Technology & Artificial Intelligence

Enhancing teaching and learning while keeping educators at the center of every student's learning experience.

Together, we'll explore:

- Responsible and ethical use of AI
- Future-ready skills and learning
- Digital citizenship
- Age-appropriate and balanced technology use
- Thoughtful integration across teaching, learning, leadership, and operations



Pirate Choice Programs

Building on today's opportunities:

- Mambrino STEAM Academy
- BridgeED Hybrid Virtual Learning
- STARS Accelerated High School

Looking ahead:

What opportunities should Granbury ISD be creating for the next generation of students?

Together, we'll explore:

- Student interests and strengths
- Future learning pathways
- Community priorities



Your Voice Matters

As these initiatives take shape, we want to hear from the people they will impact most — **students, staff, families, and our community.**

How to Get Engaged:

- **Watch for opportunities to participate** in district newsletters, on our website, and through social media
- **Join a focus group**
- **Share your ideas and feedback**

Together, we'll shape opportunities that reflect the needs, priorities, and aspirations of our community.



QUESTIONS?

Thank you for your partnership as we look ahead.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Teaching & Learning Dept., Summer School Principals, and SPED			
Expenditure:				

Agenda Item Title:
2026 Summer School Report

Background Information:

Granbury ISD conducted multiple summer learning programs in June to provide targeted instruction, additional learning opportunities, and required support services. Programs included accelerated instruction for students needing additional academic support, elementary ESL/Emergent Bilingual summer programming focused on language development and early literacy, Special Education Extended School Year (ESY) services for eligible students, and high school acceleration opportunities for students seeking to earn credits early and create room for advanced coursework during the school year. These programs support GISD in meeting applicable state and federal requirements, including Texas Education Code (TEC) §28.0211 and House Bill 1416 for accelerated instruction, TEC §29.060 for summer programming for eligible Emergent Bilingual students entering Kindergarten and Grade 1, and IDEA, 34 CFR §300.106 regarding ESY services for eligible students with disabilities.

Summer school administrators will present a report to the Board highlighting student participation, instructional efforts, and student progress from the beginning to the end of the programs.

Supporting Document(s) Included:

- **Presentation**

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation:
Report only. No recommendations.

Submitted by:	**Approved by:**
Karla Willmeth **Director of Teaching and Learning**	Dr. Courtney Morawski Superintendent

2025-2026
SUMMER SCHOOL UPDATE

Karla Willmeth | Teaching & Learning Director

Tamara Hudson| Special Programs Director

Nuvia Velazquez | PK-5 Summer School Principal

Angie Payne | 6-8 Summer School Associate Principal

Stefanie McKethan & Whitney Schafer | 9-12 EOC Blitz, Credit Recovery & Acceleration

GRANBURY ISD SUMMER SCHOOL

Overarching Purpose

Provide students:

- Opportunities to recover credits
- Get ahead in coursework
- Receive enrichment and support

Summer school helps prevent summer learning loss, particularly for students who may need to retake courses or End of Course (EOC) exams to graduate or for those who need additional support in specific subjects. Summer programs also offer enrichment activities and allow students to explore new subjects or skills

Funding:

- State Compensatory Education Budget (teachers/paras/materials/supplies)
- Curriculum Fixed Budgets- (all other personnel)

ELEMENTARY

2026 Impact

📚 **Students Served:** 163

📈 **Average Daily Attendance:** 77%

📖 **Reading Growth:** 39%

➕ **Math Growth:** 42%

🎓 **HB Hours Earned:** 8,044

⭐ **Highlights?**The students' positive feedback on Summer School and overall growth especially in Reading.

ELEMENTARY - EMERGENT BILINGUAL

2026 Impact

📚 **Students Served:** 55

📈 **Average Daily Attendance:** 85%

📖 **English Language Acquisition Growth:** 57%

⭐ **Highlights?** The program's overall growth in English Acquisition.

MIDDLE SCHOOL

2026 Impact

📚 **Students Served:** 141

📈 **Average Daily Attendance:** 88%

📖 **Reading Growth:** 17.85% (average growth by standard)

➕ **Math Growth:** 19.78% (average growth by standard)

⭐ **100% of all targeted standards showed positive growth**

🎓 **HB Hours Earned:** 7,334

⭐ 100% of Newcomer students grew by one or more proficiency level from TELPAS to Mini ELD

HIGH SCHOOL

PURPOSE: Support student success with flexible academic options

CREDIT RECOVERY (ON-CAMPUS)

- Regain past course credit to stay on track for graduation

150 total students

83 students completed <u>all</u> assigned courses

104 students completed at least one course, but not all assigned courses

1,838 seat tIme hours made up

ACCELERATION (REMOTE)

- Earn original credit for early graduation or advanced opportunities

409 total students

102 incoming Freshmen

305 current ghs students

0 current stars students

325 completed at least one course

EOC BLITZ/RETEST (ON-CAMPUS)

English I 17 (24%-Passed)

Biology 6 (100%-passed)

Algebra 14 (71%-Passed)

English ii 15 (20%-Passed)

US history 5 (80%-Passed)

58 students participated

EXTENDED SCHOOL YEAR

ESY may be provided when a student is likely to lose critical skills during a long school break and cannot regain them within a reasonable time after school resumes. ESY is only for students who are educated on an Individual Education Plan (IEP).

Critical skills are those that help a student:

- Continue making progress in learning.
- Remain successful in their current educational setting.
- Maintain independence in daily living and self-care.
- Access community-based learning and independent living opportunities.
- Participate in job training or employment.

Goal of ESY:
To maintain essential skills so students can continue making meaningful progress and avoid setbacks that would significantly affect their education, independence, or future opportunities.

Offered two weeks in June 8-11, June 15-18, July 20-23, and July 27-30.

Ten students were served over the four weeks, including homebound Physical Therapy.

Progress on specific ESY goals will be taken after the first 8 weeks of school then again after Christmas Break to ensure retention of skills. This data will help guide the ARD committee as to the need for ESY during summer 2027.

QUESTIONS

???

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	8/17/2026	Agenda Placement: Recognition Consent Report Discussion/Action	Funding Status: Recurring One-Time Budgeted Unbudgeted	Funding Source: General Grant Bond Other:
Presenter:	Hailery Veron			
Expenditure:	$			

Agenda Item Title:
Facilities Report

Background Information:
The Long-Range Facilities Plan, Ten-Year Capital Project and Financial Plan, and Community Use of Facilities Plan are being shared with the Board for informational purposes. These plans have previously been presented during Facilities Committee meetings and Board Work Sessions, where feedback was gathered and incorporated as appropriate. Together, they provide a strategic framework for facility planning, capital improvements, financial sustainability, and community access to district facilities.

Supporting Document(s) Included:
- Long Range Facility Plan
- Ten-Year Capital Project & Financial Plan
- Community Use of District Facilities

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial Stewardship)

Recommendation:

No recommendation at this time. The purpose of this item is to share information with the Board.

Submitted by:	**Approved by:**
Hailey Veron Director of Maintenance & Facilities	Dr. Courtney Morawski Superintendent

Granbury ISD

Long Range Facility Plan

Created: April 2026

Hailey Veron, Director of Maintenance and Facilities

Process Overview

TEA Long Range Facility Plan Requirements

- → §61.1040 encourages school districts to formulate a long-range facilities plan.
- → §61.1040 requires a formal long-range facilities plan to guide design and construction decisions for any capital improvements initiated on or after November 1, 2021.

At this time, Granbury ISD is not required to maintain a formal long-range facilities plan. However, the development of this plan reflects a best practice and should be updated every five years. A formal long-range facilities plan will be required prior to initiating any major renovation projects or calling a bond election.

Process Overview

- → A demographic report was developed by Zonda Education and presented to the GISD Board on February 17th, 2025.
- → TASB completed an educational facility assessment during the summer of 2025, with findings presented to the Facility Committee on September 2, 2025, and to the GISD Board on October 20, 2025.

The reports prepared by Zonda Education and TASB were used to guide Facility Committee discussions and establish priorities, along with input from Board members during the November 3, Board Work Session.

District Overview

Area	251.53 Square Miles
Total Acreage	535.13 Acres
Total Facility Footage	1,547,917 Square Feet
Replacement Cost	$973,235,290
Condition Budget	$132,306,271 (to bring all facilities to "like new" condition)
Total Enrollment	7,877 - 2025 Fall Snapshot
Total Capacity	9,273 - Zonda Education Demographic Report

Enrollment Projections - Zonda Education Demographic Report

		Enrollment Projections								
Campus Name	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
Acton Elementary	880	872	867	885	905	948	997	1,045	1,090	1,141
Mambrino Elementary	900	809	816	829	858	875	901	926	949	972
Nettie Baccus Elementary	660	623	617	624	639	650	658	668	680	701
Oak Woods Elementary	660	565	596	635	684	724	757	783	803	811
Emma Roberson PK	600	341	348	355	346	361	367	361	375	387
Brawner Elementary	750	758	761	748	762	777	790	796	801	808
Elementary Total	4,450	3,968	4,005	4,076	4,194	4,335	4,470	4,579	4,698	4,820
Elem. Growth		81	37	71	118	141	135	109	119	122
Acton Middle School	1,125	1,033	1,095	1,154	1,157	1,112	1,120	1,164	1,224	1,301
Granbury Middle School	1,125	950	977	1,009	1,003	967	946	987	1,013	1,035
Middle Total	2,250	1,983	2,072	2,163	2,160	2,079	2,066	2,151	2,237	2,336
Middle Growth		138	89	91	-3	-81	-13	85	86	99
Granbury High School	2,500	2,220	2,344	2,425	2,510	2,733	2,788	2,800	2,807	2,767
STARS Accelerated H. S.	73	37	37	37	37	37	37	37	37	37
H. S. Total	2,573	2,257	2,381	2,462	2,547	2,770	2,825	2,837	2,844	2,804
H. S. Growth		-42	124	81	85	223	55	12	7	-40
TOTAL	9,273	8,208	8,458	8,701	8,901	9,184	9,361	9,567	9,779	9,960
Student Growth		177	250	243	200	283	177	206	212	181

Yellow box - Exceeding Building Capacity

Current enrollment trends are not aligning with the projections previously provided. As enrollment patterns continue to develop, the district will monitor actual enrollment data and work with demographers to identify a more accurate trend line. Once a new enrollment pattern has been established, updated projections will be developed to better reflect current enrollment realities and support future planning.

Facility Condition Index (FCI)

The Facility Condition Index (FCI) is a benchmark ratio used to measure a building's health and guide investment decisions. A lower FCI indicates better condition. The FCI score helps prioritize deferred maintenance, budgeting, and capital improvements.

Key FCI Benchmarks & Definitions

0 - 40%	Good	Minor maintenance required
41 - 70%	Poor	Aging system
71 - 100%	Deficient	Generally considered for replacement

Elementary Campuses

2% Emma Roberson Early Learning Academy Gym (not-connected to campus)
11% Oak Woods Elementary School
15% STEAM Academy at Mambrino
18% Emma Roberson Early Learning Academy (main building)
28% Brawner Elementary School
29% Acton Elementary School
31% Nettie Baccus Elementary School

Middle School Campuses

12% Acton Middle School
19% Granbury Middle School
71% Acton Middle School - Athletic Facilities
112% Granbury Middle School - Athletic Facilities

High School Campuses

3% High School - Ag Complex
4% High School - Main Building
9% High School - Fieldhouse, Pirate Pavilion, Track
28% High School - STARS/BTC
85% High School - James Wann Sports Center
413% High School - Pirate Complex Baseball, Softball, Tennis

District Use Facilities

10% Little Buccaneers
10% Operations - Maintenance Building
16% Operations - Grounds Shop
17% Operations - Transportation Buildings
21% Administration - Main Administration Building
30% Annex - Metal Building (storage)

Other Facilities

28% Forward Training Center (Leased Building)
29% Annex - Decker Gym & United Way Building (Leased Building)
29% Annex - WC Main 2 story (vacant)
126% Annex - Technology & Conference Center (vacant/demolition scheduled for technology building Summer 2026)

The TASB educational facility assessment was used to guide Facility Committee discussions and establish priorities, along with input from Board members during the November 3 Board Work Session.

Focus Priorities

- Playgrounds
- Lighting Upgrades
- HVAC
- Roofing Repairs and Replacement
- Parking Lot Repairs
- Athletic Facilities

Focus Priority Areas

Playgrounds

During the 2025–2026 budget year, $160,425 was allocated for playground upgrades. While elementary campuses currently have multiple playground areas, the district's priority is to ensure each campus has one traditional playground structure and one ADA-accessible playground with PIP (Poured-in-Place Rubber) surfacing. To accomplish this goal, an estimated $660,000 will be needed over the next ten years for playground upgrades and replacements. The playground report and replacement schedule are provided in the following section.

Lighting Upgrade & Replacement

The TASB educational facility assessment identified $14,177,792 in lighting upgrades, including additional exterior lighting improvements totaling $270,714 and conversion of existing lighting fixtures to LED totaling $13,907,078. Transitioning to LED lighting can reduce energy consumption by up to 60% while also decreasing lamp and ballast maintenance costs, resulting in a conservative estimated payback period of 5.7 years.

During the 2025–2026 budget year, $69,475 was allocated for lighting upgrades at JWSC. As additional funding becomes available, future lighting upgrade projects will be prioritized based on project cost in relation to available funding, projected rate of return, and facility energy usage reports.

HVAC

38% of the HVAC systems in the district are past their life expectancy, and an additional 40% will reach their life expectancy in the next four years. In addition to replacing aging equipment when replacements occur, test and balance of new HVAC units should be completed, along with updated ductwork as needed when installed. Updates to the energy management system are also necessary. The total cost identified on the TASB educational facility assessment for HVAC improvements for units that have surpassed their life expectancy (14+ years) is $9,801,845.

Due to the significant number of HVAC units that are at or beyond their expected service life, the district is collaborating with Trane to identify units that are considered critical-to-fail and develop a long-range replacement plan that is not based solely on equipment age. This effort is intended not only to prioritize replacement of the most critical units, but also to determine when refurbishment may be a viable alternative to full replacement in order to help address the substantial district-wide replacement needs.

During the 2025-2026 budget year, $1,064,647.56 was allocated for renovations at Mambrino, and one unit at AMS included new units, a building automation system, test and balance, and construction oversight. In addition to the new units, $250,000 was used to complete work in-house for aging units across the district.

The HVAC life expectancy report and future replacement costs are provided in the following section. Once the evaluation is completed with Trane, a replacement schedule will be developed.

Roof Repair & Replacement

During the 2025–2026 budget year, $78,500 was allocated for roof repairs at STARS/BTC. However, a significant portion of district roofing systems are currently beyond their expected life expectancy. The TASB educational facility assessment identified approximately $18,783,753 in roof replacement needs district-wide.

While a full replacement is ultimately necessary for many roofs, some systems may be suitable for targeted repairs as a short-term, cost-effective solution. Immediate roof repairs are critical to address active leaks, prevent further deterioration, and reduce the risk of damage to building interiors and equipment. These repairs will help extend the service life of existing roofs until replacement funding becomes available. At this time, the maintenance operating budget does not contain sufficient funding for large-scale roof repairs.

DT Roofing has offered to perform comprehensive roof evaluations to help identify the condition and repair feasibility of district roofing systems. The roof life expectancy report and projected replacement costs are included in the following section. Upon completion of the DT Roofing assessments, a prioritized roof replacement schedule will be developed to support long-range facility planning.

Parking Lot Repairs

A large portion of parking lots are damaged and in need of repair, or require additional parking areas. $2,299,332 was identified in the TASB educational facility assessment. Currently, funding is not available for a repair schedule.

Athletic Facilities

The TASB educational facility assessment identified $8,663,093 in needs related to athletic facilities. While this was highlighted as a key focus area, it encompasses a wide range of potential improvements. Additional Facility Committee meetings are planned for the 2026–2027 school year to further define and prioritize specific needs within athletic facilities. At this time, funding is not available for capital projects in this area.

Life Expectancy Report & Replacement Schedules

Playgrounds

Granbury ISD Playground Set Replacement Report

Campus	Year Installed	Life Expectancy	Replacement Schedule
Acton Elementary School			
ADA Playground - Poured-in-Place Rubber	2014	2034	2028 PIP Only
Playground Set - Pea Gravel	2000	2020	2026
Swing Set - Pea Gravel	2000	2020	
PTO Provided Playground Equipment (Pea Gravel)			
Baccus Elementary School			
ADA Playground - Poured-in-Place Rubber	2005	2025	2026 PIP 2029 Equipment
Playground - Pea Gravel	2000	2020	2029
Swing Set - Pea Gravel	2000	2020	
Purple Playground - Wood Fibers (purchased by campus)	2019	2039	
Brawner Elementary School			
ADA Playground - Poured-in-Place Rubber	2014	2034	2029 PIP only
Playground - Pea Gravel	2000	2020	2027
Swing Set - Pea Gravel	2000	2020	
Mambrino Elementary School			
ADA Playground - Poured-in-Place Rubber (Back Area)	2014	2034	2028 PIP Only
Playground - Pea Gravel (Highway)	2000	2020	2026
Swing Set (Highway)	2000	2020	
Bar Set - Pea Gravel (Back Area)	2000	2020	
Swing Set - Pea Gravel (Back Area)	2000	2020	
Oak Woods Elementary School			
ADA Playground - Poured-in-Place Rubber	2014	2034	2027 PIP only
Playground - Pea Gravel	2000	2020	2030
Swing Set - Pea Gravel	2000	2020	
Emma Roberson Early Learning Academy			
ADA Playground - Poured-in-Place Rubber	2014	2034	2028 PIP only
Playground - Pea Gravel	2000	2020	2027
Swing Set - Pea Gravel	2000	2020	
Playground - Pea Gravel (Slide Set)	2000	2020	
Front/Side Playground Equipment	2000	2020	
Little Buccaneers			
Playground (2) Wood Fibers	2020	2040	
General Information			
Playground set life expectancy 20 years			
Poured-in-Place (PIP) Rubber 10 years (with resealing every 2 years)			
Engineered Wood Fiber (EWF) 10 years (with top-offs 1-3 years)			
Pea Gravel 5 years (to maintain safety and cleanliness)			

Playground Replacement Schedule Overview

	Current Year	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
Total Replacement Cost	**$160,425**	**$190,000**	**$150,000**	**$190,000**	**$70,000**	**$0**	**$0**	**$0**	**$350,000**	**$0**
Little Bucc's Daycare										
AES	$59,857.00		$50,000.00						$70,000.00	
Baccus	$40,711.00			$140,000.00						
Brawner		$70,000.00		$50,000.00					$70,000.00	
Emma		$70,000.00	$50,000.00						$70,000.00	
Mambrino	$59,857.00		$50,000.00						$70,000.00	
Oak Woods		$50,000.00			$70,000.00				$70,000.00	

HVAC

HVAC Life Expectancy Report

	Beyond Life Expectancy	28/29	29/30	30/31	31/32	32/33	33/34	34/35
	Replacement Cost for Units > 14 Years	2009 Year Replacement	2010 Year Replacement	2011 Year Replacement	2012 Year Replacement	2013 Year Replacement	2014 Year Replacement	2015 Year Replacement
Total Replacement Cost	**$9,801,845**	**$150,000**	**$0**	**$22,500**	**$22,500**	**$7,852,500**	**$138,750**	**$5,656,200**
Little Bucc's Daycare								
AES	$818,700					$210,000		$150,000
Baccus	$322,500					$1,023,750		
Brawner	$453,300					$1,515,000		
Emma	$723,750					$663,750		
Mambrino								
Oak Woods	$127,500					$1,395,000	$60,000	
STARS/BTC								
AMS	$1,730,535							
GMS	$2,285,535							
GMS Press Box	$28,950							
GHS	$412,500	$150,000				$1,312,500		$4,421,250
GHS Athletic Facilities	$300,000			$22,500		$1,650,000	$56,250	$903,750
Maintenance	$43,950							
Transportation	$22,500				$22,500		$22,500	
Admin Building	$1,455,000					$37,500		
Forward Training	$150,000					$45,000		
Decker/United Way	$581,250							$30,000
Conference Center/Cafe	$292,500							
Weatherford College	$53,375							$151,200.00

Roof

Roof Life Expectancy Report

	Beyond Life Expectancy	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
Total Replacement Cost	**$18,606,111**	**$3,685,864**	**$3,977,840**	**$2,810,095**	**$26,066,222**	**$0**	**$573,840**	**$0**	**$40,040**
AES	$228,800.00				$3,297,929.00				
Baccus					$2,992,416.00				
Brawner		$3,685,864.00							
Emma	$2,714,654.00				$208,813.00				
Mambrino			$3,977,840.00						
Oak Woods				$2,561,180.00					
STARS/BTC	$890,247.00								
AMS	$2,967,565.00				$1,431,840.00				
AMS Athletic					$81,200.00				
GMS	$2,967,565.00				$1,431,840.00				
GMS Athletic	$26,645.00				$78,340.00				
GHS					$16,253,000.00				
GHS Athletic/Auditorium	$2,631,978.00			$161,056.00	$290,844.00		$573,840.00		
Maintenance	$786,157.00								$40,040.00
Transportation	$325,352.00			$87,859.00					
Admin Building	$3,481,268.00								
Forward Training	$173,341.00								
Storage Building (Old Gym/Bluebonnet)	$64,000.00								
Decker/United Way	$585,917.00								
Conference Center/Cafeteria	$207,522.00								
Weatherford College	$555,100.00								

Campus Overview

Acton Elementary School

867 - Current Enrollment (Fall 2025 Snapshot)
880 - Capacity (Zonda Education)
Programs
Structured Learning Support
Structured Learning Class
TASB Facility Assessment Summary
Acton Elementary was originally constructed in 1978, with additions or renovations completed in 1990, 1991, 2001, and 2016. Portable classrooms were added in 1998, 2001, and most recently in 2021. The campus is currently operating at approximately 92% capacity. While the overall condition of the facility is good, it requires consistent annual maintenance, particularly in high-touch areas such as walls, floors, and ceilings. Given the high utilization rate and reliance on portable classrooms, it is recommended that the district begin planning for a permanent campus addition to increase classroom space. Additionally, 35% of the total HVAC tonnage is at or beyond its life expectancy and should be scheduled for replacement. The roof systems are also approaching the end of their expected lifespan, and a proactive plan should be developed to address these needs. With regular maintenance and targeted investment in priority projects, the facility has the potential to continue serving the district effectively for another 15 to 20 years.

Brawner Elementary School

732 - Current Enrollment (Fall 2025 Snapshot)
750 - Capacity (Zonda Education)
Programs
Dual Language
TASB Facility Assessment Summary
Brawner Elementary School, originally built in 1993 and renovated in 2021, is in overall good condition. Portable classrooms were added in 2021, and the campus is currently operating at approximately 93% capacity. While the facility is generally well-maintained, minor repairs and maintenance are needed across various building components. A primary concern is soil erosion near roof drains on the exterior, which could potentially lead to foundation issues if not addressed. Additional recommendations include updating interior finishes, resealing the building exterior, and implementing safety and security enhancements. The portable classrooms should be replaced with permanent additions or structures to better support long-term educational needs. The roof system is expected to reach its life

expectancy in 2028, and planning for its replacement should begin soon. The HVAC system also requires attention, with 18% of total tonnage nearing or exceeding its life expectancy; a phased replacement plan is advised. With continued maintenance and targeted funding for priority projects, Brawner Elementary School could effectively serve the district for another 20 to 25 years.

Emma Roberson Early Learning Academy

321 - Current Enrollment (Fall 2025 Snapshot)
600 - Capacity (Zonda Education)
Programs
Early Childhood Special Education
Blended Pre-K
TASB Facility Assessment Summary
Built in 1985 with an addition in 2001, the Emma Roberson Elementary School facility is in good condition and is in need of maintenance and repair of various building components. The roof should be replaced due to age and damage. The exterior building envelope should be updated and resealed. Updating interior finishes is recommended. In addition, safety and security enhancements should be considered. In all, the interior of the facility is in good condition and provides a well-maintained educational environment that is conducive to learning. With adequate maintenance, the campus should continue to serve the district for an additional 25-30 years.

Nettie Baccus Elementary

558 - Current Enrollment (Fall 2025 Snapshot)
660 - Capacity (Zonda Education)
Programs
Academic Communication Emotional Social Class
Dual Language
TASB Facility Assessment Summary
Built in 1987 with additions in 1993 and 2001, the Nettie Baccus Elementary School facility is in good condition and is in need of maintenance and repair of various building components. Older HVAC system components should be considered for replacement. Outdated and damaged interior finishes should be refreshed or replaced as needed. The interior lighting should be updated to LED fixtures. An additional 4 ADA parking spaces are needed at the north parking lot. In all, the interior of the facility is in good condition and provides a well-maintained educational environment that is conducive to learning. With adequate maintenance, the campus should continue to serve the district for an additional 25-30 years.

Oak Woods Elementary School

529 - Current Enrollment (Fall 2025 Snapshot)
660 - Capacity (Zonda Education)
Programs
Academic Communication Emotional Social Class
Life Skills
TASB Facility Assessment Summary
Oak Woods Elementary, originally built in 1990 and renovated in 2015, is currently operating at about 79% capacity and remains in generally good condition. However, it does require consistent annual maintenance, especially in high-traffic areas like walls, floors, and ceilings. While only 8% of the HVAC tonnage is currently due for replacement, the remaining 92% should be planned for replacement by 2030 to avoid future disruptions. Additionally, the roof systems are expected to reach the end of their service life in 2029, making proactive planning for their replacement a priority. With regular upkeep and strategic investment in these key areas, Oak Woods Elementary is well-positioned to continue serving the district effectively for another 20 to 25 years.

STEAM Academy at Mambrino

809 - Current Enrollment (Fall 2025 Snapshot)
900 - Capacity (Zonda Education)
Programs
Low Incidence Disability Class
Structured Learning Class
Life Skills
Structured Learning Support
Functional Academics
TASB Facility Assessment Summary
Mambrino STEAM Academy, built in 1996, is overall in good condition and continues to serve the district well. There are some minor foundation concerns that should be studied and addressed appropriately. General maintenance is needed throughout the campus, especially in areas like walls, floors, and ceilings, where surface updates would help refresh the environment. A major HVAC upgrade was completed in the summer of 2025, but planning for future system replacements should remain a priority. The metal standing seam roof system will reach life expectancy in 2026, and the single ply roof system in 2029, so regular inspections and timely repairs are recommended to maintain integrity. With ongoing maintenance and strategic investment in key areas, the facility has the potential to support the district effectively for another 20 to 30 years.

Acton Middle School

875 - Current Enrollment (Fall 2025 Snapshot)
1,125 - Capacity (Zonda Education)
Programs
Low Incidence Disability Class
Life Skills
Academic Communication Emotional Social Class
Structured Learning Support
TASB Facility Assessment Summary
Acton Middle School, built in 2001, is in fair condition but would benefit from targeted upgrades to bring it closer to a “like new” status. Key priorities include modernizing the campus communication system for more effective coordination and transitioning to LED lighting to enhance both energy efficiency and lighting quality. While the cafeteria and kitchen are adequately sized for three lunch services, most science classrooms fall slightly short of the recommended square footage for 24 students. The HVAC system is a concern, with 51% of total tonnage past its life expectancy, requiring a phased replacement plan. Roofing also needs attention: the gravel roof has exceeded its service life and should be replaced, while the metal standing seam roof will reach its life expectancy in 2031 and should be included in long-term planning. With consistent maintenance and strategic investment in these priority areas, the campus could continue serving the district effectively for another 20 to 25 years.

Granbury Middle School

922 - Current Enrollment (Fall 2025 Snapshot)
1,125 - Capacity (Zonda Education)
Programs
Life Skills
Structured Learning Class
Functional Academics
Academic Communication Emotional Social Class
TASB Facility Assessment Summary
Granbury Middle School, built in 2001, is in fair condition but requires updates and upgrades to achieve a "new or like new" status. Prioritizing campus communication system upgrades is essential for seamless and effective communication, and upgrading to LED lighting would improve both lighting quality and efficiency. Most of the science classroom/lab combination rooms are slightly smaller than the recognized standard of 1,392 square feet for 24 students, but the cafeteria and

kitchen are adequately sized to handle three lunch services. The HVAC system needs a replacement plan, as 67% of total tons have exceeded their life expectancy. The gravel roof system has surpassed its life expectancy and should be replaced, while the metal standing seam roof system is expected to reach its life expectancy in 2031, necessitating a replacement plan. With ongoing maintenance and additional funding for priority projects, Granbury Middle School could continue to serve the district effectively for another 20-25 years.

Granbury High School

2,230 - Current Enrollment (Fall 2025 Snapshot)
2,500 - Capacity (Zonda Education)
Programs
Life Skills
Functional Academics
Academic Communication Emotional Social Class
12+ Program
TASB Facility Assessment Summary
Granbury High School, originally built in 1973, has undergone several renovations and additions over the years, specifically in 1979, 1985, 1995, 2015, and 2016, with a major renovation in 2016 that included the addition of Career and Technical Education (CTE) facilities. The campus is in good overall condition but requires regular annual maintenance to refinish high-touch areas such as walls, floors, and ceilings. Some classrooms, particularly those from the Grand Hall addition in 1995–1997, are slightly below the recommended standard size of 700 square feet. The gym, while needing minor repairs and updates, remains adequate for use as a secondary gym space, and the cafeteria is appropriately sized to accommodate three lunch services. The HVAC system requires a replacement plan, as more than 70% of total tonnage is at or nearing life expectancy within the next five years. Additionally, the single-ply roof system is expected to reach its life expectancy in 2031, and a replacement plan should be developed. The campus is currently operating at approximately 84% of its optimum capacity, and planning should begin to address future space needs in anticipation of continued growth. With ongoing maintenance and targeted funding for priority projects, the high school facility could continue to serve the district effectively for another 20 to 25 years.

STARS/BTC

34 - Current Enrollment (Fall 2025 Snapshot)
73 - Capacity (Zonda Education)
Programs

Accelerated Alternative Education
Behavior Transition Center

TASB Facility Assessment Summary

Built in 1977, the STARS and BTC High School facility is in fair condition and is in need of maintenance and repair of various building components. The roof should be replaced due to age (scheduled for the summer of 2026). The STARS side of the facility is in need of updating to modernize the finishes. Building mechanical systems 30 years of age or older should be closely inspected. Updating the interior lighting to LED fixtures is recommended. In addition, safety and security enhancements should be considered. In all, the interior of the facility is in fair to good condition and provides a well-maintained educational environment that is conducive to learning. With adequate maintenance, the facility should continue to serve the district for an additional 20-25 years.

Granbury Independent School District

TEN-YEAR CAPITAL PROJECT AND FINANCIAL PLAN

Planned | Unplanned Operational Priorities | Strategically Planned, Funding not Secured

2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032	2032 - 2033	2033 - 2034	2034 - 2035
New Bus Purchase $853,053	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M	New Bus Purchase $1M
HVAC Improvements Mambrino & AMS $1,065,000	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5	HVAC Improvements $1.5
Playground Replacement Mambrino, Baccus, AES $160,425	Playground Replacements $190,000	Playground Replacements $150,000	Playground Replacements $190,000	Playground Replacements $70,000	LED & Lighting Upgrades $500,000	LED & Lighting Upgrades $500,000	LED & Lighting Upgrades $500,000	Playground Replacements $350,000	LED & Lighting Upgrades $500,000
Roof Repair STARS/BTC $78,500	LED & Lighting Upgrades $310,000	LED & Lighting Upgrades $350,000	LED & Lighting Upgrades $310,000	LED & Lighting Upgrades $430,000				LED & Lighting Upgrades $150,000	
LED Lighting Upgrades James Wann Sports Center $69,475									
Demo Old Technology Bldg $158,000									
Duct Cleaning AES & Baccus $71,423									
Aging HVAC Parts District-Wide $250,000									
Slab & Freezer Project Oak Woods $71,542									
$1,918,053									
$859,365									

Granbury ISD Community Use of Facilities Plan

Community Use of District Facilities

Granbury ISD permits and encourages the use of District facilities in a manner that best serves the needs of the Granbury community. While the District welcomes community use of its facilities, these facilities are designed primarily for educational purposes. We ask all individuals and organizations using District property to help preserve and protect these facilities for current and future students.

For information regarding facility use procedures, rental schedules, fees, and reservation requirements, please visit the Granbury ISD Facility Use webpage.

Although most District facilities require a rental agreement and approval prior to use, certain outdoor facilities may be available to community members for recreational use when they are not being used by the District or reserved by an approved rental group.

Facilities Available for Public Recreational Use

The following facilities are generally available to the public on a first-come, first-served basis when not being used for school activities, maintenance, or approved rentals:

- Granbury High School Track
- Acton Middle School and Granbury Middle School Tennis Courts

Public Recreational Use Facility Availability

Facilities listed above may be available for community use when they are not being used for school operations or approved rentals.

Facilities are not available during:

- School hours
- School-sponsored activities
- Approved rental periods reserved through the District's facility rental process

Facilities Requiring Rental Approval

The following facilities are not available for general public use and must be reserved through the District for any organized activities, practices, games, events, or gatherings:

- All indoor facilities
- Stadium facilities
- Soccer fields
- Baseball fields
- Softball fields
- Middle School Tracks
- Other District athletic facilities not specifically designated for public use

User Responsibilities

Individuals using District facilities are expected to:

- Follow all posted rules and regulations.
- Respect District property and equipment.
- Dispose of trash and personal belongings properly.
- Avoid activities that may damage facilities or create unsafe conditions.
- Yield facilities to District-sponsored events and approved rentals.
- Report vandalism, unsafe conditions, or misuse of facilities.

Failure to follow District rules may result in removal from the premises and/or loss of facility use privileges.

Liability

Granbury ISD assumes no responsibility or liability for personal injury, illness, accident, theft, loss, or damage to personal property arising from non-school-related use of District facilities. Individuals use these facilities at their own risk.

Track Facility Rules

BEFORE ENTERING THE TRACK, PLEASE:

- Running shoes, cross-trainers, tennis shoes, and 1/8-inch pyramid spikes are the only footwear permitted.
- No skateboards, bicycles, tricycles, rollerblades, roller skates, recumbent bikes, elliptical bikes, or similar devices are allowed.
- No pets are permitted on the track or infield area.
- Dispose of all trash, including water bottles, wrappers, and other debris.
- This facility is unsupervised. Use caution at all times and avoid exercising alone when possible.
- Report vandalism, unsafe behavior, or facility damage to the Granbury ISD Athletic Department at **(817) 408-4020**.
- Please note that these facilities are used during school hours and may be rented by outside organizations. During school hours, school activity times, and approved rental periods, access is restricted. Outside of these times, designated outdoor facilities are available for community use from dawn to dusk.

Tennis Court Rules

BEFORE ENTERING THE COURTS, PLEASE:

- Only non-marking tennis shoes or court-specific footwear are permitted.
- Do not climb on, hang from, or otherwise touch the tennis nets.
- Do not place chalk lines, tape, paint, or other markings on the court surface.
- Dispose of all trash, including water bottles, wrappers, and other debris.
- No pets are permitted on the track or infield area.
- This facility is unsupervised. Use caution at all times and avoid exercising alone when possible.
- Report vandalism, unsafe behavior, or facility damage to the Granbury ISD Athletic Department at **(817) 408-4020**.
- Please note that these facilities are used during school hours and may be rented by outside organizations. During school hours, school activity times, and approved rental periods, access is restricted. Outside of these times, designated outdoor facilities are available for community use from dawn to dusk.

Thank you for helping Granbury ISD maintain safe, clean, and accessible facilities for students and the community.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	08/17/2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Barbara Townsend - Board Secretary			
Expenditure:	$ - 0 -			

Agenda Item Title:
Previous Board Meeting Minutes for your approval:

Background Information:

- **July Regular Board Meeting**

Supporting Document(s) Included:

- **July Regular Board Meeting Minutes Draft**

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Compliance

Recommendation:
The recommendation is to approve all as presented.

Submitted by:	**Approved by:**
	Dr. Courtney Morawski Superintendent

Public Meeting
Monday, July 20, 2026 5:00 PM
Central Time

Granbury ISD Administration Building
217 N. Jones St.
Granbury, TX 76048

Nancy Alana:	Present
Tim Bolton:	Present
Courtney Gore:	Present
Calvin Lawrence:	Present
Mike Moore:	Present
Stuart Neal:	Present
Barbara Townsend:	Absent

Present: 6, Absent: 1.

1. **CALL TO ORDER & ESTABLISH QUORUM**
Meeting was called to order at 5:01 pm.

2. **BUDGET WORKSHOP**
Presented by: Latisha Griffin – CFO
Presentation was given to the board and well received. It was easy to read and understand per Courtney Gore, President. Budget hearing concluded at 5:27 pm.
Convene into open session now that board workshop has concluded.
Recess until 6 pm.

3. **CONVENE OPEN SESSION** - 6:00 PM
Bring the meeting to order at 6:00 pm. By: President Courtney Gore and confirmed the Board had a quorum present.

4**. INVOCATION**
Invocation led by Trustee Dr. Calvin Lawrence.

5. **PLEDGES** - U.S. Flag & Texas Flag
Pledges led by Board President Courtney Gore.

6. ACHIEVEMENT SPOTLIGHT

6.a. UIL Academic State Finalists Recognition: presented by Cindy Leatherman and Margarite Anderson. 3 students were recognized for advancing and participating at Sate UIL Academics: Nolan Porter for Science; Madison Drehmann in Journalism/News Writing; Cameron Ward in Social Studies.

6.b. Community Donation Report - June 30, 2026, Presented by: LaTisha Griffin
Donations from Doug Dobbins from First Financial Bank to GHS CTE Culinary for chef coats in the amount of $3,537.23; Dr. Clark at Braces on the Brazos to GHS to fund gift cards for student recognition in the amount of $225.00; Sports Sips Lemonade Stand to Brawner for PE equipment in the amount of $250; Opera Guild to GHS Ag Mechanics in the amount of $250.00; and Granbury Optimist Club for the Jr. Optimist Club in the amount of $400.00. Thank you to the community of Granbury for total donations totaling: $4662.23

7. **PUBLIC COMMENTS** – There were no public comments.

8. SUPERINTENDENT'S REPORT

8.a. Parent Square coming soon helping to eliminate the districts use of multiple apps for communication.
8.b. HVAC Replacement Project (RFP 2025-35) — Trane Controls Change Order for $5,000 No. 1 for Unforeseen Wiring Condition. The information is in the BoardBook.
8.c. We are finding many capital improvement projects that will be discussed with the Facilities Committee coming up. More information will be forth coming and there are 3 board members on that committee: Barbara Townsend; Tim Bolton; and Dr. Calvin Lawrence to represent the community.
8.d. Skyward registration for returning students opened today. Free and Reduced Lunch Applications opened today. Also, we have some students on campus for extended school year through our Special Education dept. for another two weeks before school starts and we are excited to have them here.

9. DISTRICT REPORTS

9.a. Introduction to Parent Square – Presented by: Ryan Cox

Ryan summarized and explained the goal for using Parent Square & Student Square.

9.b. June 2026 Financial Report – presented by LaTisha Griffin

9.c. Cash Flow and Investment Report for period ending June 2026 – presented by LaTisha

10. CONSENT AGENDA ITEMS – Nancy Alana moved to approve the consent agenda items as presented. Tim Bolton seconded, no further discussion. 6 in favor and 1 absent, zero against.

10.a. Approve previous Board Meeting minutes

10.b. 2026-27 Annual Educational Service Center Region 11

10.c. Capturing Kids' Hearts Contract Approval

10.d. Facilities Management Portal Agreement with Facilitron, Inc.

10.e. Categorical Spending Update - July 2027

11. DISCUSSION/ACTION

11.a. Discuss and Take Action on the 2026-2027 Compensation Plan – presented by Dr. Tim Rocka. Motion to approve compensation plan as presented by: Mr. Tim Bolton and seconded by Dr. Calvin Lawrence. No further discussion. 6 in favor and 1 absent, zero against.

11.b. Discuss Property & Casualty Insurance Procurement (RFP No. 2026-3)
Presented by: LaTisha Griffin. Item presented just for discussion.

11.c. Discuss Policy Update 127 – presented by: Tammy Clark
This item is just presented for discussion only, will be presented for action in August.

11.d. Discuss and Introduce the Granbury ISD Strategic Plan Scorecard – Dr. Courtney Morawski,

11.e. Discuss and Possible action for the Hood County Appraisal District Preliminary Budget – presented by Dr. Courtney Morawski, Superintendent. Draft is open for discussion. We can put in a resolution if we decide not to approve. No further discussion.

11.f. Discuss and Take Action on Approval of Nomination for the Open Position on the Hood County Appraisal District Board of Directors – presented by: Dr. Courtney Morawski, Superintendent.

Nominations: Tim Bolton nominates Eliza Knapp, Nancy Alana nominates Eddie Rodriquez
Motion made by Tim Bolton to nominate Eliza Knapp. There was no second, motion failed.
Move to nominate Eddie Rodriquez to the HCAD Board. This motion, made by Nancy Alana and seconded by Mike Moore. Tim Bolton, President Courtney Gore, and Vice President Nancy Alana had points for discussion. Motion Passed.
Barbara Townsend: Absent, Tim Bolton: Nay, Nancy Alana: Yea, Courtney Gore: Yea, Calvin Lawrence: Yea, Mike Moore: Yea, Stuart Neal: Yea
Yea: 5, Nay: 1, Absent: 1

11.g. Consideration and action regarding Level Three Parent Grievance. – Presented by: President Courtney Gore.
(Superintendent, Dr. Courtney Morawski explained the handling of this grievance since it is being presented differently than our normal procedures.)
Parent was not present and requested not to be present at the board meeting and provided all grievance materials for review. Each Trustee was given a copy of the material sent by parent prior to the Board Meeting. The trustees were given time during the Board Meeting to review additional materials that were provided by the parent.
Tammy Clark represented Granbury ISD in the Level 11 Grievance and summarized parent's request for relief in Level 111 and GISD's responses. Courtney Gore, and Tim Bolton addressed areas of concern. Tammy Clark responded summarizing the findings in the grievance process.
The Board convened to closed session to discuss.
Convened to close session at 7:22 pm to consult legal counsel. No motion will be made during this time.
Board reconvened at:740 pm to open session.
Tim Bolton prepared a response toward the grievance and read aloud.
Motion: To affirm the decision of the administration and deny the grievance appeal and relief requested for the reasons stated in level 2 and level 3 grievance responses was made by Nancy Alana and seconded by Tim Bolton. Discussion from Neal Stuart telling the community our district is listening and moving to improve and partner with parents. Dr. Calvin Lawrence commended Mrs. Ruiz, and Tammy Clark for their time and effort towards clarification and making things correct. The motion passed. Yea:6, Absent:1

12. CONVENE IN CLOSED SESSION AT: 7:57 pm
Board adjourns into closed session at 7:58 pm.

12.a. PERSONNEL
Staff Recommendations
12.b. Real Property

12.c. Consultation with Attorney, if needed.

13. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION
Reconvene in open session at 8:15 pm

No decisions were made during closed session.

14. ADJOURN
Meeting adjourned at 8:16 pm.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr. Coutney Morawski			
Expenditure:	$ N/A			

Agenda Item Title: Approval of the Granbury ISD 5-Year Strategic Plan Scorecard

Background Information: To support the implementation of the Board-approved Goals and Strategic Plan, the administration has developed the Granbury ISD Strategic Plan Scorecard. The Strategic Plan Scorecard will serve as the district's primary performance monitoring tool by:

- Aligning measurable outcomes with each of the Board's Strategic Priorities.
- Providing a transparent and consistent method for reporting district progress.
- Establishing a standard communication tool that can be shared with trustees, staff, and the community.
- Allowing the Board to monitor progress over time, celebrate successes, and identify areas requiring additional focus or support.

The scorecard is intended to be a living document that will be updated annually as performance data becomes available and will be referenced regularly during Board reports and district communications. The scorecard includes all currently available baseline data. At this time, the 2026 State of Texas Science assessment results have not yet been released by the Texas Education Agency. Once those data become available, the Science measures and any related district achievement metrics will be updated and presented to the Board during the August 2026 meeting.

Supporting Document(s) Included:

- Strategic Plan Scorecard 2026-2031

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)
All Goals Align with this Scorecard.

Recommendation: Approve the Strategic Plan Scorecard as presented by Administration.

Submitted by:	**Approved by:**
Dr. Courtney Morawski Superintendent	Dr. Courtney Morawski Superintendent

GRANBURY ISD
Built on Character. Driven by Excellence.

Granbury ISD Strategic Plan Scorecard 2026-2031

District Checkpoints:								
System Checkpoints:	**Baseline**	**State Ave**	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**Goal**
• 3rd Reading Meets or Exceeds State Standards	76%	73%						86%
• 3rd Math Meets or Exceeds State Standards	68%	66%						78%
• 6th Reading Meets or Exceeds State Standards	72%	72%						82%
• 6th Math Meets or Exceeds State Standards	65%	73%						75%
• 8th US History Meets or Exceeds State Standards	57%	57%						67%
• 8th Science Meets or Exceeds State Standards	75%	75%						85%
• Algebra I Meets or Exceeds State Standards	89%	82%						94%
• English I Meets or Exceeds State Standards	82%	71%						87%
PRIORITY ONE: Student Achievement								
	Baseline	**State**	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**Goal**
% of All students Meets or Exceeds State Standards-ALL Content	77%	74%						84%
% of Students Meets or Exceeds State Standards-RLA	78%	75%						87%
% of Students Meets or Exceeds State Standards-Math	69%	70%						79%
% of College, Career, Military Readiness score (CCMR)**	89%	82%						98%
% of HS Students in Extra/Co-curricular Activities	*	*						90%
% of JH/HS Out of Placement (ISS/OSS)	7.5/2.3%							6/1%
PRIORITY TWO: Human Capital								
	Baseline	**State**	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**Goal**
Number of Teacher Residencies	8	N/A						15
Retention Rate (measure of retention of effective teachers)	85%	N/A						90%
Average T-Tess Score	3.55	N/A						3.75
PRIORITY THREE: Granbury Culture								
	Baseline	**State**	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**Goal**
Student Attendance	94.3%	93.9%						96%
Student and Family Survey Satisfaction Rate	76%	N/A						90%
TEA Intruder Audit	100%	N/A						100%
Graduation Rate (4 year)	95.6%	N/A						97%
PRIORITY FOUR- Facility and Financial Stewardship								
	Baseline	**State**	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**	**Goal**
Transparent and Effective Budget Processes								
• TEA FIRST Report Rating	Superior	N/A						Superior
• Clean/Unmodified Opinion - Financial Audit	Clean	N/A						Clean
Average Resolution Days to Complete Facility Work Orders	9.75	N/A						5.0
Average Resolution Days to Complete Tech Work Orders	5.0	N/A						3.0

Met or Exceeded	On Track towards Goal	Not on Track/Adjust Plan	Did Not Meet Goal

**To be Determined* ***Lag Data*

Board of Trustees Meeting Memo:

Meeting Date:	July 20, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Ryan Cox			
Expenditure:	$			

Agenda Item Title:
Board Approved Resolution for Non-business Days (PIRs) | 2026-27

Background Information:
Districts get up to 10 non-business days to add to the federal and state holidays for PIR requests. The board has to approve the non-business days, as in years past.

Here was last years: https://4.files.edl.io/9619/05/20/25/140919-dc0a679d-28f9-4a54-8598-691e3b6306b1.pdf

Supporting Document(s) Included:
- 2026-27 Resolution for Non-Business Days

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:

Submitted by:	**Approved by:**
Ryan Cox, Director of Communications	Dr. Courtney Morawski Superintendent

THE STATE OF TEXAS §

§

THE COUNTY OF HOOD §

BOARD RESOLUTION TO DECLARE NONBUSINESS DAYS

UNDER THE PUBLIC INFORMATION ACT FOR 2026 AND 2027

WHEREAS, Chapter 552 of the Government Code is commonly referred to as the Public Information Act.

WHEREAS, Section 552.003 l(a) of the Government Code, defines "business days" as any day other than:

1. a Saturday or Sunday;
2. a national holiday under Section 662.003(a) of the Government Code; or
3. a state holiday under Section 662.003(b) of the Government Code.

WHEREAS, pursuant to Section 662.003(a) of the Government Code, national holidays include only the following days:

1. the first day of January, "New Year's Day";
2. the third Monday in January, "Martin Luther King, Jr., Day" in observance of the birthday of Dr. Martin Luther King, Jr.;
3. the third Monday in February, "Presidents' Day";
4. the last Monday in May, "Memorial Day";
5. the 19th day of June, Juneteenth: observed June 18
6. the fourth day of July, "Independence Day"; observed July 3
7. the first Monday in September, "Labor Day";
8. the second Monday in October, “Columbus Day”
9. the 11th day of November, "Veterans Day," dedicated to the cause of world peace and to honoring the veterans of all wars in which Texans and other Americans have fought;

10. the fourth Thursday in November, "Thanksgiving Day"; and

11. the 25th day of December, "Christmas Day."

WHEREAS, pursuant to Section 662.003(b) of the Government Code, state holidays include only the following days:

1. the 19th day of January, "Confederate Heroes Day, in honor of Jefferson Davis, Robert E. Lee, and other Confederate heroes;

2. the second day of March, "Texas Independence Day";

3. the 21st day of April, "San Jacinto Day ;

4. the 19th day of June, "Emancipation Day in Texas," in honor of the emancipation of the slaves in Texas in 1865;

5. the 27th day of August, "Lyndon Baines Johnson Day," in observance of the birthday of Lyndon Baines Johnson;

6. the Friday after Thanksgiving Day;

7. the 24th day of December;

WHEREAS, pursuant to Section 552.0031(f) of the Government Code, a governmental body may designate up to ten (10) additional nonbusiness days each calendar year on which the governmental body's administrative offices are closed or operating with minimum staffing as a nonbusiness day. The designation of a nonbusiness day for an independent school district must be made by the board of trustees.

NOW THEREFORE, BE IT RESOLVED by the Board of Trustees of the Granbury Independent School District, in addition to Saturdays, Sundays, national holidays, and state holidays, the following days in 2026 and 2027 are hereby designated as nonbusiness days for the purposes of the Public Information Act.

November 24,2026

November 25, 2026

December 21, 2026

December 22, 2026

December 23, 2026

December 28,2026

March 15, 2027

March 16, 2027

March 17, 2027

March 18, 2027

APPROVED BY THE GRANBURY ISD BOARD OF TRUSTEES ON July 20, 2026, BY A VOTE OF____TO____; THEREFORE, BE IT SO ORDERED.

Adopted this 20th day of July, 2026.

By:_____

Courtney Gore, President

Board of Trustees

ATTEST:

By:_____

Barbara Townsend, Secretary

Board of Trustees

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Tammy Clark			
Expenditure:	$			

Agenda Item Title:
Policy update 127

Background Information:
TASB update 127 includes (LEGAL) policies for review only and (LOCAL) policies for board action. These were addressed in depth at last months meeting with information provided and adequate time to review. The Localized Policy Manual Update 127 includes all (LEGAL) and suggested (LOCAL) policies listed on the attached explanatory notes. (LOCAL) policies to be modified with this update are:

BJCF (LOCAL)	DPA (LOCAL)
CAA (LOCAL)	DPB (LOCAL)
DC (LOCAL)	EHBB (LOCAL)
DH (LOCAL)	EHBG (LOCAL)
DP (LOCAL)	FFF (LOCAL)

DC (LOCAL) was addressed and changes accepted at the June, 2026 Board Meeting.

Supporting Document(s) Included:
- Explanatory Notes: TASB Localized Policy Manual Update 127
- (Local) policy Action List
- Red-line version of (LOCAL) policies to show changes

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
That the board add, revise, or delete (LOCAL) policies as offered by TASB Policy Service for consideration and according to the instruction sheet for TASB Localized Policy Manual Update 127 with the changes discussed last month.

Submitted by:	**Approved by:**
Tammy Clark, Deputy Superintendent	Dr. Courtney Morawski Superintendent

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.

2. Failure to fulfill duties or responsibilities.

3. Incompetency or inefficiency in the performance of duties.

4. Insubordination or failure to comply with Board directives.

5. Failure to comply with Board policies or administrative regulations.

6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]

7. Conducting personal business during school hours when it results in neglect of duties.

8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.

9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.

10. Failure to meet the District's standards of professional conduct.

11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]

12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]

13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, with or without reasonable accommodation.

15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.

16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.

17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.

18. Behavior that presents a danger of physical harm to a student or other individuals.

19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.

20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.

21. Falsification of records or other documents related to the District's activities.

22. Falsification or omission of required information on an employment application.

23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.

24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.

25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.

26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.

27. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

~~27.~~29. Any reason constituting good cause for terminating the contract during its term.

Notice of Proposed Nonrenewal

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.

2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.

3. The Superintendent may cross-examine any witnesses for the Board.

4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

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

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

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

---

Fraud and Financial Impropriety

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

Definition

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

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

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

Financial Controls and Oversight

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

Fraud Prevention

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

Reports

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

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with

law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

Protection from Retaliation

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

Fraud Investigations

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

Response

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

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

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

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

Federal Awards Disclosure

In connection with federal awards, the District shall promptly disclose in writing whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal award. [See CBB]

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent shall ensure that appropriate administrative procedures are developed and implemented to prevent future

misconduct. These measures shall be presented to the Board for review.

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

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

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

Violations of Standards of Conduct

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

Weapons Prohibited

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

Exceptions

No violation of this policy occurs when:

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

Electronic Communication

Use with Students

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

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an

employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

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

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

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

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

Personal Use

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

Reporting Improper Communication

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

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities

An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties

An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning

An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct.

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

Tobacco and Nicotine Products and E-Cigarettes

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

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

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

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

Exceptions

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

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

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

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

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

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

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

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

Principal Qualifications

In addition to the minimal certification requirement, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
6. Prior experience in instructional leadership roles; and
7. Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

Qualifications

In addition to the minimal education and certification requirements established in the job description, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to implement policy and procedures;
5. The ability to interpret data;
6. Strong communications, public relations, and interpersonal skills;
7. Prior experience in instructional leadership roles; and
8. Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

Referral

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.

Screening and Identification Process

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.

Parental Consent

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Selection

Identification Criteria

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Assessments

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

~~Selection~~Matrix or Threshold System

If the selection process relies on a matrix or threshold system, the use of a scoring value based on race, ethnicity, sex, socioeconomic status, or disability shall be prohibited.

Placement Committee

A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs and identification of gifted students, as required by law.

Notification

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for

gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

Interdistrict

When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the

evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

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

Community Awareness

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

In addition to admitting four-year-old students to prekindergarten in accordance with legal requirements [see EHBG(LEGAL)], the District shall partner with Head Start to provide a prekindergarten program for eligible three-year-old students in accordance with federal and state law.

After all available spaces have been filled in the three-year-old prekindergarten program, the director of the Head Start three-year-old prekindergarten program shall maintain a waiting list of applicants who meet eligibility requirements. Any available spaces shall be filled on a first-come, first-served basis.

If space is available in the District's four-year-old prekindergarten program after enrollment of all applicants who are eligible under state law, the District shall admit on a first-come, first-served basis children of District employees who do not meet the state eligibility requirements.

The enrollment of more students who are eligible for prekindergarten during the school year shall not result in the withdrawal of enrolled students who do not meet the federal and state eligibility criteria, as applicable; however, students not in compliance with attendance requirements shall be withdrawn. in accordance with FEA(LOCAL).

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom a District employee or a person acting as a service provider for the District is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an individual's ~~alleged~~:

1. Alleged abuse or commission of an otherwise unlawful act with a student ~~or involvement in~~;
2. Involvement in or soliciting a romantic relationship, or soliciting or engaging in sexual contact, with a student;
3. Engaging in inappropriate communications with a student; or
4. ~~1.~~ Failing to maintain appropriate boundaries with a student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Tammy Clark			
Expenditure:	$			

Agenda Item Title:
Student Code of Conduct

Background Information:
In accordance with Section 37.001 of the Texas Education Code, the Board of Trustees for every Independent School District is required to review and adopt this document annually.
These updates integrate any new state laws. With this being a non-legislative year, there are no changes to the Student Code of Conduct.
The Parent-Student Handbook does not require board approval. It is attached simply for your information. Updates can be made as deemed necessary throughout the year by our administrative team.

Supporting Document(s) Included:
- Student Code of Conduct
- Parent-Student Handbook

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Compliance

Recommendation:
To adopt the Student Code of Conduct for the 2026-2027 school year as presented.

Submitted by:	**Approved by:**
Tammy Clark, Deputy Superintendent	Dr. Courtney Morawski Superintendent

Granbury ISD Student Code of Conduct

2026 - 2027 School Year

PENDING BOARD APPROVAL

Table of Contents

Student Code of Conduct 6
Accessibility 6
Purpose 6
School District Authority and Jurisdiction 7
Campus Behavior Coordinator 7
Threat Assessment and Safe and Supportive School Team 8
Searches 8
Reporting Crimes 8
Security Personnel 8
“Parent” Defined 9
Participating in Graduation Activities 9
Unauthorized Persons 9
Standards for Student Conduct 10
General Conduct Violations 11
Disregard for Authority 11
Mistreatment of Others 11
Property Offenses 12
Possession of Prohibited Items 12
Possession of Personal Communication Devices 13
Illegal, Prescription, and Over-the-Counter Drugs 14
Misuse of Technology Resources and the Internet 14
Safety Transgressions 15
Miscellaneous Offenses 15
Discipline Management Techniques 16
First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette 16
Students with Disabilities 16
Techniques 16
Prohibited Aversive Techniques 17
Notification 18
Parental Involvement 18
Appeals 18

Removal from the School Bus 19
Removal from the Regular Educational Setting 19
Routine Referral 19
Formal Teacher Removal 19
Returning a Student to the Classroom 20
Appeals of Formal Teacher Removals 20
In-School Suspension 20
Process 20
Out-of-School Suspension 21
Misconduct 21
Process 21
Alternative Assignment 22
Coursework During Suspension 22
Disciplinary Alternative Education Program (DAEP) Placement 23
Discretionary Placement: Misconduct That May Result in DAEP Placement 23
Mandatory Placement: Misconduct That Requires DAEP Placement 24
Sexual Assault and Campus Assignments 25
Process 25
Length of Placement 27
Appeals 28
Restrictions During Placement 28
Placement Review 28
Additional Misconduct 28
Notice of Criminal Proceedings 28
Withdrawal During Process 29
Newly Enrolled Students 29
Emergency Placement Procedure 29
Transition Services 30
Placement and/or Expulsion for Certain Offenses 30
Registered Sex Offenders 30
Expulsion 31
Discretionary Expulsion: Misconduct That May Result in Expulsion 31
Mandatory Expulsion: Misconduct That Requires Expulsion 32

Under Age 10 33
Process 33
Length of Expulsion 35
Withdrawal During Process 35
Additional Misconduct 35
Restrictions During Expulsion 35
Newly Enrolled Students 36
Emergency Expulsion Procedures 36
DAEP Placement of Expelled Students 36
Transition Services 36
Certain Felonies 36
Hearing and Required Findings 37
Length of Placement 37
Placement Review 37
Glossary 38

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at Courtney Henry, Secretary to the Deputy Superintendent, Courtney.Henry@granburyisd.org

Purpose

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

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

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

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

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

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

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006, 37.007, or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

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

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

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at granburyisd.org/BehaviorCoordinators and at Parent-Student Handbook.

Threat Assessment and Safe and Supportive School Team

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

Searches

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

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

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

Reporting Crimes

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

Security Personnel

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

The law enforcement duties of district security personnel are:

1. All campuses will have at least one security officer assigned to them.

2. All security officers will conduct daily safety checks including the perimeter of their assigned building, hallways, entrances/exits, and high traffic areas.

3. All security officers in conjunction with chief will conduct active shooter training on each campus.

4. High school security officers will assist in the training for all high school students regarding appropriate interaction with law enforcement.

5. All security officers will build relationships with students on their prospective campuses.

6. Security officers will monitor cameras from a screen in their building.

"Parent" Defined

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

Participating in Graduation Activities

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

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

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

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

Unauthorized Persons

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

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

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

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

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See **Glossary**]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **Glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See **Glossary**]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See **Glossary**]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

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

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or

- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

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

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day. The method of storage for personal communication devices in GISD is turned off and in a backpack or a purse during the school day. The school day for Elementary schools is 7:10am -3:05pm. The school day for secondary schools is from first bell to last bell. [See **Glossary**]
- The district may authorize the use of a personal communication device for the following reasons:
  - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
  - With documented need based on a directive from a qualified physician; or
  - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in the age-appropriate disciplinary action that has been established in accordance with this Code of Conduct.

Offense	Phone Taken	Parent Notification	Parent Pick Up Phone	Elementary School	Middle School and STARS	High School
1st	✅	✅	✅	Student Conference	2 Days Detention as Assigned	Saturday School 8AM - 12PM
2nd	✅	✅	✅	Detention	3 Days Detention as Assigned	3 Days ISS
3rd	✅	✅	✅	1 Day ISS	2 Days ISS	5 Days ISS
4th	✅	✅	✅	1 Day ISS and Turn in Phone to Office Daily	Saturday School 8AM – 12PM	DAEP Placement
5th or more	✅	✅	✅	Administrative Discretion	DAEP Placement	DAEP Placement

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

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

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

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

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

Discipline Management Techniques

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

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

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

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

Students with Disabilities

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

In accordance with the Education Code 37 11434a.(b-1), a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see **Glossary**] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.

- Mediation (victim-offender).
- Conflict resolution strategies training.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

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

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

Notification

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

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

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

Parental Involvement

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at FNG(LOCAL).

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

Removal from the School Bus

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

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

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

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

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

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

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

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

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

Returning a Student to the Classroom

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

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

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

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

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

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

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

Process

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

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

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

1. Self-defense [see **Glossary**];
2. Intent or lack of intent at the time the student engaged in the conduct;

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

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

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

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

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

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

Process

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

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

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

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

1. Self-defense [see **Glossary**];

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

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

Alternative Assignment

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

Coursework During Suspension

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

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Summer programs (summer school) provided by the district shall serve students assigned to a DAEP in conjunction with other students.

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

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

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see **Glossary**]
- Involvement in criminal street gang activity. [see **Glossary**]
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

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

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

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

- Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see **Glossary**]
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code sections 42.07(a)(1), (2), (3), or (7).

- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see **Glossary**], or a court or jury finds that the student has engaged in delinquent conduct [see **Glossary**], or the superintendent or designee has a reasonable belief [see **Glossary**] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

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

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

Process

Removals to a DAEP shall be made by the CBC.

Conference

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

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

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

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

Consideration of Mitigating Factors

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

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

Placement Order

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

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

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

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

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

Coursework Notice

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

Length of Placement

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

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

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

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

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

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at FNG(LOCAL).

Appeals shall begin at *Level 1* with the campus principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

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

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation (have not successfully completed their placement), the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

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

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

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

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

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

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

Withdrawal During Process

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

Newly Enrolled Students

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

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

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

Emergency Placement Procedure

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

Transition Services

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

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

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

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

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

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

Review Committee

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

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

Newly Enrolled Students

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

Appeal

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

Expulsion

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

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

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

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

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

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

- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see **Glossary**]

Within 300 Feet of School

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

Property of Another District

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

While in a DAEP

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

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

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

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

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

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:

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

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

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

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

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

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

Hearing

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

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

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

The board of trustees delegates to the Superintendent or Superintendent designee *the* authority to conduct hearings and expel students.

Board Review of Expulsion

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

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

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

Expulsion Order

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

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

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

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

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

Length of Expulsion

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

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

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

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

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

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

Withdrawal During Process

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

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

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

Additional Misconduct

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

Restrictions During Expulsion

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

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

Newly Enrolled Students

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

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

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

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

Certain Felonies

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

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

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

Newly Enrolled Students

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

Glossary

Abuse is improper or excessive use.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

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

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

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

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

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

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

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

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

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

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

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

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

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

Such term does not include an antique firearm.

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

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

Harassment includes:

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

h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

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

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

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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

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

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

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

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

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

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

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

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

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

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

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

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

Prohibited weapon under Penal Code 46.05(a) means:

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

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

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

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

the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

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

Serious misbehavior means:

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

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

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

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

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

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;

4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 (17) as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

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

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

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

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

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

Granbury ISD Parent-Student Handbook

2026 - 2027 School Year

DRAFT

If you have difficulty accessing the information in this document because of disability, please contact the district at Courtney.Henry@granburyisd.org or 817-408-4009.

Contents

Vision, Mission and Goals 13

Preface Parents and Students: 6

Accessibility 7

Section One: Parental Rights 7

Consent, Opt-Out, and Refusal Rights 7

Consent to Conduct a Psychological or Psychiatric Evaluation 7

Consent to Human Sexuality Instruction 7

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking 8

Consent to Provide a Mental Health Care Service 9

Consent to Display a Student's Original Works and Personal Information 9

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14 10

Consent to Video or Audio Record a Student When Not Already Permitted by Law 10

Opting Out of Advanced Mathematics in Grades 6-8 10

Prohibiting the Use of Corporal Punishment 10

Limiting Electronic Communications between Students and District Employees 11

Objecting to the Release of Directory Information 11

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only) 12

Participation in Third-Party Surveys 12

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction 13

Reciting a Portion of the Declaration of Independence in Grades 3-12 13

Reciting the Pledges to the U.S. and Texas Flags 14

Religious or Moral Beliefs 14

Tutoring or Test Preparation 14

Right of Access to Student Records, Instructional Materials, and District Records/Policies 15

Parent Review of Instructional Materials and Plan 15

District Review of Instructional Materials 15

Notices of Certain Student Misconduct to Noncustodial Parent 15

Participation in Federally Required, State-Mandated, and District Assessments 15

Student Records 16

Teacher and Staff Professional Qualifications 19

A Student with Exceptionalities or Special Circumstances 19

Children of Military Families 19

Parental Role in Certain Classroom and School Assignments 19

Student Use of a Service/Assistance Animal 20
A Student in the Conservatorship of the State (Foster Care) 20
A Student Who Is Homeless 21
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services 22
Texas Driving with Disability Program 24
A Student Who Receives Special Education Services with Other School-Aged Children in the Home 24
A Student Who Speaks a Primary Language Other than English 24
A Student with Physical or Mental Impairments Protected under Section 504 24
Section Two: Other Important Information for Parents and Students 25
Absences/Attendance 25
Compulsory Attendance 25
Compulsory Attendance — Exemptions 26
Compulsory Attendance — Failure to Comply 27
Attendance for Credit or Final Grade (All Grade Levels) 28
Official Attendance-Taking Time (All Grade Levels) 28
Documentation After an Absence (All Grade Levels) 29
Doctor's Note After an Absence for Illness (All Grade Levels) 29
Driver License Attendance Verification (Secondary Grade Levels Only) 29
Accountability under State and Federal Law (All Grade Levels) 30
Armed Services Vocational Aptitude Battery Test (Grades 10-12) 30
Awards and Honors (All Grade Levels) 30
Bullying (All Grade Levels) 30
Career and Technical Education (CTE) (Secondary Grade Levels Only) 32
Celebrations (All Grade Levels) 33
Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels) 33
Duty to Report 33
Possible Warning Signs of Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children 33
Description and Warning Signs of Trafficking 35
Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children 35
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children 36
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) 36
Class Schedules (11th and 12th Only) 41
College and University Admissions and Financial Aid (All Grade Levels) 41
College Credit Courses (Secondary Grade Levels Only) 42
Granbury ISD Dual Credit Fee Plan 42

Communications (All Grade Levels) 43
Parent Contact Information 43
Automated Emergency Communications 43
Automated Nonemergency Communications 43
Complaints and Concerns (All Grade Levels) 44
Conduct (All Grade Levels) 44
Applicability of School Rules 44
Campus Behavior Coordinator 44
Deliveries 45
Disruption of School Operations 45
Social Events 45
Counseling 45
Academic Counseling 46
Personal Counseling (All Grade Levels) 47
Course Credit (Secondary Grade Levels Only) 47
Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12) 47
Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject 47
Kindergarten Acceleration 48
Students in Grades 1-5 48
Students in Grades 6-12 48
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) 48
Dating Violence 49
Discrimination 49
Harassment 49
Sexual Harassment and Sex-Based Harassment 50
Pregnancy or Related Conditions 50
Retaliation 50
Reporting Procedures 50
Investigation of Report 51
Discrimination 51
Distance Learning (All Grade Levels) 51
Virtual and Hybrid Instruction 51
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) 52
School Materials 52
Non-school Materials 52
Dress and Grooming (All Grade Levels) 53
Electronic Devices and Technology Resources (All Grade Levels) 55
Safe Use of Technology 55

Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices 56
Instructional Use of Personal Electronic Devices 57
Acceptable Use of District Technology Resources 57
Unacceptable and Inappropriate Use of Technology Resources 58
End-of-Course (EOC) Assessments 58
Emergent Bilingual Students (All Grade Levels) 58
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) 59
Standards of Behavior 60
Offices and Elections 60
Fees (All Grade Levels) 60
Fundraising (All Grade Levels) 61
Gang-Free Zones (All Grade Levels) 61
Grade-Level Classification (Grades 9-12 Only) 61
Grading Guidelines (All Grade Levels) 61
Grading Guidelines (Elementary School) 61
Grading Guidelines (Middle School) 62
Grading Guidelines (High School) 68
Graduation (Secondary Grade Levels Only) 75
Requirements for a Diploma 75
Testing Requirements for Graduation 75
Available Course Options for All Graduation Programs 78
Certificates of Coursework Completion 79
Students with Disabilities 79
Graduation Activities 79
Graduation Speakers 79
Graduation Expenses 80
Scholarships and Grants 80
Harassment 80
Hazing (All Grade Levels) 80
Health — Physical and Mental 80
Health-Related Services 80
Illness (All Grade Levels) 81
Immunization (All Grade Levels) 81
Lice (All Grade Levels) 82
Medicine at School (All Grade Levels) 82
Asthma and Severe Allergic Reactions 83
Unassigned Epinephrine Delivery Systems 83
Unassigned Medication for Respiratory Distress 84

Unassigned Opioid Antagonists 84
Steroids (Secondary Grade Levels Only) 84
Mental Health Support (All Grade Levels) 84
Physical Activity Requirements 85
Physical Fitness Assessment (Grades 3-12) 85
Physical Health Screenings/Examinations 86
Special Health Concerns (All Grade Levels) 86
Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels) 87
Health-Related Resources, Policies, and Procedures 88
Physical and Mental Health Resources (All Grade Levels) 88
Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) 88
School Health Advisory Council (SHAC) (All Grade Levels) 89
Student Wellness Policy/Wellness Plan (All Grade Levels) 89
Homework (All Grade Levels) 89
Law Enforcement Agencies (All Grade Levels) 89
Questioning of Students 89
Students Taken into Custody 90
Notification of Law Violations 90
Leaving Campus (All Grade Levels) 91
During Lunch 91
At Any Other Time During the School Day 91
Lost and Found (All Grade Levels) 91
Makeup Work 92
Makeup Work Because of Absence (All Grade Levels) 92
DAEP Makeup Work 92
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels) 92
Nondiscrimination Statement (All Grade Levels) 93
Non-traditional Academic Programs (All Grade Levels) 94
Parent and Family Engagement (All Grade Levels) 94
Parental Rights and Options 94
Working Together 94
Parking and Parking Permits (Secondary Grade Levels Only) 95
Pledges of Allegiance and a Minute of Silence (All Grade Levels) 95
Prayer (All Grade Levels) 96
Private Spaces 96
Promotion and Retention 96
Elementary and Middle/Junior High Grade Levels 96
Repeating *Kindergarten*-Grade 8 at Parent Request 96

High School Grade Levels 96
Repeating a High-School Credit Course 96
Release of Students from School 97
Remote Instruction 97
Report Cards/Progress Reports and Conferences (All Grade Levels) 97
Retaliation 97
Required State Assessments 98
STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8 98
Standardized Testing for a Student Enrolled Above Grade Level 98
High School Courses End-of-Course (EOC) Assessments 98
Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels) 98
Standardized Testing for a Student in Special Programs 98
Failure to Perform Satisfactorily on a STAAR or EOC Assessment 99
Personal Graduation Plan — Middle School Students 99
Safe Storage of Firearms 99
Safety (All Grade Levels) 100
Accident Insurance 100
Insurance for Career and Technical Education (CTE) Programs 100
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies 100
Preparedness Training: CPR and Stop the Bleed 100
Emergency Medical Treatment and Information 101
Emergency School Closing Information 101
SAT, ACT, and Other Standardized Tests 101
Schedule Changes (Middle/Junior High and High School Grade Levels) 101
School Facilities 102
Asbestos Management Plan (All Grade Levels) 102
Food and Nutrition Services (All Grade Levels) 102
Pest Management Plan (All Grade Levels) 103
Conduct Before and After School (All Grade Levels) 104
Library (All Grade Levels) 104
Use of Hallways during Class Time (All Grade Levels) 104
Use by Students Before and After School (All Grade Levels) 105
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only) 105
School-Sponsored Field Trips (All Grade Levels) 105
Searches and Investigations 105
Searches in General (All Grade Levels) 105
District Property (All Grade Levels) 106
Metal Detectors (All Grade Levels) 106
Personal Communications and Other Electronic Devices (All Grade Levels) 106

Trained Dogs (All Grade Levels) 106
Drug Testing (Secondary Grade Levels Only) 106
Vehicles on Campus (Secondary Grade Levels Only) 106
Sexual Harassment 107
Special Programs (All Grade Levels) 107
Standardized Testing 107
SAT/ACT (Scholastic Aptitude Test and American College Test) 107
TSI (Texas Success Initiative) Assessment 107
Student Speakers (All Grade Levels) 107
Summer School (All Grade Levels) 108
Tardies (All Grade Levels) 108
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) 108
Transfers (All Grade Levels) 109
Transportation (All Grade Levels) 109
Vandalism (All Grade Levels) 112
Video Cameras (All Grade Levels) 112
Visitors to the School (All Grade Levels) 112
General Visitors 112
Unauthorized Persons 113
Visitors Participating in Special Programs for Students 113
Volunteers (All Grade Levels) 113
Voter Registration (Secondary Grade Levels Only) 113
Withdrawing from School (All Grade Levels) 114
Glossary 115

GRANBURY ISD BOARD OF TRUSTEES	
Courtney Gore President	
Nancy Alana Vice President	
Barbara Townsend Secretary	
Mike Moore Trustee, Place 1	Dr. Calvin Lawrence Trustee, Place 5
Tim Bolton Trustee, Place 3	Stuart Neal Trustee, Place 7

GRANBURY ISD ADMINISTRATION **Dr. Courtney Morawski** Superintendent of Schools		
Tammy Clark Deputy Superintendent		
Stacie Brown Executive Director of Teaching and Learning	**LaTisha Griffin** Chief Financial Officer	**Dr. Timothy Rocka** Executive Director of Human Resources
Brian Caruthers Director of Transportation	**Tamara Hudson** Director of Special Programs	**Dr. Hailey Veron** Director of Facilities and Maintenance
Wade Clark Chief of Security	**Bryan Johnson** Director of Support Services	**Maggie Walton** Director of Strategic Initiatives
Ryan Cox Director of Communications	**Lamont Moore** Director of Athletics	**Amy Whiteley** Director of Child Nutrition
Todd Gibson Director of CTE	**Lissa Oliver** Director of Community Relations	**Brent Wilson** Director of Technology

Vision, Mission and Goals

OUR VISION

Where every learner is valued, successful and future ready.

OUR MISSION

Character, Excellence, Opportunity

OUR GOALS

- Advance academic achievement and growth for every student.
- Prepare every student for college, career, and/or military success.
- Maintain safe, supportive, and connected learning environments.
- Champion extracurricular involvement that builds character and excellence.
- Recruit, develop, and retain high-quality staff.
- Strengthen student, family, and community partnerships.
- Steward resources responsibly through transparent planning and budgeting.

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Granbury ISD Parent-Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term "parent" refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Student Code of Conduct. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at Granbury ISD Administration building, located at 217 N. Jones St., Granbury, TX, 76048.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available here: Granbury ISD Policy Manual.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

Courtney Henry
Secretary to the Deputy Superintendent
Courtney.Henry@granburyisd.org
817-408-4009

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parents' Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Courtney Henry
Secretary to the Deputy Superintendent
Courtney.Henry@granburyisd.org
817-408-4009

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For further information, please contact GISD Student Services Coordinator at 817-408-4046 or by visiting our Health Advisory Council webpage at Health Advisory Council.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending DAC as a SHAC representative and SHAC subcommittee meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For further information, please contact GISD Student Services Coordinator at 817-408-4046. or see the district's abuse prevention instruction website here.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending DAC as a SHAC representative and SHAC subcommittee meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

Granbury ISD follows the Multi-Tiered System of Support for assisting parents with students who exhibit early warning signs of mental health concerns, substance abuse, or suicide risk: GISD Multi-Tiered System of Supports.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

Kayla Bennett
Licensed Professional Counselor
kayla.bennett@granburyisd.org
817-408-4711

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See Mental Health Support (All Grade Levels)]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects

- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.(https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum).

Consent to Video or Audio Record a Student When Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in-person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Corporal punishment — spanking or paddling a student — may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to their child must return a form, located here, each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

Employee may choose one of the three options below:

The employee is required to include the student's parent as a recipient on all text messages.

OR

The employee is required to include their immediate supervisor and the student's parent as recipients on all text messages.

OR

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year or at time of registration. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information:

1. Extracurricular programs or events (e.g., school plays, concerts, athletic events, and graduation ceremonies);
2. Publications (e.g., newsletters, yearbook, and the like);
3. Honor roll and other student recognition lists;
4. District marketing materials (e.g., print media, website, videos, newspaper, and the like); and
5. Activities and events sponsored by school-affiliated PTOs, booster clubs, and the education foundation.

If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

The District shall not designate any categories of information as directory information for any purpose not previously listed above, including third-party requests.

Note: Also see Authorized Inspection and Use of Student Records.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request. The parent may find them on the GISD website. If a parent has trouble finding or accessing the additional copies online, they should reach out to the teacher and/or the campus administration.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at Objecting to the Release of Directory Information, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint (https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's

education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions

- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See Objecting to the Release of Directory Information to prohibit this disclosure.]

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

The campus principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent or designee is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students by contacting the campus secretary.

You may contact the custodian of records for students who have withdrawn or graduated at:

Courtney Henry
Secretary to the Deputy Superintendent
Courtney.Henry@granburyisd.org
817-408-4009

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at GISD Student Records Policy.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

More information is available at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the **principal of the receiving campus** for more information.

[See Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison:

Ashley Gill
Federal Programs & McKinney-Vento (Homeless) Liaison
ashley.gill@granburyisd.org
817-408-4049

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families. Please see the following district website for more information: McKinney-Vento Guidance.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Ashley Gill
Federal Programs & McKinney-Vento (Homeless) Liaison
ashley.gill@granburyisd.org
817-408-4049

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of district to meet the needs of all students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special programs evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards* (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Tamara Hudson
Director of Special Programs
tamara.hudson@granburyisd.org
817-408-4050

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Johanna Logan
Transition and Employment Designee (TED)
johanna.logan@granburyisd.org
817-408-4687

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Keara Sharman
Assistant Director of Special Programs and 504 Coordinator
keara.sharman@granburyisd.org
817-408-4256

[See A Student with Physical or Mental Impairments Protected under Section 504]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (https://tea.texas.gov/academics/special-student-populations/special-education/sped-family-resources-0)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services and policy FB for more information.]\

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal. Excessive excused or unexcused absences could lead to credit denial and/or possible retention, in accordance with Section 25.081 of the Texas Education Code.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form located here: Physician Certification of Student Absence
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, step-parent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitators are the Assistant Principals at each campus.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the principal or attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance — Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.
- The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day as follows:

GHS 9:53 AM

STARS 9:50 AM

GMS/AMS 9:35 AM

All Elementaries 9:00 AM

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation After an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

To maintain satisfactory attendance and the best chance of accomplishing academic growth and achievement, all GISD campuses will accept a maximum of three (3) parent/guardian excuse notes per student, per semester. Any other absences will require a doctor's note to excuse the absence. All absences will be marked as unexcused until a written note is physically received from the parent within 5 days of the student's absence - anything after 5 days will not be excused.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note After an Absence for Illness (All Grade Levels)

Within 3 days of returning to school, a student who is absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form here: Physician Certification Form.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. A VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

More information is available on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

[See Compulsory Attendance — Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

Granbury ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at granburyisd.org/TAPR. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division.

(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting)

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered on October 28th at 8:45 am at The CTE Lecture Hall.

Contact the counseling office for information about this opportunity.

Awards and Honors (All Grade Levels)

Awards and honors are different at every grade level. For more information on awards and honors programs, please contact your campus principal.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal or the campus behavior coordinator.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by filling out the online, anonymous reporting form granburyisd.org/bullying.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) (Secondary Grade Levels Only)

The district offers career and technical education programs in the following career clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio Visual Technology and Communications
- Business, Marketing, and Finance
- Education & Training
- Engineering
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law & Public Safety
- Transportation, Distribution, and Logistics

Admission to these programs is based on the availability of space and class size in each CTE program.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Food and drink are not to be taken into the classroom without teacher permission. Water may be allowed in the classroom at the teacher's discretion. Powder supplements may NOT be allowed with the water. The only exceptions to this rule are special teacher-directed activities, which must be cleared by the principal.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See Food Allergies (All Grade Levels)]

Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available at granburyisd.org/DIP. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury

- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student wellbeing

- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse

indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at Texas Abuse Hotline Website (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

The valedictorian and salutatorian will have completed the Foundation Program with Endorsements and have been enrolled in Granbury High School for both their junior and senior years. The senior class will be ranked scholastically at the end of the 5th six weeks. If a tie of two or more students exists for the top places after grades have been averaged, then the tie will be broken according to procedures outlined in board policy EIC Local. For further information, see policy EIC.

Beginning with the graduating class of 2028, the calculation shall also exclude grades earned in any Tier 1 course that is a level 4 or 5 fine arts or athletics course taken in the student's junior or senior year.

Weighted Grade System

For students in the graduating classes of 2025, 2026, and 2027, the District shall categorize courses as Advanced and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Advanced

Eligible Advanced Placement (AP) courses, locally designated honors courses, dual credit courses, and practicum/internship-level career and technical education (CTE) courses shall be categorized as Advanced courses.

Advanced courses shall receive advanced credit based on the number of academic credits in accordance with administrative regulations and shall be noted on the student's academic achievement record or transcript.

Regular

All other eligible courses shall be categorized and weighted as Regular courses.

Weighted Grade Point Average

The District shall convert semester grades earned in all eligible courses to grade points in accordance with the following chart and shall calculate an unweighted GPA:

Grade	Grade Points	Grade	Grade Points
100	5.0	84	3.4
99	4.9	83	3.3
98	4.8	82	3.2
97	4.7	81	3.1
96	4.6	80	3.0
95	4.5	79	2.9
94	4.4	78	2.8
93	4.3	77	2.7
92	4.2	76	2.6
91	4.1	75	2.5
90	4.0	74	2.4
89	3.9	73	2.3
88	3.8	72	2.2
87	3.7	71	2.1
86	3.6	70	2.0
85	3.5	Below 70	0

The District shall not calculate a weighted GPA for students until completion of the first semester of grade 10. When a student has earned the required number of advanced academic credits (AAC), the District shall calculate a weighted GPA using a 1.25 multiplier in accordance with the following chart.

A student who has not completed the required number of AAC by the end of each semester shall have his or her GPA reverted to unweighted status.

Grade Level	Semester	Advanced Academic Credits Required
10	1	6
10	2	6
11	1	6
11	2	10
12	1	13
12	2	16

Each student who participates in and completes four years of an eligible course and related extracurricular activity, as applicable, during high school shall be awarded a fidelity point. A student may substitute a fidelity point for up to two Advanced courses. The list of eligible courses shall be designated in administrative regulations.

Weighted Grade System

Beginning with the graduating class of 2028, the District shall categorize and weight eligible courses as Tier 4, Tier 3, Tier 2, and Tier 1 in accordance with provisions of this policy and as designated in appropriate District publications.

Categories

Tier 4 - Eligible Advanced Placement (AP) courses and dual credit courses shall be categorized and weighted as Tier 4 courses.

Tier 3 - Eligible dual enrollment courses and career and technical education (CTE) practicum courses shall be categorized and weighted as Tier 3 courses.

Tier 2 - Eligible courses locally designated as honors shall be categorized and weighted as Tier 2 courses.

Tier 1 - All other eligible courses shall be categorized and weighted as Tier 1 courses.

Weighted Grade Point Average

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	Tier 4	Tier 3	Tier 2	Tier 1
100	5.00	4.66	4.33	4.00
99	4.95	4.61	4.28	3.95

98	4.90	4.56	4.23	3.90
97	4.85	4.51	4.18	3.85
96	4.80	4.46	4.13	3.80
95	4.75	4.41	4.08	3.75
94	4.70	4.36	4.03	3.70
93	4.65	4.31	3.98	3.65
92	4.60	4.26	3.93	3.60
91	4.55	4.21	3.88	3.55
90	4.50	4.16	3.83	3.50
89	4.45	4.11	3.78	3.45
88	4.40	4.06	3.73	3.40
87	4.35	4.01	3.68	3.35
86	4.30	3.96	3.63	3.30
85	4.25	3.91	3.58	3.25
84	4.20	3.86	3.53	3.20
83	4.15	3.81	3.48	3.15
82	4.10	3.76	3.43	3.10
81	4.05	3.71	3.38	3.05

80	4.00	3.66	3.33	3.00
79	3.95	3.61	3.28	2.95
78	3.90	3.56	3.23	2.90
77	3.85	3.51	3.18	2.85
76	3.80	3.46	3.13	2.80
75	3.75	3.41	3.08	2.75
74	3.70	3.36	3.03	2.70
73	3.65	3.31	2.98	2.65
72	3.60	3.26	2.93	2.60
71	3.55	3.21	2.88	2.55
70	3.50	3.16	2.83	2.50
Below 70	0	0	0	0

Transferred Grades

For students in the graduating classes of 2025, 2026, and 2027, when a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive weight in accordance with the AAC chart above, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same course is offered to the same class of students in the District and the student has earned the required number of AAC to determine a weighted GPA.

A transfer student shall be eligible to earn fidelity points for properly documented courses and participation in eligible activities in accordance with the provisions above and administrative regulations.

Beginning with students in the graduating class of 2028, when a student transfers semester grades for courses that would be eligible under the Tier 1 category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if the same or an equivalent course is offered to the same class of students in the District. [See policy EIC for more information.]

Class Schedules (11th and 12th Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 11-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See Schedule Changes (Middle/Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

[See A Student in the Conservatorship of the State (Foster Care) for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Tarrant County Community College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on Tarrant County Community College admission requirements.

Granbury ISD Dual Credit Fee Plan

Ranger College is the District's dual credit partner. All dual credit course fees will be assessed and collected directly by Ranger College.

Students and families are responsible for submitting payment through the student's Ranger College portal. Ranger College will notify students of the total amount due based on the number and type of dual credit courses in which the student is enrolled.

Students who meet FAST (Financial Aid for Swift Transfer) eligibility requirements will not be charged tuition or applicable course fees for eligible dual credit courses. (see FAST details below)

Granbury ISD On Ramps Dual Enrollment Fee Plan

Effective: 2025–2026 School Year

To support equitable access while maintaining fiscal responsibility, Granbury ISD will continue with implementation of the following fee structure for students enrolled in OnRamps Dual Enrollment (DE) courses:

Fee Structure per DE Course:

- **Standard Fee:** $149 per course unless otherwise stated by OnRamps
- **FAST Eligible Students:** $0 per course

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor or GHS administrator over college credit courses for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See Fees (All Grade Levels) for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by submitting the Student Information Change Form and submitting it to the campus secretary: GISD Change of Information Form.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply. If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at granburyisd.org/policy and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at granburyisd.org/Student and Parent Grievances and at the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing a copy to the Secretary to the Deputy Superintendent, Courtney Henry, at courtney.henry@granburyisd.org.

In general, the written grievance form should be completed and submitted to both the Secretary to the Deputy Superintendent and the campus principal in a timely manner.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with a district administrator.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at: GISD Campus Behavior Coordinators.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Parents should make special transportation or after school arrangements with students before they arrive at school. Campuses cannot assume responsibility for delivery of messages. Classes will not be interrupted to deliver messages except in cases of emergency.

Flowers, balloons, or other mementos for students should NOT be delivered to campuses for distribution. If a delivery occurs, the student will not be allowed to take possession of the item until leaving campus at the end of the day. Items will remain in an office until that time, but school personnel will not be responsible for their safety. Outside food of any kind will not be accepted for delivery.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should ***report to the campus counselor.*** As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's

office and in the superintendent's office or on the district's website at Student Welfare: Freedom from Discrimination, Harassment, and Retaliation. [See ~~the~~ FFH ~~series of policies~~ for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 50.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- Preventing Teen Dating Violence (https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating,

threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

Sexual harassment and sex-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact Keara Sharman, Assistant Director of Special Programs and 504 Coordinator, keara.sharman@granburyisd.org, 817-408-4256 for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See FFH and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying (All Grade Levels)]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another

student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Distance Learning (All Grade Levels)

Granbury ISD is exploring a new hybrid virtual learning option designed to meet the needs of today's students while maintaining strong academic standards and meaningful connections to our schools. This model offers flexibility without sacrificing accountability, support, or access to district programs. [See Remote Instruction]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of Policy EHDE, addressing distance learning, will be provided to parents of middle and high school students upon request.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Before selling, posting, circulating, or distributing more than 25 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. Students must obtain prior approval from the principal for prior review in accordance with the following:

1. Materials shall include the name of the person or organization sponsoring the distribution.

2. Using the standards found in this policy at Limitations on Content, the principal shall approve or reject submitted materials within two school days of the time the materials were received. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

Each campus principal shall designate times, locations, and means by which non-school literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent or designee. The superintendent or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The campus principal will have a designated area for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

ELEMENTARY

PANTS

- Pants/Jeans/Shorts must be appropriately sized
- No holes, rips, or tears exposing undergarments or skin more than approximately fingertip length
- Skirts, shorts, and dresses must be fingertip length

SHIRTS

- The shirt/top must cover the midriff and cleavage at all times. (e.g., standing, sitting, stretching, and bending)
- The shirt/top cannot be oversized/undersized
- All tank top straps must be three fingers wide in width

THE FOLLOWING WILL NOT BE PERMITTED:

- Muscle shirts (includes undershirts),
- Pajamas,
- Halter/Spaghetti/Racerback/Crop Tops,
- House shoes, slippers, bare feet, or shoes with wheels,
- Clothing items with pictures, emblems, and/or writings that are lewd or obscene,
- Clothing items that advertise or depict tobacco products, alcoholic beverages, drugs, violence, vulgarity, gang symbolism, sexual symbolism, and/or substance prohibited under policy FNCF(Local),

- Any see-through clothing that reveals undergarments, such as bras or boxers,
- Any visible belt chain that may (or may not) be attached to a pocket item,
- Headgear will not be worn or carried during school hours in any building or gymnasium including hats, caps, bandanas, sweatbands, earmuffs, toboggans, kerchiefs, wraps, scarves, turbans, nets, etc.,
- Sunglasses during school hours,
- Chains or jewelry that have the potential to be used as a weapon (Examples; heavy neck chains, double or triple rings, wallet chains, chain belts, safety pins, etc.),
- Leather collars or collars intended for use on animals may not be worn on school property; this includes all animal-type accessories (headbands with ears, tails, etc.),
- Writing or drawing on the skin.

SECONDARY

PANTS

- Pants/jeans/shorts must be appropriately sized, not see through or sheer and must be worn so as not to expose undergarments (including shorts if worn under jeans or pants).
- No excessive / large holes, rips, slits, or tears exposing undergarments, etc.
- Shorts/skorts/skirts/dresses must reach the mid-thigh, covering the buttocks fully.

SHIRTS

- Shirts must be appropriately sized in the shoulders, sleeves, and neck, and unaltered or modified in a manner that extends the armhole, the neckline, or shortens the shirt, thereby exposing the chest, midriff and/or undergarments, etc.
- The shirt/top must always cover the midriff (e.g., standing, sitting, stretching, and bending)
- Excessive exposure of the chest is prohibited.
- Tank tops must cover undergarments and torso cannot be exposed.

THE FOLLOWING WILL NOT BE PERMITTED:

- Bare feet,
- Cleats / spikes,
- Clothing items with pictures, emblems, drawings and/or writings that are lewd or obscene,
- Clothing items that advertise or depict tobacco / vape products, alcoholic beverages, drugs, violence, vulgarity, gang symbolism, sexual symbolism, and/or substances prohibited under policy FNCF(Local),
- Trench coats or dusters,

- Sheer, “See through” or “see in” garments without a full coverage under layer,
- Any clothing that reveals skin or undergarments such as bras, underwear or boxers,
- Bathing suits,
- During school hours in any building or gymnasium, students are not allowed to wear headgear such as hoods, bandanas, sweatbands, earmuffs, kerchiefs, wraps, scarves, nets, etc., (head coverings worn for religious or cultural purposes are allowed)
- Gloves on hands and/or sunglasses, etc. while indoors
- Decorative facial art,
- Shoes with pop-out rollers,
- Costumes, animal-type accessories (headbands with ears, tails, etc.), face coverings, costume face make-up, etc.

SPIRIT DAYS

The campus administration, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action. (See FNCA - LOCAL) A sponsor, coach, or other person in charge, with the principal's approval, may establish dress standards for students who participate in these activities.

The dress and grooming code may be modified with administrative consent to accommodate extracurricular activities and special events.

If the campus administration determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact [If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact Brent Wilson, Director of Technology: 817-408-4101.

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a personal communications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day. The method of storage for personal communication devices in GISD is turned off and in a backpack or a purse during the school day. The school day for Elementary schools is 7:10am -3:05pm. The school day for secondary schools is from first bell to last bell. [See **Glossary**]
- The district may authorize the use of a personal communication device for the following reasons:
    - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
    - With documented need based on a directive from a qualified physician; or

- To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in the age-appropriate disciplinary action that has been established in accordance with this Code of Conduct.

Offense	Phone Taken	Parent Notification	Parent Pick Up Phone	Elementary School	Middle School and STARS	High School
1st	✅	✅	✅	Student Conference	2 Days Detention as Assigned	Saturday School 8AM - 12PM
2nd	✅	✅	✅	Detention	3 Days Detention as Assigned	3 Days ISS
3rd	✅	✅	✅	1 Day ISS	2 Days ISS	5 Days ISS
4th	✅	✅	✅	1 Day ISS and Turn in Phone to Office Daily	Saturday School 8AM – 12PM	DAEP Placement
5th or more	✅	✅	✅	Administrative Discretion	DAEP Placement	DAEP Placement

In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. [See Searches and Investigations and policy FNF for more information.]

The district is not responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students

and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language

Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs on our website at: Parent Consent for Participation in School-Sponsored Clubs.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation (All Grade Levels)]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed unlimited absences in a school year not related to post-district competition, post-district competition prior to state, and for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Please contact the campus principal for office and election details.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose

parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
17	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period.
- How the student's mastery of concepts and achievement will be communicated .(for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed.
- Procedures for a student to follow after an absence.
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination.

Grading Guidelines (Elementary School)

Pre-Kindergarten

The District shall utilize progress reports based on TEA Pre-kindergarten Curriculum Guidelines.

Kindergarten and First Grade

The District shall utilize standards based report cards reflecting the Texas Essential Knowledge & Skills (TEKS). Teachers will use the key on the report card for academics, social development and work habits. Physical Education and Fine Arts will use E (Excellent), S (Satisfactory), N (Needs Improvement} and U (Unsatisfactory). Specials grades are not intended to reflect any part of the students' academic grade A, A/B honor roll. There will be an adjustment period for academic skills for the 1st six weeks. Teachers will use the grading system key on the report card for academics and social and emotional behavior.

2nd - 5th Grades

Numerical scores shall be used for reporting grades in all six weeks in all academic content areas. Grades for Physical Education and Fine Arts will be reported in E (Excellent), S (Satisfactory), N (Needs Improvement), and U (Unsatisfactory). Specials grades are based on their specific TEKS however, are not intended to reflect any part of the students' academic grade A, A/B honor roll Six weeks grades on the report card shall not be recorded in excess of 100 or lower than a 50. District assessments will not be recorded in the gradebook; instead, they will be used for instructional growth purposes.

Conduct Grades:

The conduct grade will be entered on the report card in a separate category. The conduct grade is not intended to reflect any part of the student's academic grade or A, A/B honor roll.

Corrections:

Students may correct their daily work in order to receive up to a grade of 70.

Late Work:

Students who do not turn in work on time may be required to attend before or after school tutoring, lunch tutorials, or miss recess if necessary.

Make-up Work:

Students may make up assignments and tests if absent. Students have the number of days absent, plus one day, to finish makeup work. Long term assignments or projects, assigned well before the absence, and may be due upon return.

Minimum Number of Grades Per Grading Period:

The teacher will document a minimum of two (2) grades per week in the content areas of Reading, Written Language, and Mathematics.

In Science and Social Studies, the teacher will document at least one grade per week with a minimum of eight (8) grades per grading period. In Music and PE, the teacher will document a minimum of one grade per three-week grading period.

Elementary Awards:

To be eligible for a citizenship award, a student must maintain a conduct grade of E for all six weeks.

Grading Guidelines (Middle School)

Grading Philosophy Statements

- A grade should represent as accurately as possible what students have learned based on their level of mastery of the Texas Essential Knowledge and Skills (TEKS) and other related curricular objectives.
- Grading practices should promote mastery learning, academic growth, and student achievement.
- Grades should serve as a tool to support and encourage student learning and should not be punitive in nature.
- All grading practices used by teachers must be communicated in writing and shared with students and parents through the course syllabus.

Grading Categories and Weights

All courses will utilize two grading categories in the electronic gradebook with the following corresponding weights:

Assessment Category	Weight
Minor Grades	60%
Major Grades	40%

Forms of assessment include formative (minor) and summative (major) assessment. These forms of assessment should be a natural part of the instructional process and aligned to the TEKS and course standards.

Minor Grades (60%)

Minor grades are progress-monitoring tools designed to support student learning and academic growth. These assessments may include, but are not limited to:

- Homework
- Daily assignments
- Classwork
- Quizzes
- Oral or board work
- Skill demonstrations
- Practice activities
- Exit tickets
- Classroom discussions
- Graphic organizers
- Learning logs
- Daily performances
- Other formative assessments

Minor grades are intended to measure learning progress and provide ongoing feedback to students and teachers. They are assessments FOR learning.

Minimum Grade Requirement Per Six Weeks

- Minimum of **8** minor grades

Major Grades (40%)

Major grades measure student mastery of TEKS and course objectives over time. These assessments may include, but are not limited to:

- Unit exams
- Projects involving significant time and effort
- Research assignments
- Presentations or Performances
- Demonstrations of Mastery of Readiness Standards (TEKS)
- Essays or compositions
- Comprehensive assessments
- Standardized or curriculum assessments

Major assessments should be designed prior to instruction to clearly identify the desired learning outcomes and mastery expectations. Summative or Major Assessments are assessments OF learning. **No BOY, MOY, or EOY Diagnostic Assessments can be utilized as a major or summative assessment.**

Minimum Grade Requirement Per Six Weeks

- Minimum of 2 major grades

No more than 30% of a six weeks average should be derived from a single major assessment.

Grade Calculation Procedures

- All grades will be recorded using a 100-point percentage scale rather than a total point system.
    - Example: 47 out of 50 points will be recorded as a 94%.
- Six weeks grades recorded on report cards shall not exceed 100.
- The semester average shall be determined by averaging the three six weeks grades.
- Any semester grade below 70 is considered failing unless the yearly average is 70 or higher.
- Year-long courses may result in full credit if the average of the two semester grades is 70 or higher.
- Students denied credit due to excessive absences shall have course failures recorded for GPA and class rank purposes in accordance with district policy.

Special Codes in the Electronic Gradebook

Code	Meaning
EXC	**Assignment excused; does not affect average**
MSG	**Missing assignment; calculates as a zero**
NA	**Not assessed; does not affect average**
PND	**Pending; does not affect average**

Make-Up Work

Make-up assignments and assessments shall be provided following student absences.

- Students will receive one day, at minimum, for each day absent to complete make-up work.
- Students will be required to submit make-up work that was assigned prior to their absence the day they return.
- Teachers should ensure students receive the instruction necessary to successfully complete missed assignments.
- Work assigned for make-up purposes shall receive the same value as work completed by students who were present.
- Failure to complete make-up work within the allotted time may result in a grade of zero unless otherwise determined by the teacher or administration.
- Students will be required to come before school or after school to make up tests or quizzes rather than making them up during class and missing class time.

Extended Absences

In cases of extended absences:

- Arrangements for completion of work shall be made with the teacher.
- Teachers should prioritize assignments essential for student mastery of concepts and skills.
- Teachers are encouraged to consider extenuating circumstances when assigning and grading make-up work following serious illness or prolonged absences.

Late Work

Late work is defined as student work not completed and submitted by the assigned due date after adequate instructional time and support have been provided.

- If an assignment is not submitted by the due date, the teacher should enter the assignment as MSG in the Gradebook. This will average the assignment as a zero.
    - After **one** day late the assignment is eligible for a **70%**.
    - After the **second** day late, the assignment will be eligible for a **50**%.
    - Upon the **third** day late, a teacher **may** assign a **0**%
- Students submitting late work may not be eligible for reassessment opportunities.
- Students with documented accommodations requiring extended time shall be addressed individually in accordance with their accommodations.

Homework

Homework is intended to reinforce and/or extend classroom learning and instructional objectives.

Teachers are expected to:

- Provide feedback on homework assignments through comments, grading, or instructional guidance.
- Assign homework that students can complete independently.
- Clearly communicate expectations for all homework assignments.

Homework may be used to:

- Reinforce classroom instruction

- Evaluate student understanding
- Improve academic skills
- Support long-term projects
- Extend instructional learning

Academic Dishonesty

Academic dishonesty includes, but is not limited to:

- Cheating
- Copying another student's work
- Plagiarism
- Unauthorized communication during an assessment
- Unsanctioned Artificial Intelligence Usage

Students engaging in academic dishonesty shall receive a zero on the assignment or assessment, and parents/guardians will be notified by the teacher.

A second offense may result in:

- An additional zero on the assignment or assessment without the opportunity to reassess or resubmit
- Additional disciplinary consequences in accordance with the Student Code of Conduct

Reteaching, Remediation, and Reassessment

Student grades should reflect mastery of district curriculum objectives and TEKS standards.

If 40% or more of students in a class do not demonstrate mastery on a major assessment, the teacher shall provide reteaching and reassessment **during instructional time** using instructional strategies different from the original instruction.

Any students earning below a 70 on a major assessment may have an opportunity for reassessment provided the following conditions are met:

1. The student completed and submitted the original assessment.
2. The student participates in required remediation activities.
3. The student completes formative assignments related to the reassessed content as determined by the teacher.

Remediation activities may include:

- Tutorials
- Small group instruction
- Additional practice activities
- Test corrections
- Reteaching of concepts
- Alternate assignments or activities

Reassessment opportunities may include:

- Redoing the original assessment

- Completing an alternate assessment
- Corrections to a major assessment
- Revising a project or written assignment
- Oral examinations
- Alternate teacher-approved assessments

The reassessment shall measure the same TEKS and level of rigor as the original assessment.

- The higher grade will be recorded in the gradebook.
- The maximum grade attainable on a reassessment is a 70.
- Original and reassessed grades should be documented in the gradebook.
- Reassessment provisions do not apply to district common assessments unless otherwise directed by administration.

Extra Credit

Academic extra credit shall not be assigned as a separate assignment or activity unrelated to course objectives. Extra credit is NOT required to be provided; however, it MAY be permitted provided it complies with the following:

- Extra credit opportunities must be directly aligned to the TEKS and course curriculum.
- Students should be provided opportunities to improve grades through reteaching, remediation, reassessment, and completion of assigned coursework.
- Extra credit may not be awarded for bringing classroom supplies, canned goods, participation in non-academic activities, or any activity unrelated to instructional objectives.
- Any extra credit opportunities provided must be equitable and available to all students enrolled in the course or class section.

Dropping Grades

A teacher is not required to drop grades. As long as the minimum required number of grades is maintained within each grading category, teachers MAY drop the lowest minor grade as long as the dropping of grades complies with the following:

- Dropping grades must be applied in an equitable and consistent manner across all teachers in the same content area.
- Major grades shall not be dropped without prior administrative approval. The minimum number of grades must still be met if grades are dropped.
- Teachers must ensure that grade-dropping practices do not disproportionately impact the integrity of the grading system or mastery of TEKS objectives.

Posting and Reporting of Grades

- All grades must be entered into Skyward by Tuesday at 5pm each week.
- This expectation includes assignments for BTC and Homebound students.
- Teachers are responsible for communicating with BTC staff, Homebound teachers, and administrators when student work is not being received consistently.

- Assignments should be graded and posted in a timely manner to provide meaningful feedback to students and parents.
- Complex projects, essays, or assignments requiring extensive feedback may require additional grading time up to 1 week.
- For projects spanning multiple weeks, progress or checkpoint grades must be entered weekly rather than only upon project completion.
- Incomplete grades may only be assigned in extenuating circumstances with prior administrative approval and must be marked complete before the next progress reporting period.

Parent Communication

Teachers will make a good faith effort to communicate with parents/guardians regarding students experiencing academic difficulty. At minimum, parents with students who are experiencing academic difficulty will be contacted at progress report and report card time frames. Parent communication for failing students will need to be documented appropriately via Branching Minds.

A Good Faith Effort is defined as:

- Multiple attempts at contact
- Use of multiple communication methods i.e. phone, email, parent square, etc.
- Documentation of communication attempts as required by campus procedures and documented in Branching Minds

Confidentiality

Student grades are confidential educational records.

- Only staff members with a legitimate educational interest may access student grades.
- The teacher of record is the only individual authorized to enter or modify grades for assigned students.
- Teachers will not allow unauthorized access to student grades including the filing of student work, passing out papers, student scoring of assignments, etc.
- Login credentials and passwords shall never be shared.
- Unauthorized access to student grades or records is prohibited.
- Failure to maintain confidentiality and integrity of the grading process may result in disciplinary action.

Grading Guidelines (High School)

Grading Philosophy Statements

- A grade should represent as accurately as possible what students have learned based on their level of mastery of the Texas Essential Knowledge and Skills (TEKS) and other related curricular objectives.
- Grading practices should promote mastery learning, academic growth, and student achievement.
- Grades should serve as a tool to support and encourage student learning and should not be punitive in nature.
- All grading practices used by teachers must be communicated in writing and shared with students and parents through the course syllabus and teacher webpage.

Grading Categories and Weights

All courses will utilize two grading categories in the electronic gradebook with the following corresponding weights:

Assessment Category	Weight
Minor Grades	40%
Major Grades	60%

Forms of assessment include formative (minor) and summative (major) assessment. These forms of assessment should be a natural part of the instructional process and aligned to the TEKS and course standards.

Minor Grades (40%)

Minor grades are progress-monitoring tools designed to support student learning and academic growth. These assessments may include, but are not limited to:

- Homework
- Daily assignments
- Classwork
- Quizzes
- Oral or board work
- Skill demonstrations
- Practice activities
- Exit tickets
- Classroom discussions
- Graphic organizers
- Learning logs
- Daily performances
- Other formative assessments

Minor grades are intended to measure learning progress and provide ongoing feedback to students and teachers. They are assessments FOR learning.

Minimum Grade Requirement Per Six Weeks

- Minimum of 8 minor grades

Major Grades (60%)

Major grades measure student mastery of TEKS and course objectives over time. These assessments may include, but are not limited to:

- Unit exams
- Projects involving significant time and effort
- Research assignments

- Presentations or Performances
- Demonstrations of Mastery of Readiness Standards (TEKS)
- Essays or compositions
- Comprehensive assessments
- Standardized or curriculum assessments

Major assessments should be designed prior to instruction to clearly identify the desired learning outcomes and mastery expectations. Summative or Major Assessments are assessments OF learning. **No BOY, MOY, or EOY Diagnostic Assessments can be utilized as a major or summative assessment.**

Minimum Grade Requirement Per Six Weeks

- Minimum of 2 major grades

No more than 30% of a six weeks average should be derived from a single major assessment.

Grade Calculation Procedures

- All grades will be recorded using a 100-point percentage scale rather than a total point system.
    - Example: 47 out of 50 points will be recorded as a 94%.
    - The only exception to this rule is Dual Credit/Dual Enrollment courses that are required to maintain two gradebooks.
- Six weeks grades recorded on report cards shall not exceed 100.
- The semester average shall be determined by averaging the three six weeks grades.
- Any semester grade below 70 is considered failing unless the yearly average is 70 or higher.
- Year-long courses may result in full credit if the average of the two semester grades is 70 or higher.
- Students denied credit due to excessive absences shall have course failures recorded for GPA and class rank purposes in accordance with district policy.

Special Codes in the Electronic Gradebook

Code	Meaning
EXC	Assignment excused; does not affect average
MSG	Missing assignment; calculates as a zero
NA	Not assessed; does not affect average
PND	Pending; does not affect average

Make-Up Work

Make-up assignments and assessments shall be provided following student absences.

- Students will receive one day for each day absent to complete make-up work.
- Students will be required to submit make-up work that was assigned prior to their absence the day they return.
- Teachers should ensure students receive the instruction necessary to successfully complete missed assignments.
- Work assigned for make-up purposes shall receive the same value as work completed by students who were present.
- Failure to complete make-up work within the allotted time may result in a grade of zero unless otherwise determined by the teacher or administration.

Extended Absences

In cases of extended absences:

- Arrangements for completion of work shall be made with the teacher.
- Teachers should prioritize assignments essential for student mastery of concepts and skills.
- Teachers are encouraged to consider extenuating circumstances when assigning and grading make-up work following serious illness or prolonged absences.

Late Work

Late work is defined as student work not completed and submitted by the assigned due date after adequate instructional time and support have been provided.

- If an assignment is not submitted by the due date, the teacher should enter the assignment as MSG in the Gradebook. This will average the assignment as a zero.
    - After **one** day late the assignment is eligible for a **70%**.
    - After the **second** day late, the assignment will be eligible for a **50**%.
    - Upon the **third** day late, a teacher **may** assign a **0**%
- Students submitting late work may not be eligible for reassessment opportunities.
- Students with documented accommodations requiring extended time shall be addressed individually in accordance with their accommodations.

Homework

Homework is intended to reinforce and/or extend classroom learning and instructional objectives.

Teachers are expected to:

- Provide feedback on homework assignments through comments, grading, or instructional guidance.
- Assign homework that students can complete independently.
- Clearly communicate expectations for all homework assignments.

Homework may be used to:

- Reinforce classroom instruction
- Evaluate student understanding

- Improve academic skills
- Support long-term projects
- Extend instructional learning

Academic Dishonesty

Academic dishonesty includes, but is not limited to:

- Cheating
- Copying another student's work
- Plagiarism
- Unauthorized communication during an assessment
- Unsanctioned Artificial Intelligence Usage

Students engaging in academic dishonesty shall receive a zero on the assignment or assessment, and parents/guardians will be notified by the teacher.

A second offense may result in:

- An additional zero on the assignment or assessment without the opportunity to reassess or resubmit
- Additional disciplinary consequences in accordance with the Student Code of Conduct

Reteaching, Remediation, and Reassessment

Student grades should reflect mastery of district curriculum objectives and TEKS standards.

If 40% or more of students in a class do not demonstrate mastery on a major assessment, the teacher shall provide reteaching and reassessment **during instructional time** using instructional strategies different from the original instruction.

Any students earning below a 70 on a major assessment may have an opportunity for reassessment provided the following conditions are met:

1. The student completed and submitted the original assessment.
2. The student participates in required remediation activities.
3. The student completes formative assignments related to the reassessed content as determined by the teacher.

Remediation activities may include:

- Tutorials
- Small group instruction
- Additional practice activities
- Test corrections
- Reteaching of concepts
- Alternate assignments or activities

Reassessment opportunities may include:

- Redoing the original assessment

- Completing an alternate assessment
- Corrections to a major assessment
- Revising a project or written assignment
- Oral examinations
- Alternate teacher-approved assessments

The reassessment shall measure the same TEKS and level of rigor as the original assessment.

- The higher grade will be recorded in the gradebook.
- The maximum grade attainable on a reassessment is a 70.
- Original and reassessed grades should be documented in the gradebook.
- Reassessment provisions do not apply to district common assessments unless otherwise directed by administration.

Dual Credit Courses

Due to the nature of Dual Credit programs, these courses may follow grading structures different from traditional high school courses.

For GHS grade reporting purposes, Dual Credit courses will utilize the following categories and weights for their high school gradebooks:

Assessment Category	Weight
Minor Grades	40%
Major Grades	60%

Parents may monitor student progress through the electronic systems provided by the partnering college institution. Please note that some colleges require FERPA release documents to grant parents access to student grades.

College course averages may differ from the high school course average recorded in Skyward due to college grading requirements.

Extra Credit

Academic extra credit shall not be assigned as a separate assignment or activity unrelated to course objectives. Extra credit is NOT required to be provided; however, it MAY be permitted provided it complies with the following:

- Extra credit opportunities must be directly aligned to the TEKS and course curriculum.
- Students should be provided opportunities to improve grades through reteaching, remediation, reassessment, and completion of assigned coursework.
- Extra credit may not be awarded for bringing classroom supplies, canned goods, participation in non-academic activities, or any activity unrelated to instructional objectives.
- Any extra credit opportunities provided must be equitable and available to all students enrolled in the course or class section.

Dropping Grades

A teacher is not required to drop grades. As long as the minimum required number of grades is maintained within each grading category, teachers MAY drop the lowest minor grade as long as the dropping of grades complies with the following:

- Dropping grades must be applied in an equitable and consistent manner.
- Major grades shall not be dropped without prior administrative approval.
- Teachers must ensure that grade-dropping practices do not disproportionately impact the integrity of the grading system or mastery of TEKS objectives.

Posting and Reporting of Grades

- All grades must be entered into Skyward by Tuesday at 5pm each week.
- This expectation includes assignments for BTC and Homebound students.
- Teachers are responsible for communicating with BTC staff, Homebound teachers, and administrators when student work is not being received consistently.
- Assignments should be graded and posted in a timely manner to provide meaningful feedback to students and parents.
- Complex projects, essays, or assignments requiring extensive feedback may require additional grading time up to 1 week.
- For projects spanning multiple weeks, progress or checkpoint grades must be entered weekly rather than only upon project completion.
- Incomplete grades may only be assigned in extenuating circumstances with prior administrative approval and must be marked complete before the next progress reporting period.

Parent Communication

Teachers will make a good faith effort to communicate with parents/guardians regarding students experiencing academic difficulty. Parent communication for failing students will need to be documented appropriately via Branching Minds.

A Good Faith Effort is defined as:

- Multiple attempts at contact
- Use of multiple communication methods i.e. phone, email, parent square, etc.
- Documentation of communication attempts as required by campus procedures and documented in Branching Minds

Confidentiality

Student grades are confidential educational records.

- Only staff members with a legitimate educational interest may access student grades.
- The teacher of record is the only individual authorized to enter or modify grades for assigned students.
- Teachers will not allow unauthorized access to student grades including the filing of student work, passing out papers, student scoring of assignments, etc.
- Login credentials and passwords shall never be shared.

- Unauthorized access to student grades or records is prohibited.
- Failure to maintain confidentiality and integrity of the grading process may result in disciplinary action.

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)
- Complete a minimum of 20 volunteer/community service hours prior to graduation
- Complete required instruction in CPR
- Complete state-required instruction regarding proper interaction with peace officers, including appropriate behavior and expectations during interactions with law enforcement

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See Standardized Testing]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
    - A student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Granbury High School offers sessions for assistance with the FAFSA in the fall of the student's senior year.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may amend their personal graduation plan after this initial confirmation. The school will send written notice of any such amendment to the student's parent.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required

curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian
- Top Ten Percent

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Fees (All Grade Levels)]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Hazing (All Grade Levels)

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

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

A comprehensive list of health-related services available at specific district campuses will be updated soon.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's School and Childcare Vaccine Requirements (https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website About Head Lice (https://www.cdc.gov/lice/about/head-lice.html).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase non-prescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.

- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellant is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

Granbury ISD personnel are not authorized to administer unassigned medication for respiratory distress.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

The Counseling staff of Granbury ISD attend mandatory Continuous Education courses to enhance their ability to provide optimal support for students.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or

prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten - grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting the campus.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at granburyisd.org/meningitis for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found* on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at GISD Special Dietary Request Form.

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the Texas Department of Health of Hood County, at 817-573-8186.

The campus principal and campus nurse will also be available to assist parents and students in need of assistance with physical and mental health concerns.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at Granbury ISD Board Policy Manual

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. Granbury ISD has provided training to all campus principals regarding available resources and strategies to support students' social and emotional well-being, as well as trauma-based training and learning on trauma-informed practices. The district schedules and utilizes district crisis counselors and uses various methods of reporting potential behavioral threats. Additional training is provided on behavioral approaches focusing on building community and strengthening relationships. Staff at early elementary campuses are trained to provide students with a foundation of safety, connection, and problem-solving instruction. Intervention Program Specialist staff are placed on each campus to monitor academic and behavioral intervention. The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Leah Dawson
Student Services Coordinator
Leah.Dawson@granburyisd.org
817-408-4046

School Health Advisory Council (SHAC) (All Grade Levels)

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at Student Health Advisory Council. Additional information regarding the district's SHAC is available from the Student Services Coordinator, Leah Dawson.

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Leah Dawson
Student Services Coordinator
Leah.Dawson@granburyisd.org
817-408-4046

Homework (All Grade Levels)

Homework deserves special attention to ensure its value in the learning process and to avoid frustration for the student, teacher, or parent.

Homework assignments should serve as reinforcement of learning at the level of independent practice.

The review or grading of the work should provide immediate feedback to the student and inform the teacher of student progress toward mastery.

Homework may be used to reinforce classroom learning, evaluate student understanding, improve knowledge and skills, validate results of class work, improve understanding of instruction, progress toward completion of a project, or for other reasons contributing directly to student success.

Students who have been absent shall complete makeup work and exams and will normally have one day for each day absent, plus one additional day to make up missed work. If the student knew of the assignment well in advance of the absence, the assignment may be due immediately upon return as determined by the teacher. Late work policies shall be determined by each teacher and made known to each student, in writing at the beginning of the course.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

GISD does not allow students to leave campus during lunch.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

A student involved in an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Elementary and secondary students assigned to DAEP will follow the normal makeup work procedures based on District guidelines.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district's nondiscrimination policy and grievance procedures are in the FFH in the district's policy manual, available at FFH — Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

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

Dr. Timothy Rocka
Director of Human Resources
timothy.rocka@granburyisd.org
817-408-4185

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

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

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

Keara Sharman
Special Services Coordinator
keara.sharman@granburyisd.org
817-408-4256

- For all other concerns regarding discrimination, see:

Dr. Courtney Morawski
Superintendent
courtney.morawski@granburyisd.org
817-408-4007

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

Non-traditional Academic Programs (All Grade Levels)

STARS Accelerated High School

STARS Accelerated High School provides an optional setting for high school students whose needs are not met in the traditional school. This setting is quite different from the traditional high school. The school's most important aspects are its flexibility and personalized self-paced courses.

When students successfully complete all the requirements for graduation, they earn a diploma from STARS. Our students celebrate their success with formal graduation in the fall and spring. Over 1000 students have earned their high school diplomas at STARS.

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website here.

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]

- Participating in campus parent organizations. Parent organizations include PTO's and booster clubs.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the campus principal.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 5:00 p.m. at the Granbury ISD Administration Building at 217 N. Jones, Granbury, Texas 76048.

  An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Granbury ISD Administration Building and online at granburyisd.org. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of $40 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours
- Park in the Church of Christ parking lot, located directly across the street from the high school

Students may be subject to disciplinary action for violation of these rules. All vehicles in violation of these rules are subject to be towed.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not, require or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.

In grade 9–12, grade-level advancements shall be earned by course credits. [See policy EI]

Repeating *Kindergarten*-Grade 8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

Remote Instruction

Granbury ISD is exploring a new hybrid virtual learning option, BridgeEd, that is designed to meet the needs of today's students while maintaining strong academic standards and meaningful connections to our schools. This model offers flexibility without sacrificing accountability, support, or access to district programs. The Hybrid Virtual Learning Model is a proposed option for students in grades 9–12 that blends online coursework with intentional on-campus participation. The model is designed to provide flexibility while maintaining high academic standards, accountability, and strong connections to Granbury ISD schools. For full program details, please visit the GISD BridgeEd webpage HERE.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher.

[See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See Grading Guidelines (All Grade Levels) and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special programs director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parents' educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of

making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report: Hood County Crime Stoppers
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Stop the Bleed Texas (https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: post a notice on the district website at www.granburyisd.org, email, district social media, and/or will send a message through the ParentSquare app.

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Student schedules are developed (and staffing decisions are made) based on the student requests in the spring semester. For these reasons, schedule changes after the fifth class day will be considered only after the following criteria have been met:

- Student has good attendance for the class.
- Student (and parent, if appropriate) has visited with the teacher.
- Student has attended tutorials.
- Administrator or counselor has intervened and determined a change is appropriate.
- There is an appropriate class available for which the student can credit.

All schedule changes must be approved by an administrator.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Jarrod Vaught
Maintenance Supervisor
Jarrod.Vaught@granburyisd.org
817-408-4177

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Amy Whiteley
Director of Child Nutrition
217 N. Jones St.
Granbury, TX 76048
Amy.Whiteley@granburyisd.org
817-408- 4091

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is exhausted or insufficient, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. **fax:**
(833) 256-1665 or (202) 690-7442; or

3. **email:**
Program.Intake@usda.gov
"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]
[See policy COB for more information.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48

hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Kevin Cummings
Facilities Technician/IPM coordinator
Kevin.Cummings@granburyisd.org
817-408-4084

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list ***via email to the school librarian.***

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through Skyward.

A parent who wants to access to the school's library or the campus principal. An online catalog is available HERE.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Elementary Schools: doors open at 7:10 am

Middle Schools: doors open at 8:00 am

Granbury High School: doors open at 8:00 am

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example,

reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The District requires drug testing of any student in grades 7–12 who chooses to participate in school-sponsored extracurricular activities. [See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these

programs should contact:

Stacie Brown, Director of Curriculum and Instruction
217 N. Jones St
Granbury Tx 76048
817-408-4040
stacie.brown@granburyisd.org
The Texas State Library and Archives Commission's Talking Book Program https://www.tsl.texas.gov/tbp provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events:

- High school assemblies where students speak;
- Pep rallies;
- Student election speeches;

- Banquet and award gatherings; and
- Other activities identified by campus principals.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school recommendations are determined by each student's home campus. High school students sign up with their counselor.

Summer Learning Programs:

- PK - K: Limited English Proficient (LEP) – Focus on Language Acquisition
- Kindergarten - 8th grade: Focus on Math & Reading
- In addition, 3rd - 12th grade House Bill 4545 interventions (Math, Reading, Science, SS)

9th - 12th grade:

- Credit Recovery and Credit Acceleration
- HB1416
- EOC Testing – Alg 1, Engl 1 & 2, Bio, & US Hist

Tardies (All Grade Levels)

All students must be in the classroom and prepared to work when the tardy bell rings. In the event that the student is tardy, the student will follow his or her campus procedures for documentation of this event and disciplinary consequences may be administered.

Tardiness of students, either getting to school or arriving to their classes, has a detrimental impact on the instructional time provided by teachers and can lead to increased absenteeism. It is imperative that parents ensure their children arrive promptly to school and class at the designated start time of the school day.

Students who consistently display tardiness will be required to conference with campus Administrators and establish an Attendance Improvement Plan. This plan will involve developing interventions aimed at addressing the student's ongoing issue with punctuality.

Per the Texas compulsory attendance law verbiage, "parts of days" means that leaving school early or arriving after school begins (tardy), even if the child attended some of the day, may count against the student and initiate truancy proceedings. Acceptable reasons for an excused tardy are the same as an excused absence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

Transfers (All Grade Levels)

Parents/guardians may apply for their student(s) to transfer from their current residence-zoned campus to another campus in the district. In order for Granbury ISD to allocate campus personnel appropriately, transfer applications will only be accepted within the designated application window below. *A separate transfer request form* is required for each student. **Approved transfers are only valid for one school year;** a new transfer request must be submitted each school year.

Granbury ISD campuses accept transfers on a staff and space availability basis. Factors evaluated for transfers include, but are not limited to: building capacity, campus enrollment, growth projections, grade level enrollments, teacher allocations, professional staff allocations, and the student's behavior and attendance records. If the evaluation concludes that staffing and/or classroom conditions cannot accommodate transfer students, the District cannot approve the transfer request. *Transportation to and from the transfer campus is not provided for transfer students.*

The principal of each campus is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any eligible students who are experiencing homelessness. This service is provided at no cost to students.

Students who attend a campus through an in-district or out-of-district transfer are not eligible for District-provided bus transportation to or from school. Transportation to and from the assigned transfer campus is the responsibility of the student or parent/guardian.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the transportation department at 817-408-4150.

A Yellow Bus Rider form must be completed if any student plans to ride a different bus with a friend or relative. Both parents must have a documented note on file in the front office in order for a Yellow Bus Rider form to be completed.

Our Commitment to Student Safety

The Granbury ISD Transportation Department is committed to providing safe, reliable transportation for all students to and from school. Student cooperation and appropriate behavior are essential to maintaining a safe environment for everyone on the bus.

Because student safety is our highest priority, all riders are expected to follow the expectations outlined below.

Student Bus Expectations

At the beginning of each school year, students are instructed on proper school bus safety and behavior. Students are expected to:

1. **Wear a seatbelt** at all times when riding a bus equipped with seatbelts, as required by Texas Education Code §34.013.
2. **Remain seated** while the bus is in motion, with both feet on the floor and seated fully in the seat.
3. **Face forward** while seated and keep feet, backpacks, and other belongings out of the aisle.
4. **Use appropriate voice levels.** Loud yelling, screaming, excessive laughter, or other disruptive noises are prohibited because they distract the driver.
5. **Follow the driver's directions** promptly and respectfully.
6. **Do not eat or drink** on the bus. Water is permitted only when it is consumed appropriately and not used to spray or throw at others.
7. **Treat others with respect** and help maintain a safe, orderly environment.

Each GISD school bus is equipped with posted bus safety rules. Parents are encouraged to review these expectations with their child.

Transportation Discipline

School bus transportation is a privilege, not a right. Students who fail to follow bus expectations may be referred to campus administration or the Transportation Department for disciplinary action.

To safely transport students, bus drivers must remain focused on operating the vehicle without distraction. When student misconduct creates a safety concern or when corrective measures fail to improve behavior, the Transportation Department and campus administration may restrict or revoke a student's transportation privileges. Disciplinary consequences are determined based on the severity, frequency, and circumstances of the behavior.

Level 1 Infractions

Examples include:

- Repeated failure to follow the driver's instructions
- Behavior that disrupts or endangers the safe transportation of students
- Use of profanity, foul language, or abusive language

Possible Consequences

Depending on the severity and frequency of the behavior, transportation privileges may be suspended for **up to five (5) school days.**

Level 2 Infractions

Examples include:

- Fighting
- Racial or sexual slurs
- Repeated profanity after prior intervention
- Indecent or inappropriate behavior, including sexually explicit comments, gestures, or viewing inappropriate material

Possible Consequences

Depending on the severity of the incident, transportation privileges may be suspended for **a minimum of five (5) school days.**

Level 3 Infractions

Examples include:

- Fighting with intent to cause bodily harm
- Racial slurs intended to intimidate or cause harm
- Bullying or harassment
- Possession or use of tobacco products, e-cigarettes, or vaping devices
- Indecent exposure
- Knowingly making false allegations against a GISD employee

Possible Consequences

These serious offenses may result in suspension of transportation privileges for **a minimum of one (1) month** and may include removal from bus transportation for the remainder of the semester or the remainder of the school year.

Final disciplinary decisions regarding transportation privileges are made collaboratively by the Transportation Department and campus administration.

Questions

If you have questions regarding transportation procedures or student expectations, please contact the Granbury ISD Transportation Department.

Transportation Office
Monday-Friday, 8:00 a.m. to 6:00 p.m.
Phone: (817) 408-4150

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Director of Special Programs that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

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

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL). [See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

Annually, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students. This date will be announced during the school year.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus secretary.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: Recognition Consent Report Discussion/Action	Funding Status: Recurring One-Time Budgeted Unbudgeted	Funding Source: General Grant Bond Other:
Presenter:	Wade Clark- Chief of Security			
Expenditure:	N/A			

Agenda Item Title:

Consider Resolution on TCOLE-certified School Marshals

Background Information:

This resolution presents an alternative, as outlined in Texas Education Code (TEC) 37.0814, for ensuring the safety and security of students and staff by employing TCOLE-certified School Marshals for school security. Per House Bill 121, the Board is required to approve an updated resolution annually.

Supporting Document(s) Included:

Copy of resolution will be provided for Board Book

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*

Maintain safe, supportive, and connected learning environments (#1 Student Achievement)

Recommendation:

It is recommended that the Board approve the Resolution as presented.

Submitted by:	**Approved by:**
Wade Clark - Chief of Security	Dr. Courtney Morawski Superintendent

RESOLUTION OF THE
GRANBURY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

WHEREAS, the Board of Trustees of the Granbury Independent School District ("Granbury ISO" or "District") is committed to the safety and security of all students and staff at Granbury ISO; and

WHEREAS, the 88th Texas Legislature passed House Bill 3 addressing school safety and
security to include amending the Texas Education Code by adding Section 37.0814, effective September 1, 2023, requiring the board of trustees of a public school district to determine the appropriate number of armed security officers for each district campus; and

WHEREAS, the 89th Texas Legislature passed House Bill 121 requiring an annual evaluation of the program and renewal of the good cause exception due to funding or staffing limitations; and

WHEREAS, Texas Education Code 37.0814 requires an armed security officer at each campus during regular school hours, and each armed security officer must be either a school district peace officer, school resource officer, or commissioned peace officer employed as security (referred to collectively as "commissioned peace officer"); and

WHEREAS, Texas Education Code 37.0814(c) provides a good cause exception for Districts that are not able to provide a commissioned peace officer at every campus during regular school hours due to the availability of funding or lack of qualified commissioned peace officers, so long as school districts develop an alternative standard for compliance; and

WHEREAS, the Board of Trustees has determined that the District qualifies for the good cause exception(s), due to a lack of funding for the creation of a District Police Department and/or due to the shortage of available qualified commissioned peace officers in the District's geographical area; and

WHEREAS, the Board of Trustees has developed an alternative as outlined in Texas Education Code 37.0814(c) for the safety and security of students and staff, by employing TCOLE-certified School Marshals for school security in accordance with Texas Education Code 37.0814(d)(1).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Granbury Independent School District on **AUGUST 17, 2026**, has determined, pursuant to Texas Education Code 37.0814(c), that the District qualifies for the good cause exception to providing armed security officers at each campus during regular school hours, and has developed a suitable alternative for providing safe and secure campuses by employing TCOLE-certified School Marshals for school security in accordance with Texas Education Code 37.0814(d)(l)..

BE IT FURTHER RESOLVED, the Board of Trustees hereby finds that the District in determining this good cause exception and establishing the alternative standard is in compliance with Texas Education Code 37.0814; and

BE IT FURTHER RESOLVED that a copy of this Resolution be placed in the meeting Minutes of the Granbury ISD Board of Trustees; and

BE IT FURTHER RESOLVED, that the Superintendent shall take all actions necessary and appropriate to implement this resolution in compliance with State and Federal law and District policies, in consultation with the Board of Trustees and to ensure that documentation is maintained related to the district's implementation of and compliance with these laws, including documentation related to the good cause exception and to provide said documentation to the Texas Education Agency as prescribed.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing Resolution was presented to the Board of Trustees of the Granbury Independent School District during a lawfully called meeting on August 17, 2026. A quorum of the Board being then present, a motion was made to Accept the Resolution and seconded, such Resolution was then adopted according to the following vote:

Ayes: _____ Noes: _____ Abstencions: _____

Secretary:_____ _____
(print) (sign)

President: _____ _____
(print) (sign)

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
July Monthly Financial Report, including cash flow and investments

Background Information:

Attached are the financial statements for the General Operating Fund for the period ending July 31, 2026.

These statements reflect all financial transactions recorded between September 1, 2025, and July 31, 2026. Revenue collections through July 31, 2026, represent **101.83%** of the annual budget, compared to **96.29%** collected during the same period in fiscal year 2024–2025.

Expenditures through July 31, 2026, represent **84.67%** of the annual budget, compared to **85.42%** expended during the same period in fiscal year 2024–2025.

The financial statements provide a snapshot of the District's year-to-date financial position and budget performance as of July 31, 2026.

Attached is the investment report for the period ending July 31, 2026. The report reflects investment interest from July 1 - July 31, 2026. For the month of July, the district earned **$259,455.35** in interest revenue for a grand total of $ **3,227,174.32** in interest revenue from September 1, 2025 - July 31, 2026.

Supporting Document(s) Included:

- July Financial Reports, Cash Flow, and Investment Report

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:

I recommend the Board approve the monthly financial, cash flow, and investment statements as presented.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED JULY 31, 2026

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	72,836,917	70,862,432	1,974,485	97.29%	97.47%
	INVESTMENT INCOME	1,750,000	2,708,530	-958,530	154.77%	109.98%
	OTHER LOCAL INCOME	520,000	824,583	-304,583	158.57%	140.76%
5800	STATE					
	STATE FUNDING	21,594,361	24,723,030	-3,128,669	114.49%	95.77%
5900	FEDERAL					
	FEDERAL PROJECTS	1,418,946	793,564	625,382	55.93%	31.98%
	TOTAL REVENUES	**98,120,224**	**99,912,139**	**-1,791,915**	**101.83%**	**96.29%**
EXPENDITURES						
11	INSTRUCTION	56,084,552	50,153,547	5,931,005	89.42%	88.79%
12	INSTRUCTIONAL RESOURCES & MEDIA	781,954	704,415	77,539	90.08%	90.86%
13	CURRICULUM & STAFF DEVELOPMENT	877,316	775,207	102,109	88.36%	87.76%
21	INSTRUCTIONAL LEADERSHIP	1,292,893	981,978	310,915	75.95%	87.57%
23	SCHOOL LEADERSHIP	4,914,849	4,483,186	431,663	91.22%	90.94%
31	GUIDANCE/COUNSELING	2,658,976	2,255,194	403,782	84.81%	90.46%
32	SOCIAL WORK SERVICES	0	0	0	0.00%	0.00%
33	HEALTH SERVICES	607,567	511,078	96,489	84.12%	84.38%
34	TRANSPORTATION	5,793,332	4,991,736	801,596	86.16%	90.17%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	2,126,738	1,985,610	141,128	93.36%	88.44%
41	GENERAL ADMINISTRATION	3,310,393	2,992,380	318,013	90.39%	90.04%
51	PLANT MAINTENANCE	10,651,522	9,471,098	1,180,424	88.92%	89.90%
52	SECURITY & MONITORING SERVICES	1,687,248	1,442,141	245,107	85.47%	77.96%
53	DATA PROCESSING	1,774,057	1,338,149	435,908	75.43%	86.19%
61	COMMUNITY EDUCATION	55,140	54,969	171	99.69%	86.97%
71	DEBT SERVICE	244,916	241,170	3,746	98.47%	99.66%
81	FACILITIES CONSTRUCTION & ACQUISITION	1,365,525	1,230,173	135,352	90.09%	104.52%
91	CONTR INSTRUCTIONAL SERVICES	4,089,767	7,048	4,082,719	0.17%	0.05%
93	PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	0.00%
99	OTHER INTER GOV CHARGES	1,863,479	1,201,554	661,925	64.48%	73.97%
	TOTAL EXPENDITURES	**100,180,224**	**84,820,633**	**15,359,591**	**84.67%**	**85.42%**
		0				
	OTHER SOURCES (USES)	0	4,491,768	-4,491,768		0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(2,060,000)**	**19,583,274**	**(21,643,274)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM JULY 1, 2026 TO JULY 31, 2026

FOR BOARD MEETING AUGUST 17, 2026	FIRST FINANCIAL BANK								POOL INVESTMENTS				First Financial Bank Investment Account		INVESTMENT ACCTS
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXASRANGE	FFB		TOTAL
BEGINNING BALANCE-JULY 1, 2026	$ 13,864,791	$ 131,403	$ 27,376	$ 2,525,090	$ 924,885	$ 1,154,521	$ 75,399	$ 3,214,949	$ 4,852	$ 85,919,748	$ 34	$ 292	$ 4,488,540	$ -	$ 112,331,879
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 11,897,540.48		$ -	$ -				$ 467,818							$ 12,365,358
															$ -
TAX COLLECTIONS	$ -	$ -								$ 372,700					$ 372,700
															$ -
TEA COLLECTIONS:															$ -
CHILD NUTRITION	$ 309,325							$ 309,325							$ 618,649
FOUNDATION	$ -														$ -
TITLE FUNDS	$ -														$ -
AVAILABLE SCHOOL FUND	$ 325,581														$ 325,581
IDEA-B FUNDS	$ -														$ -
IMA	$ -														$ -
PERKINS	$ -														$ -
EXISTING DEBT ALLOTMENT	$ -														$ -
SCHOOL SAFETY AND SECURITY GRANT	$ -														$ -
ESSER GRANT	$ -														$ -
MAC/SHARS	$ 7,262														$ 7,262
MJROTC	$ 7,903														
TRANSFERS IN	$ 12,547,611		$ -	$ 7,731,077	$ 3,566,882	$ 74,443	$ 35,713	$ -	$ -	$ -	$ -			$ -	$ 23,955,726
TRANSFERS IN - SWEEP ACCOUNT	$ 3,834,006		$ -	$ 2,023,480	$ 1,909,691	$ 61,398	$ 18,253	$ 35,688							$ 7,882,517
BOND PAYMENT															$ -
OPERATING EXPENSES	$ (25,954,152)		$ -		$ (3,566,882)	$ (74,443)	$ (35,713)	$ (712,392)	$ -	$ -			$ -	$ -	$ (30,343,583)
PAYROLL	$ (6,134,539)		$ -	$ (7,731,077)				$ (144,192)							$ (14,009,808)
TEA RECAPTURE	$ -				$ -										$ -
TRANSFERS OUT			$ -			$ -			$ -	$ (3,828,315)	$ -	$ -	$ -		$ (3,828,315)
TRANSFERS OUT - SWEEP ACCOUNT	$ (8,742,848)			$ (762,762)	$ (1,497,154)	$ (393)	$ (17,460)	$ (171,401)							
MARKET APPRECIATION / (DEPRECIATION)													$ -	$ -	$ -
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	$ 5,224	$ 1,687	$ 74	$ 6,709	$ 3,202	$ 3,171	$ 216	$ 7,877	$ 15	$ 218,650	$ -	$ 1	$ 12,629	$ -	$ 259,455
ACCRUED INTEREST PAID															$ -
ENDING BALANCE - JULY 31, 2026	$ 1,967,704	$ 133,090	$ 27,450	$ 3,792,517	$ 1,340,624	$ 1,218,697	$ 76,408	$ 3,007,672	$ 4,867	$ 82,682,783	$ 34	$ 293	$ 4,501,169	$ -	**$ 98,753,307**
INTEREST ACCRUED, NOT PAID AT MONTHS END															$ -
WEIGHTED AVERAGE MATURITY	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	49 Days	43 Days	44 Days	1 Days	1 Days		
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	3.230%	3.220%	3.176%	3.176%	3.176%	3.176%	3.176%	3.176%	3.792%	4.439%	4.312%	3.660%	3.647%		
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	3.144%	3.144%	3.144%	3.144%	3.144%	3.144%	3.144%	3.144%	4.410%	3.820%	3.810%	3.650%	3.690%		

We, the approved Investment Officers of Granbury ISD, hereby certify that the above Investment Report represents the investment position of the District (as of the end of the month indicated at the top of this investment form) in accordance with the Board approved Investment Funds Policy, the Public Funds Investment Act (Texas Government Code 2256), and Generally Accepted Accounting Principals (GAAP).

LaTisha Griffin	Kathy Butler
Chief Financial Officer	Business Manager

2025-26 INTEREST ACCRUED (as of 7/31/26)					
Sep-25	$ 206,872.85			Mar-26	$ 383,694.11
Oct-25	$ 216,250.79			Apr-26	$ 359,893.78
Nov-25	$ 218,531.33			May-26	$ 354,230.67
Dec-25	$ 221,998.40			Jun-26	$ 345,746.35
Jan-26	$ 311,179.61			Jul-26	$ 259,455.35
Feb-26	$ 349,321.08			Aug-24	
				TOTAL	$ 3,227,174.32
		JULY INTEREST ACCRUED		$ -	
		JULY INTEREST EARNED & PD		$ 259,455.35	
		JULY TOTAL INTEREST		$ 259,455.35	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED JULY 31, 2026

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES					
5700	LOCAL SOURCES	75,106,917	74,395,545	711,372	99.05%
5800	STATE SOURCES	21,594,361	24,723,030	-3,128,669	114.49%
5900	FEDERAL SOURCES	1,418,946	793,564	625,382	55.93%
	TOTAL REVENUES	**98,120,224**	**99,912,139**	**-1,791,915**	**101.83%**
EXPENDITURES					
6100	PAYROLL COSTS	78,424,916	69,674,786	8,750,130	88.84%
6200	PROFESSIONAL & CONTRACTED SERVICES	12,640,133	7,454,966	5,185,167	58.98%
6300	SUPPLIES/MATERIALS	3,066,410	2,818,872	247,538	91.93%
6400	OTHER OPERATING	2,309,548	1,650,410	659,138	71.46%
6500	DEBT SERVICE	244,916	241,170	3,746	98.47%
6600	CAPITAL OUTLAY	3,494,301	2,980,429	513,872	85.29%
	TOTAL EXPENDITURES	**100,180,224**	**84,820,633**	**15,359,591**	**84.67%**
OTHER SOURCES AND USES					
7900	OTHER RESOURCES	0	4,491,768	-4,491,768	
8900	OTHER USES	0	0	0	0.00%
	OTHER SOURCES(USES)	**0**	**4,491,768**	**-4,491,768**	**0.00%**
	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(2,060,000)**	**19,583,274**	**(21,643,274)**	

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
August Budget Amendment

Background Information:

Attached are the monthly General Fund budget amendment for Board consideration and approval.

The top image reflects the budget amendments for the current reporting period and identifies any revenue adjustments, as well as increases or decreases to expenditures by function. It also summarizes the overall net impact of the amendments on the General Fund budget.

The bottom page provides a cumulative budget summary, illustrating how the current amendment affects the overall General Fund budget and how previously approved amendments have impacted budgeted revenues, expenditures, and fund balance throughout the fiscal year.

Supporting Document(s) Included:

- Budget impact by function and overall general operating report

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
I recommend the Board approve the budget amendments as presented.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

AUGUST 17, 2026 MEETING

PROPOSED BUDGET AMENDMENT #11

FUNCTION	EXPENSES	INCREASE	DECREASE
81	To repair a function that has gone over budget due to payroll associated with facility usage and rental staffing.	$0.00	$10,000.00
61	To repair a function that has gone over budget due to payroll associated with facility usage and rental staffing.	$10,000.00	$0.00
81	Fund the remaining unexpected projected facility needs through August 31, 2026	$0.00	$44,500.00
51	Fund the remaining unexpected projected facility needs through August 31, 2026	$44,500.00	$0.00
91	Move funds to function 81 from 91 to cover the end of year audit entry for SBITA and Leases from CDW-G	$0.00	$373,286.00
81	Move funds from function 91 to 81 cover the end of year audit entry for SBITA and Leases from CDW-G	$373,286.00	$0.00
61	**Overall impact to Function 61**	$10,000.00	
51	**Overall impact to Function 51**	$44,500.00	
81	**Overall impact to Function 81**	$373,286.00	$54,500.00
91	**Overall impact to Function 91**		$373,286.00
TOTAL		**$427,786.00**	**$427,786.00**

Granbury Independent School District

Fiscal Year 2025-2026

		Adopted Budget	Prior Budget Amendments	Budget Amendment 8/17/2026	Revised Budget
	REVENUE				
5700	Local Revenue	78,106,917	(3,000,000.00)	-	75,106,917
5800	State Revenue	18,594,361	3,000,000.00	-	21,594,361
59/7900	Federal Programs/Other Sources	1,418,946	-	-	1,418,946
	Total	**98,120,224**	**-**	**-**	**98,120,224**
	EXPENDITURES				
11	Instruction & Instr. Related Services	57,593,420	(1,333,083)	-	56,084,552
12	Instructional Resources & Media Serve	780,889	1,065.00	-	781,954
13	Curriculum & Instr. Staff Development	904,173	(15,138)	-	877,316
21	Instructional Leadership	1,292,508	2,000	-	1,292,893
23	School Leadership	4,737,619	183,130	-	4,914,849
31	Guidance, Counseling & Evaluation Serve	2,664,894	(4,718.00)	-	2,658,976
32	Social Work Services	-	-	-	-
33	Health Services	557,367	50,200.00	-	607,567
34	Student (Pupil) Transportation	4,933,332	860,000	-	5,793,332
35	Food Service	-	-	-	-
36	Co curricular/Extracurricular Activities	2,080,619	49,580.00	-	2,126,738
41	General Administration	3,262,007	48,386.00	-	3,310,393
51	Plant Maintenance and Operations	10,114,337	537,505	74,500	10,726,022
52	Security & Monitoring Services	1,632,150	55,098	-	1,687,248
53	Data Processing Services	1,538,673	235,384.00	-	1,774,057
61	Community Services	55,140	-	10,000	65,140
71	Debt Service (M&O)	219,850	25,066.00	-	244,916
81	Facilities Acquisition	-	1,365,525	318,786	1,684,311
91	Contracted Instruction Services - Chapter 41	3,889,767	-	(373,286)	3,716,481
93	Shared Services Arrangement		-	-	-
99	Other Governmental Charges	1,863,479	-	-	1,863,479
00	Other Uses		-	-	-
	Total Budgeted Expenditures	**98,120,224**	**2,060,000**	**-**	**100,180,224**
	Excess Revenue over (Under) Expenditures	**-**	(2,060,000)		(2,060,000)

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17th, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☑ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☑ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Houcine Chraibi			
Expenditure:	Categorical Spend Report			

Agenda Item Title: Categorical Spend Report
Categorical Spend Report for **July 1, 2026 through July 31, 2026.**

Background Information:

In accordance with Board Policy and purchasing procedures, the District is reporting categorical purchases made between July 1, 2026, and July 31, 2026.

During this reporting period, Sterling Computers Corporation was utilized for the purchase of district Chromebooks in the amount of $60,890.06. Additionally, the District purchased Into Literature 6-8 Student Edition Hardcover instructional materials from Houghton Mifflin Harcourt Publishing Company in the amount of $57,736.54 through the BuyBoard cooperative purchasing contract. The combined value of these purchases is $118,626.60.

Supporting Document(s) Included:

-

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Submitted by:	**Approved by:**
Houcine Chraibi Assistant Director of Finance	Dr. Courtney Morawski Superintendent

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	Aug 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☑ Recurring ☐ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Houcine Chraibi			
Expenditure:	$761,174			

Agenda Item Title:

Property & Casualty Insurance Procurement (RFP No. 2026-3) — Award Recommendation

Background Information:

At the June 8, 2026 meeting, the Board received an informational briefing on the competitive procurement of the District's Property & Casualty (P&C) insurance program for the 2026–27 policy year, and the evaluation results were presented for discussion on July 20, 2026. The District's current coverage through the Texas Political Subdivisions Joint Self-Insurance Fund (TPS) expires September 1, 2026, and the carrier has confirmed in writing that no extension is available past that date.

The procurement was conducted as a Competitive Sealed Proposal under Texas Education Code §44.031(a)(2). RFP No. 2026-3 was posted on the District's Ionwave eBid portal, advertised as required, and held open through the published deadline. Vendor questions were addressed solely through posted addenda available to all respondents. Sealed proposals were opened on June 20, 2026.

The District received one (1) responsive proposal, submitted by USI Insurance Services LLC, proposing placement with Texas Political Subdivision for all lines. A single responsive proposal is permissible under §44.031, and District legal counsel has confirmed the District may evaluate and award where the procurement requirements were followed, the proposal is acceptable, and the District does not elect to re-solicit.

The evaluation committee scored the proposal against the 100-point best-value matrix published in RFP Section 8.0 and consistent with the factors in §44.031(b), and determined it responsive and to provide best value to the District.

The recommended program represents a decrease of $74,983, or 9.0%, from the expiring 2025–26 program contribution of $836,157. The reduction was achieved without narrowing the District's coverage structure, and reflects early solicitation, continuity of the District's historical blanket coverage structure, and post-evaluation negotiation with USI/TPS.

Supporting Document(s) Included:

- **Proposal**

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*

Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

GRANBURY
Independent School District

Recommendation:

Approve the award of RFP No. 2026-3, Property & Casualty Insurance, to USI Insurance Services LLC for placement of the District's property and casualty program with Texas Political Subdivisions for the 2026–27 policy year, effective September 1, 2026, in the total amount of $761,174, contingent on final confirmation of the District's Statement of Values prior to binding; and authorize the Superintendent or designee to execute the documents necessary to bind coverage.

Submitted by:	**Approved by:**
Houcine Chraibi Assistant Director of Finance	Dr. Courtney Morawski Superintendent

Granbury ISD

Response to Request for Proposal 2026-3 for Property & Casualty Insurance Services

June 20, 2026

USI Insurance Services LLC
303 N. Oregon Street, Suite 310
El Paso, TX 79901

www.USI.com

Phillip Briscoe
USI Insurance Services
303 N. Oregon Street, Suite 310
El Paso, TX 79901

June 20, 2026

Granbury Independent School District
217 N. Jones St.
Granbury, TX 76048

Dear Mr. Chraibi,

Granbury ISD is dynamic and integral part of the community you serve. As you strategize for an exciting future, you also must prepare for the rapid change that comes with it, which means adapting your operations to the increasingly complex risk management and insurance landscape. Planning for a successful future requires Granbury ISD to continually identify, quantify, and eliminate an array of evolving risk exposures to prepare and protect your district. — that's where USI Insurance Services (USI) can help you thrive. With proprietary analytics for measurable results, local resources bolstered by a national network of experts, and an emphasis on superior client service, Granbury ISD can be confident USI is the right strategic partner as you navigate the challenges ahead.

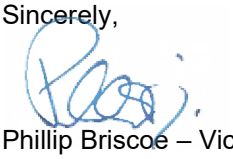
Here's why our partnership is the best choice for Granbury ISD:

- **Analytical Insight**: Data is power. We perform quantitative and qualitative analyses of your historical experience and risk exposures, providing a thorough and actionable understanding of your unique risk factors and tolerance.
- **Innovative Tools**: Our proprietary tools, such as USI PATH® and Ask V, empower USI to offer different and better solutions than our competitors. These innovations provide unparalleled insights into your risk profile, helping you make informed decisions.
- **Cost-Effective Solutions**: We understand the impact of budget constraints on your risk management decisions. Leveraging our expertise, we will negotiate competitive pricing and tailor coverage specifically to meet your financial and operational goals.
- **Market Leverage**: As one of the largest insurance brokers, we work extensively with carriers every day. Our market clout enables us to secure favorable pricing and terms that align with your financial goals.
- **Local Expertise with National Support**: Our model combines locally accessible resources with a vast network of USI experts and industry innovators. This ensures you receive the hands-on client service and specialized knowledge you deserve.

Our ultimate commitment to Granbury ISD is the USI ONE Advantage® — a fundamentally different approach to risk management that generates targeted recommendations for improving total cost of risk and delivers the data and consultative planning you need to make informed, bottom-line decisions.

I appreciate the opportunity to present this proposal and continue to be the trusted partner for Granbury ISD's Property & Casualty Insurance program. I am excited to be a part of your continued growth. Please do not hesitate to reach out with any questions.

Sincerely,



Phillip Briscoe – Vice President | Partner
Direct: 915.534.9412 | Mobile: 915.490.0420
phillip.briscoe@usi.com

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

AUTHORIZED NEGOTIATOR 2

ABOUT USI 3

CONCEPTUAL STRATEGY AND COVERAGE PROVISIONS 11

USI RISK CONTROL CONSULTING SERVICES 15

NATIONAL PROPERTY ANALYTICS & PLACEMENT GROUP 33

TECHNOLOGY-DRIVEN RESOURCES 38

DISCLOSURES 41

APPENDICES 42

APPENDIX I – KEY USI TEAM MEMBER BIOS 43

APPENDIX II – TPS QUOTE 48

APPENDIX III – REFERENCES AND COI'S 49

APPENDIX IV – REQUIRED FORMS 50

> *At USI, we've become a leader by doing things differently. We are truly changing the insurance brokerage and consulting industry with new proprietary solutions, unparalleled resources, and a unique process to deliver results.*
>
> — Mike Sicard, CEO

CONFIDENTIAL AND PROPRIETARY: This document and the information contained herein is confidential and proprietary information of USI Insurance Services, LLC ("USI"). Recipient agrees not to copy, reproduce, or distribute this document, in whole or in part, without the prior written consent of USI. Estimates are illustrative given data limitation, may not be cumulative, and are subject to change based on carrier underwriting.

Confidential. © 2026 USI Insurance Services. All rights reserved.



Executive Summary

As Granbury ISD looks to expand its position as a leading education district in Texas, you must navigate a multifaceted insurance and risk management landscape, including:

- Fluctuating rates and unique conditions across segments.
- Increased underwriting scrutiny from carriers.
- A greater need to differentiate your risk from peers to obtain optimized coverage, terms, and pricing from insurers.

USI Insurance Services (USI) understands these challenges. We are committed to collaborating with Granbury ISD to develop a program that helps address emerging and evolving risks and maximizes your potential by:

- **Utilizing Innovative Tools & Resources**: USI continuously invests in tools, technology, and talent to provide unprecedented insight into your portfolio and help design and deliver cost-efficient programs.
- **Providing Specialized, Data-Driven Insight**: We present the most meaningful and frequently used solutions, market trends, and more positively impacting clients in your arena.
- **Leveraging Advanced Risk Control Strategies**: Thinking like insurance carriers, we proactively anticipate potential concerns and develop a strategy to address areas of concern when writing a comprehensive insurance program for Granbury ISD.

USI PATH® – Uncover Risks, Unlock ROI

We are pleased to introduce USI PATH, a proprietary risk control platform that delivers an interactive and transparent journey through the complex risk control process. Offering indisputable data and a clear view into your industry risk profile, PATH provides Granbury ISD with:

- Valuable insights into key loss factors and their impact through a real-time, interactive experience.
- A way to uncover areas of potential improvement for your risk control programs and a path toward better claims results.
- Curated vendor solutions with preferred pricing and ROI projections.

To schedule a demonstration or for more information, please contact Phillip Briscoe or visit **USI.com**.

The strategies above and demonstrated throughout this proposal comprise the **USI One Advantage®**, our fundamentally different approach to risk management that we are confident can bring significant value to Granbury ISD.

AUTHORIZED NEGOTIATOR

Include name, address, email, and telephone number of a person in your organization authorized to negotiate Contract terms and render binding decisions on Contract matters.

For Contract terms and negotiations with Granbury ISD, Phillip Briscoe, Vice President, is authorized to render binding decisions in contract matters.

USI Insurance Services LLC Authorized Signatory	USI Insurance Services LLC Day-to-Day Contact
Phillip Briscoe Partner / Vice President USI Insurance Services LLC Direct: 915.534.9412 / Mobile: 915.490.0420 phillip.briscoe@usi.com Bethany Loving Regional Director of Operations USI Insurance Services, LLC Direct: 713.490.4513 bethany.loving@usi.com	Marcela Garcia, CISR Commercial Lines Account Manager USI Insurance Services LLC Direct: 915.534.9461 marcela.garcia@usi.com

ABOUT USI

Founded April 28, 1994, incorporated in Delaware, and headquartered in Valhalla, New York, USI is one of the largest insurance brokerage and consulting firms in the world, delivering property and casualty, employee benefits, personal risk program, and retirement solutions throughout the United States. USI connects approximately 10,500 industry leading professionals across nearly 200 offices to serve clients' local, national, and international needs. USI's Southwest Region includes offices located throughout Texas, Oklahoma, and Louisiana with approximately 900 insurance professionals and specialists across a broad spectrum. Please refer to the interactive service map at www.usi.com/about- usi/locations/ to view the depth of USI's local presence nationwide.

USI has grown to a $3 billion organization in revenue over the past two decades—through both sustainable, organic growth and a series of strategic acquisitions.

USI Brings National Capabilities & Local Expertise

USI is a national insurance brokerage and consulting firm with approximately 200 local offices connected across the U.S. and a leading market position in all core businesses. The USI El Paso office has been serving the local community since 1933.

Leading National & Local Broker
Approaching $3B in Revenue



Commercial P&C | Employee Benefits | Personal Risk | Programs | Retirement Consulting

USI's Southwest Region

- Over 850 insurance professionals with an average tenure of 8 years and specialists across a broad range of industries
- Dedicated regional property and casualty analytics, claims, risk control, environmental, international and Executive & Professional Risk Solutions (EPS) experts
- Revenue ~$300M

USI's El Paso Office

- Vertical market focus on **public entities**, real estate, manufacturing, transportation, and more
- Office began in 1933 as Rogers & Belding.

USI Insurance Services LLC and its insurance operations and subsidiaries are registered to do business and are insurance department licensed in all necessary lines of authority in all 50 U.S. States, District of Columbia, and several U.S. Territories. For more information, visit www.usi.com.

Privately held, USI is majority owned by entities affiliated with Kohlberg Kravis Roberts & Co. (KKR). Over 2,500 USI sales professionals, leaders, and employees also have an ownership stake in USI. KKR is a global investment firm managing investments across multiple asset classes. With KKR as our majority owner, USI continues to accelerate the path we have set for ourselves as a leading local and national insurance brokerage and consulting firm across the United States, delivering best in class property & casualty, employee benefits, personal risk, and retirement solutions.

Service Structure

To better service clients, USI transitioned from a traditional “producer + account manager” approach utilized by many regional brokers to a team service model with locally-based client executives supported by shared resources networked to national USI specialists. Our local offices operate with a high degree of autonomy, allowing us to meet your unique needs with face-to-face management and timely service. Our consulting approach emphasizes constructive dialogue with clients to arrive at sensible, sustainable, long-term solutions.

Our disciplined approach to strategic service planning provides the foundation and structure for how we initially engage with our clients and how we manage the ongoing relationship. USI deploys a team of subject-matter experts that support the Account Management function who are all in-house and integrated. **It’s an important distinction that our regional and national technical resources are USI employees and are not comprised of retainer nor outsourced resources.** While many competitors in the industry employ or put on a retainer the various subject-matter experts in reaction to clients requesting services, USI has proactively employed these resources and implemented them in a manner that is yielding tangible results

USI ONE Advantage ®

What sets USI apart is the USI ONE Advantage®—a unique value proposition that delivers robust risk management and benefit solutions with measurable financial impact. This approach combines three core elements: Omni, Network, and Enterprise. **Omni** is our proprietary analytics platform that transforms insights from over 500,000 clients and decades of experience into actionable strategies tailored to each client. It is dynamic, interactive, and built in-house by subject matter experts.

Our **Network** includes approximately 10,500 professionals across the country, offering deep local expertise backed by national resources. Unlike smaller firms with limited reach or larger firms with remote support, USI’s structure ensures hands-on service and consistent follow-through from integrated account teams. This allows us to deliver customized solutions with agility and precision.

The **Enterprise** component is our strategic planning process, which aligns Omni analytics and our national network to address each client’s specific business challenges. Through collaborative, consultative meetings, we develop risk management strategies that are both data-driven and business-focused. Together, these elements form the USI ONE Advantage®—a powerful combination of insight, resources, and execution that consistently delivers superior results. Let me know if you’d like this tailored for a specific proposal or audience.

To learn how USI’s approach to risk management and employee benefits delivers customized, actionable solutions with bottom line impact, please watch our new USI ONE Advantage® video. Click here to view.

PATH™ - Uncover Top Business Risks & Unlock Significant ROI

USI PATH is a proprietary risk control platform that delivers a clear, interactive, and transparent journey through the complex risk control process. Offering indisputable data and a clear view into your industry risk profile, PATH provides:

- Valuable insights into key loss factors and their impacts through a real-time, interactive experience
- A way to uncover areas of potential improvement for your risk control programs and a path toward better claims results
- Curated vendor solutions with preferred pricing and ROI projections



PATH will enable you to gain clear insights with visibility into top loss drivers and impact, including improvement areas by line of coverage that help position ROI and success to improve claims and outcomes.

1,573+

Risk Control solutions available

86%

Solutions offering multiple products to better address your needs

9:1

ROI on Personal Safety Alert Devices noticed in year 1

Award-Winning Culture

Ranked by Insurance Business America as a Top Insurance Employer **8 Consecutive Years**

Named to the Fortune Best Workplaces for Women List **2 Years in a Row***

Multi-Year Recognition from Insurance Journal as a **Top Property & Casualty Agency**

Named to the 2025 Fortune Best Workplaces in Financial Services & Insurance List **2 Years in a Row****

Winner of Insurance Business America's 5-Star Diversity, Equity and Inclusion Award **3 Years in a Row**

Named a Best Place to Work in Insurance **6 Years in a Row**

PropertyCasualty360. INSURANCE LUMINARIES 2025 — TECHNOLOGY INNOVATION — USI INSURANCE SERVICES — Named a PropertyCasualty360 **2025 Insurance Luminaries Honoree**

Named to the **2025 Best Companies Group Best Places to Work for Women List**

Ranked by Best and Brightest as One of the Nation's Best and Brightest Companies to Work For **3 Years in a Row**

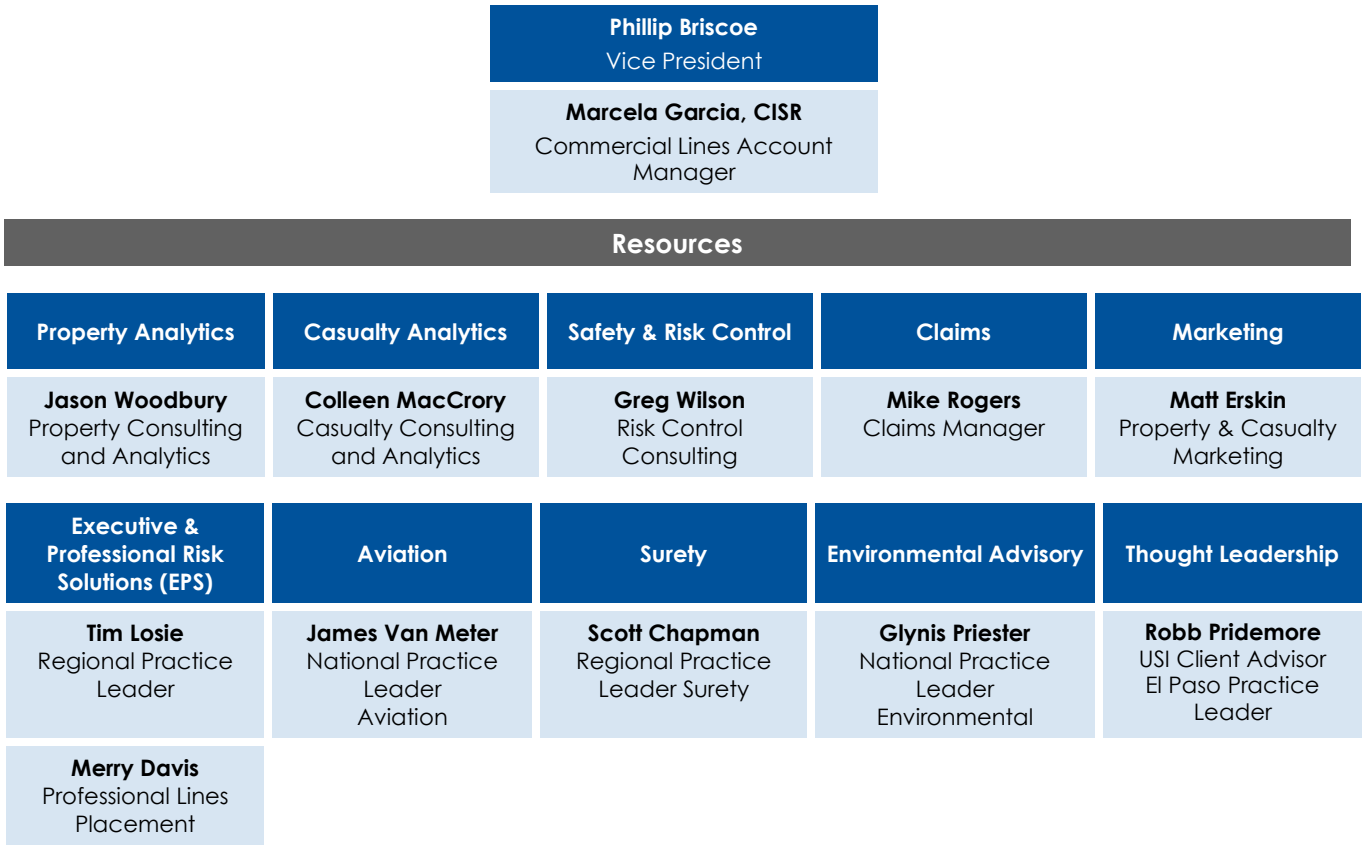
Certified as a Great Place To Work **2 Years in a Row**

USI brings the public sector expertise and clout to make certain we deliver as expected and achieve our agreed goals and objectives. Granbury ISD's service team was hand-picked based on their experience. USI's account service team has the resources and in-depth experience and expertise needed to support your risk management goals and directives.

Because we are a flat organization with minimal bureaucracy, our service teams are structured with our sole focus on our clients. We continually draw on strategic knowledge from throughout the company to make certain your team is equipped to partner with Granbury ISD to meet your risk management goals and objectives.

We assembled a core brokerage team comprised of senior members of our staff with complimentary skill sets — experts in the area of strategic program design and development, program marketing, actuarial analysis and loss development (including collateral negotiation), risk management consulting, claims advocacy, program administration, and transactional processing.

Organizational chart



In the following table, we provide key information on the proposed team members. We will also include resumes for each.

Team members	Role and qualifications
Team Leaders & Account Service Team	
Phillip Briscoe Public Entity Specialist Property & Casualty Consultant El Paso, TX **Years of industry experience:** 15+ **With USI since:** 2015 **Current # of accounts:** 75 (63 are public entities)	▪ Phillip is a USI Southwest Public Entity Specialist. ▪ He will work very closely with Granbury ISD on all aspects of their insurance and risk management programs. ▪ He will ultimately be responsible for the overall performance of the Insurance team. ▪ He coordinates the service team resources, oversees all policy coverage and premium negotiations, and provides intellectual capital and advice to GISD. ▪ Provides intellectual capital and advice to GISD. ▪ He specializes in complex layered and quota share property placements, specific and aggregate excess casualty placements, risk management services, loss projections and accrual analysis, risk control services, and alternative risk transfer program design and placement. ▪ He has worked with public entities for 15 years.
Marcela Garcia, CISR Commercial Lines Account Manager El Paso, TX **Years of industry experience:** 20+ **With USI since:** 2002 **Current # of accounts:** ~35	▪ Serve as Commercial Liness Account Executive. ▪ Acts as the central point of contact for GISD, ensuring consistent communication and alignment with client objectives. ▪ **Service Team Oversight**: Manages the USI service team in collaboration with the Senior Partner, ensuring timely delivery of services and resolution of open items. Interact with carriers and brokerage teams with placement strategy ▪ **Placement Strategy**: Leads interactions with carriers and brokerage teams to develop and execute tailored insurance placement strategies. ▪ **Service Planning & Execution**: Establishes service expectations, tracks deliverables, and ensures accountability across all engagement activities. ▪ **Client Engagement**: Attends and contributes to all relevant meetings including safety committees, claims reviews, and stewardship sessions to support continuous improvement and transparency. ▪ **Public Entity Expertise**: Brings over 20 years of experience working with public entities, with deep knowledge of municipal risk exposures and regulatory frameworks.
Property Analytics / Casualty Analytics	
Jason Woodbury Regional Property Leader Houston, TX **Years of industry experience:** 30+ **With USI since:** 2020	▪ Provide oversight, thought leadership, and alignment of services and solutions including technical expertise, analytic tools, best practices, market relations, and product knowledge. ▪ Provide strategic advice and implement programs tailored to meet complex risk management requirements.
Colleen MacCrory Regional Casualty Analyst Houston, TX **Years of industry experience:** 14+ **With USI since:** 2023	▪ Analyze and negotiate casualty programs, leveraging both client data and industry data. ▪ Identify trends, develop solutions, and evaluate financial impact, ensuring that policy terms are aligned with contractual obligations and transferring risk wherever possible. ▪ Perform loss forecasts and stratifications, deductible analysis, client loss development factors analysis, collateral analysis calculations, total cost of risk analysis, and accruals for financial liabilities.
Loss Control	
Greg Wilson, CIC, ARM, CRM, CSP Southwest Region Risk Control Department Manager Houston, TX **Years of industry experience:** 28+ **With USI since:** 1998	▪ Coordinate risk consulting services for the Southwest Region offices. ▪ Identify ways to prevent or minimize the probability of loss in order to decrease expenditures associated with the total cost of risk. ▪ Develop a plan to protect, reduce, or eliminate the chance of loss for company assets. ▪ Coordinate safety and health related services provided by insurance carriers for clients with specific needs.

Team members	Role and qualifications
Claims	
Mike Rogers, AIC Claims Manager El Paso, TX **Years of experience:** 34+ **With USI since:** 1992	▪ Coordinate and oversee complex claims. ▪ Negotiate claim service agreements with insurers and/or third-party claim administrators. ▪ Negotiate with insurers to obtain favorable results in the event of a coverage dispute. ▪ Oversee and evaluate claim costs and the subsequent impact of those costs on total cost of risk. ▪ Provide claims reviews and reserve analysis focused on strategies for claims resolution and ensuring the accuracy of reserves, marketing and implementation of workers' compensation and general liability claims programs. ▪ Assist clients in managing casualty losses and related claims expenses.
Professional Lines	
Tim Losie Regional Practice Leader Executive & Professional Risk Solutions (EPS) Houston, TX **Years of industry experience:** 26+ **With USI since:** 2016	▪ In-house resource for all professional liability including Cyber & Data Privacy Liability, Media Liability, Directors & Officers, Employment Practices Liability, Fiduciary Liability, and Errors & Omissions. ▪ Assess risk and develop comprehensive risk transfer programs, including strategies for future renewals. ▪ Negotiate with insurers, educating clients on pre-breach and post-breach response, and provide guidance on structuring contracts for the best outcomes. ▪ Assist with business continuity planning to ensure smooth operations during and after incidents.
Merry Davis, CPCU Executive & Professional Risk Solutions (EPS) Houston, TX **Years of industry experience:** 34+ **With USI since:** 1991	▪ Provide policy analysis, program design, and marketing of executive liability coverages. ▪ Collaborate to protect clients from losses due to professional risk and network risk.
Marketing	
Matt Erskin Regional P&C Markets Leader Houston, TX **Years of industry experience:** 16+ **With USI since:** 2021	▪ Support client service teams via daily interactions with underwriters and market personnel. ▪ Provide marketing strategies specifically tailored for workers' compensation, property and casualty, and other lines of coverage. ▪ Maintain market partnerships, seek alternative markets for coverage segments, and evaluate both traditional and innovative opportunities to reduce overall insurance costs. ▪ Provide comprehensive insights into market trends.
Surety	
Scott Chapman Regional Practice Leader Spring, TX **Years of industry experience:** 45+ **With USI since:** 2018	▪ Provide assistance in securing commercial surety bonds. ▪ Deliver appropriate surety capacity – choosing the right providers, negotiating terms and conditions, and managing surety portfolio.
Aviation	
James Van Meter, MBA, CPCU, CAIP National Practice Leader **Years of industry experience:** 22+ **With USI since:** 2020	▪ Responsible for managing a diverse portfolio of Aviation accounts, programs, and product development. ▪ Assist client service teams by developing a client risk management plan to address existing liabilities and crafting risk transfer and funding solutions to ensure that any Aviation liabilities are properly covered.

Team members	Role and qualifications
Environmental	
Glynis Priester, CPCU National Practice Leader **Years of industry experience:** 34+ **With USI since:** 2005	▪ Responsible for protecting our customers against environmental related exposures, by offering a full range of environmental liability solutions ranging from traditional risk transfer for operational exposures to custom structured programs for complex M&A transactions. ▪ Assist client service teams by developing a client risk management plan to address existing liabilities and crafting risk transfer and funding solutions to ensure that any Environmental liabilities are properly covered.
Thought Leadership	
Robb Pridemore, CRM, CSRM, CIC, AAI President, P&C Practice Leader El Paso, TX **Years of industry experience:** 29+ **With USI since:** 1997	▪ Responsible for oversight of sales, operations, claims, and assisting in monitoring and driving profit and loss.

USI brings a powerful combination of **People**, **Technology**, and **Process**—a service model designed to deliver exceptional results for complex public entities like GISD. Below are three key competitive advantages that distinguish USI as the most qualified partner for Broker of Record Services:

1. People – Deep Expertise and Public Sector Commitment

USI's greatest strength lies in our people. We offer GISD a dedicated team of seasoned professionals with decades of experience serving large municipalities and public entities across Texas and the nation.

- **Marcela Garcia**, Senior Account Manager, brings over 25 years of experience managing public entity programs and clients.
- **Greg Wilson**, based in Houston, leads our Risk Consulting team with hands-on expertise in field audits, safety training, and risk assessments across major infrastructure projects.
- **Mike Rogers**, Claims Consultant, has 34 years of industry experience performing claims advocacy and risk consulting services to commercial clients ranging from public entities to publicly and privately-held organizations for all types of claims.
- **Phillip Briscoe**, Public Sector Specialist, has over 15 years of sales and insurance experience with a focus on the Public Entity sector.

Our team understands the unique challenges of public sector risk management, including ROCIP programs, governmental immunity, and compliance with the Texas Tort Claims Act. We foster collaboration, diversity of thought, and a proactive mindset to deliver tailored solutions that align with GISD's goals.

Beyond technical expertise, USI is committed to **community engagement**. We actively support outreach initiatives that empower minority-owned businesses and local contractors through education, mentorship, and capacity-building—ensuring that risk management excellence contributes to economic inclusion and local development.

2. Technology – Data-Driven Risk Management Solutions

USI enhances risk management programs through advanced technology and data analytics. We aggregate loss and exposure data from carriers, TPAs, and other sources to create actionable insights that guide strategic decision-making.

Key Technology Tools Include:

ClaimsLens Proprietary web-based solution Holistic view of loss experience Library of standardized loss trending reports Ability to create custom reports	▪ Uses individual client data to achieve best outcomes. ▪ **Puts the client in control** and providing enhanced decision-making insights. ▪ **Provides a tailored risk management** program focused on reducing claim frequency and severity, and the client's total cost of risk. ▪ **Demonstrates to insurance underwriters** what makes a client different/better than their peers, ultimately driving better pricing outcomes and reducing future retained losses.
USI Answerlytics™ Proprietary cyber solution Designed to reduce exposure to risk Preferred access to cyber risk management providers at discounted pricing	▪ **Threat Identification –** Identifies client vulnerabilities (IT system weaknesses, remote work & mobile device use, managed security services, etc.) ▪ **Pre-Event Risk Management Solutions** – Cyber Answerlytics through USI's network of Answerlytics Curated Providers (ACPs). ▪ Addresses key vulnerabilities; ACPs provide prioritized access to risk management solutions at discounted pricing; ACPs help clients improve cyber hygiene. ▪ **Improved Risk Transfer Terms** – Impact/Benefits (Optimal renewal terms, streamlined cyber procurement process, data and analytics, etc.)
CyberCube Cyber Answer to CAT Modeling Powerful benchmarking resource State-of-the-art Cloud-based technology 22-question online assessment	**This assessment and resulting report:** ▪ Incorporates a broad sample of insureds. ▪ Uses Monte Carlo iterative modeling to create a sample set. ▪ Provides general observations for guidance. ▪ Offers decision making views for executives. ▪ Delivers rankings relative to industry peers. ▪ Assesses asset exposures, liability exposures, threat vectors, and security exposures.

3. Process – Strategic Brokerage and Market Execution

USI's brokerage strategy is built on a disciplined, consultative process that positions our clients as best-in-class risks in the marketplace. We begin with a deep dive into historical experience, exposures, and risk philosophy, then develop a tailored strategy that reflects GISD's evolving needs and market conditions.

Our Process Includes:

- Preemptive marketing and underwriter education to generate competitive interest
- Detailed underwriting submissions and carrier selection based on strategic fit
- Negotiation of optimal pricing, terms, and conditions
- Comprehensive proposals including executive summaries, coverage comparisons, and marketing results
- Rapid program binding and electronic delivery of binders within 48 business hours

This approach ensures that GISD receives the best possible coverage, pricing, and service—supported by a team that understands how to navigate the complexities of the public sector insurance marketplace.

Conclusion

USI's integrated model of expert personnel, cutting-edge technology, and strategic process execution makes us uniquely qualified to serve Granbury ISD. We are confident in our ability to deliver a responsive, transparent, and high-performing Broker of Record program that supports GISD's commitment to safety, fiscal responsibility, and operational excellence.

CONCEPTUAL STRATEGY AND COVERAGE PROVISIONS

We take a highly strategic and proactive approach to underwriting, focusing on differentiating your organization as a “best-in-class” risk in the eyes of underwriters. Our process begins with a thorough description of your operations and the development of comprehensive exposure information, which we help you compile. We clearly outline placement objectives, including alternative program options, target pricing, and key coverage and servicing requirements, as well as performance penalties. A detailed loss analysis, including explanations of large claims, is provided to demonstrate transparency and risk management maturity. We also highlight your operational best practices and any recent enhancements to your business continuity program, further positioning your organization as a superior risk. Informational brochures, funding sources, and other key materials are included to provide a complete picture. When selecting potential markets, we emphasize factors such as financial strength, underwriting flexibility, capacity, coverage, claims philosophy, long-term industry commitment, and cost competitiveness. Our team leverages senior relationships to create excitement with underwriters, prepares you for anticipated questions, and follows up immediately after meetings to maintain momentum. This comprehensive, consultative, and data-driven approach ensures that your risk profile stands out in a dynamic and competitive insurance market.

There are three key components critical to creating competitive advantage in the marketplace:

Knowledge	Strategy	Execution
▪ Knowledge of Granbury ISD	▪ Accessing the market	▪ Commitment to Granbury ISD
▪ Your risk appetite	▪ Developing the story	▪ Team ability and empowerment
▪ Desired outcome	▪ Presentation to the markets	▪ Innovation and creativity
▪ The insurance marketplace	▪ Timeline for the overall placement	▪ Effort
▪ Insurance carriers	▪ Design	▪ Focus

Knowledge: Granbury ISD has unique and specific needs as a public entity. The broker’s role is to understand those needs and to have an in-depth knowledge in the latest property and casualty products and services. Creative risk management advice, customized solutions, and objective evaluations are all essential to creating competitive advantage in the marketplace. Our underwriters have the knowledge about GISD which contributes to our ability to continue to negotiate best pricing in combination with best coverage and will lead to a successful placement. If underwriters have relevant information, positioning GISD as best-in-class compared to similar organizations, they can provide proper credits and offer broad coverage terms.

Strategy: Our approach is to utilize our knowledge of GISD to create leverage among carriers. While we will always recommend continuity of a positive carrier relationship, that does not mean that we cannot restructure layers, move carriers up and down in a program to find price efficiencies, or remove carriers that are not performing to our expectations or with the market. Ultimately it is our job to provide GISD with relevant and viable options — options which will be efficient on pricing and provide coverage benefits.

Execution: The ability to secure the best pricing, value, desired levels of coverage, coordination of claims processing, and overall capabilities are all dependent on proper execution. Your brokerage team represents GISD directly, to develop the optimal marketing/positioning strategy, define and negotiate the program, and drive claim resolution. We act with urgency on your behalf — and always in your interests.

Every year, we challenge all assumptions to test validity and inject any new conditions present within your organization or the insurance marketplace. This approach will ensure excellent results for GISD — a responsive program that matches your evolving operations and current appetite for how best to treat risk.

Marketing/Renewal Timeline

The marketing/renewal timeline — like our risk management relationship — is a fluid process and may need to change during the process. Our team is flexible enough to accommodate these changes, whether they are dictated by GISD or the marketplace. The team will work to keep you informed of the process and there are no surprises with the placement.

Analyze Information	Design Programs	Submit to Market	Client Review	Bind and Renewal	Post-renewal Service
150 – 180 Days	120 – 150 Days	90 – 120 Days	45 – 90 Days	10 – 30 Days	Post Renewal
▪ Identify Exposures ▪ Review Existing Coverages ▪ Suggested Coverages ▪ Limits ▪ Retentions ▪ Cash Flow ▪ Insurer Services ▪ Premium/ Cost	▪ Align on Renewal Strategy ▪ Define Program Objective ▪ Discuss and Evaluate Program Design Options with Experts ▪ Implement Risk Strategy	▪ Discuss Program Options with Client ▪ Finalize Programs (Pricing and Designs) ▪ Pre-Qualify Markets ▪ Develop Submission ▪ Review Sample Submission with Client ▪ Submission	▪ Client and USI Meet with Selected Markets ▪ Ongoing Negotiations ▪ Analyze Proposals ▪ Present Options to Client ▪ Finalize Selection and Binding Order	▪ Prepare Binders ▪ Prepare Invoicing and Premium Financing ▪ Issue Renewal Certificates and Auto ID Card ▪ Reconfirm Service Plan for the Coming Cycle ▪ Complete Open Items if any	▪ Ongoing Service ▪ Check Policies ▪ Deliver Policies ▪ Conduct Team Post-Renewal Meeting ▪ Conduct Client Feedback Meeting

We will keep you advised of pricing and service trends, availability of markets, and the longer-term direction of the market year-round so we can continually adjust strategy to changing market conditions.

- 150 days prior to renewal, we will conduct a strategy session to review the upcoming renewal. During this meeting, we will review current market conditions, capacity of markets, and trends in pricing alongside current industry financial conditions that may affect future pricing, and longer-term trends.
- 120 days prior to renewal, we will help GISD prepare comprehensive and effective underwriting presentations and plan marketing trips to be conducted with key U.S., European, and Bermuda markets.
- We will provide underwriters with fully comprehensive underwriting information and specifications including complete engineering 60 days prior to renewal.
- Off-cycle underwriter meetings at National PRIMA, Texas PRIMA, TASBO, TASA, RIMS and other convenient times/places will be conducted in a private setting.

The USI account service team has extensive insurance brokerage expertise on risk management accounts. Members of our team regularly work with key markets across the country and internationally. We keep our clients' interests paramount. We do not use centralized brokering centers designed to funnel business to underwriters who will maximize our revenues. We have access to worldwide insurance markets and fully represent your interests to the most financially capable carriers that can meet you program objectives.

We have access to a national network of brokerages with meaningful market presence and leverage. We have formed relationships with a vast array of insurance carriers, vendors, service providers, and industry specialists with whom we actively collaborate. We will continue conducting dialogue with GISD to describe — in broad terms — the extent of our premium placements on a local, regional, and national basis to assure GISD that we possess significant market penetration in the lines of coverage that we are proposing to provide our services.

We view design and control of risk as equally important to market choice. Our size and volume of business placed allows us broad access to individual insurers and effective access to insurance company decision makers. We places in excess of $11.0 billion in premium annually in domestic, London, Bermuda, continental European, and regional markets.

We serve over 80,000 commercial lines clients—inclusive of 750+ municipalities with over $275M in total written premium, many similar in size and complexity to GISD. We also have significant volume with mono-line workers compensation markets, captives, and proprietary programs for cargo protection, property, builders' risk, terrorism, and cyber/network security/privacy cover. Our partnerships with these and other markets are long-term.

Monitoring Insurer Solvency

USI's objective is to place clients' risks with insurers that are financially sound. In assessing the financial strength of insurers, USI relies upon statutory financial statements as well as the opinions and assessments of recognized rating agencies and other carrier review companies. USI has a centralized Market Management team resource which provides the field with market security recommendations based on financial and other relevant information that is available at the time of placement.

USI authorizes insurers that it believes, at the time of placement, have the financial ability to fulfill their claim payment obligations to our clients. USI is not a guarantor of the solvency of insurers with which its brokers place business. However, our goal is to use reasonable measures to do business with financially healthy insurers.

Please see below for a sample **Renewal Timeline Plan**.

Yearly service and marketing calendar

Sample yearly service and marketing calendar timeline plan for client. Based on a November renewal date.	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Insurance programs – Renewal												
Pre-renewal strategy meeting			■									
Develop submission/specifications				■								
Update/Modify client service instructions Continuous as needed	■	■	■	■	■	■	■	■	■	■	■	■
Loss information updates, etc. Continuous as needed	■	■	■	■	■	■	■	■	■	■	■	■
Information received from client (including audited financials and applications)						■						
Submission sent to market						■						
Underwriter meetings									■	■		
Certificate holder list provided for review										■		
Quotes due								■				
Renewal proposal									■			
Receive order to bind from client										■		
Program renewal											■	
Policies invoiced											■	
Provide coverage binders of insurance											■	

Sample yearly service and marketing calendar timeline plan for client. Based on a November renewal date.	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Provide schedule of insurance												
Deliver policies												
Key meetings												
Risk updates												
Strategic risk planning/Pre-renewal												
Underwriter meetings												
Stewardship												
Claims and risk control												
Risk control visits as needed*												
Claims – Consulting, advocacy												
Provide claims handling instructions												
Program administration												
Open items – Monthly update*												
Certificates issued (Per renewal and as needed)												
Endorsements* – as required												
Contract review – Risk assessment												
Audit review and evaluation*												
Strategy/Projects												
Thought leadership – Risk strategies discussion – continuous*												
Educational sessions* – as requested												

USI RISK CONTROL CONSULTING SERVICES

Loss prevention efforts are one of the most important investments an organization can make when building and sustaining an effective risk management program. Beyond a lower total cost of risk, an effective risk control program can have a significant impact on employee and client satisfaction, market reputation, and stability of earnings.

The most successful programs require that proper attention is given to the engineering process, culture, and financial areas of the business. An effective program must be able to match the technical aspects of risk control with the culture and business needs of the organization.

Our consulting team provides client services that help ensure regulatory compliance, establish innovative loss reduction best practices, and assist management in developing and implementing engineering and management controls to combat loss potential.

Our risk control staff has demonstrated their skills repeatedly by implementing practical risk management solutions for our clients in a wide range of industry sectors as well as diverse technical fields. Clients have access to our comprehensive national network of experienced, knowledgeable resources to ensure they get the right solution.

Risk Management Center

Web-Based Enhanced Safety Resource for Bottom Line Results

Risk Management Center

Web-based portal

Free safety programs

Wellness and health management content

Educational webinars

English and Spanish language

Online training and learning management system

Streaming safety videos

Search feature

Save frequently referenced materials to My content area

- Safety policies and programs.
- Online training and PowerPoints.
- Streaming safety videos, Toolbox Talks, and Learning Management System (LMS).
- **Audits and safety observations** – this mobile feature can organize, create, target, and resolve issues before they become incidents.
- **Certificate of insurance tracking** – turns COI tracking into a desktop function to manage certificates of insurance from all sources. Upload and archive COI, RMC tracks and reviews expiration, coverage limits, and policy detail.
- **Incident/Accident reporting** – generates incident reports, OSHA 300 log, and first report of injury. Track claims costs, near miss and all incident types. Provides trending graphics based on data input and tracks liability, property, environmental and fleet incidents.
- **Safety Data Sheet (SDS) tracking** – this desktop access feature assists with maintaining a chemical database by location, find SDS information online, and print hazard labels.
- OSHA recordkeeping.
- **HR and benefits resources** – includes customizable employee handbooks, recruitment and hiring best practices, training, and so much more.
- **Ask the Expert** – provides direct access to safety professionals.

We utilize a combination of in-house expertise and engagement with third-party specialty appraisal firms to address your property appraisal needs. Our Property Analytics & Placement group leverages various software platforms and benchmarks to advise you on property valuations, including reviewing your current statement of values and utilizing tools like CoreLogic (Marshall & Swift) and E2 value valuation software. For single or multiple locations that require formal appraisals, we engage with third-party appraisal firms to ensure accuracy and compliance with market expectations. This approach allows us to provide comprehensive and reliable property valuation services tailored to your specific requirements.

Our Property Analytics & Placement group provides the following services to evaluate the adequacy of your property values:

- Reviewing your current statement of values for key data points that factor into the valuation of the building, contents, or business interruption calculations
- Gathering or confirming any missing information through various software platforms, previous appraisals, or previous risk engineering reports completed to assist in developing the correct replacement cost estimates
- Completing a benchmark review of your building, content, and business interruption values
- Utilization of CoreLogic (aka Marshall & Swift) and E2 value valuation software to estimate the appropriate replacement cost
- Assist with completion of Business Interruption and Extra Expense worksheets to evaluate the values reported
- Review pre-emergency and business continuity plans to evaluate their impact on the business interruption values reported
- Provide recommendations for building, contents, and business interruption values based on the analysis completed along with estimated premium change based on current program rates
- Engage with third-party appraisal firms to appraise single locations or multiple locations if needed

Keeping current with valuations and market expectations is a critical component of every renewal. As these replacement cost factors and your revenues change over time, it is critical to review these values every year to ensure your values are adequate, avoiding under-insurance, harmful exclusions, restrictions, or warranties placed on your policy that will result in a lower claim recovery following a loss. USI will complete this review every year to ensure you are reporting adequate values to align with your changing exposures.

Casualty Analytics & Placement

USI utilizes data analytics to establish the optimal program structure tailored to our client's risk objectives and savings opportunities. Utilizing our client's own data along with industry data allows us to explain and demonstrate why our client is different/better than their peers. Our team utilizes several tools/models to analyze and negotiate your risk management program including:

- Loss Forecasts & Stratifications
- Deductible Analysis
- Client Loss Development Factors (Loss Triangulations)
- Collateral Analysis Calculations
- Total Cost of Risk Analysis (TCOR)
- Accruals (Financial Outstanding Liabilities)
- ClaimsLens – USI's proprietary data aggregation and risk control analysis tool
- Experience Modification Analysis
- Benchmarking Limits, Retentions and Premiums
- Alternative Risk/Captive Analysis including Group Captives and Single Parent Captives

Benchmarking Limits, Retentions, & Premiums

USI utilizes industry and peer benchmarking to review the appropriateness of limits, premiums risk retention levels, and risk management initiatives allowing you to make an informed decision around your risk and insurance program.

We utilize both USI and industry data to assess our clients' risk exposures, design coverage, set pricing, and mitigate future loss costs. We use the following benchmarking tools and methods to assist in our analysis:

- NCCI Annual Statistical Bulletins – loss dollars by type, loss development factors
- Advisen – 10,000+ companies, 60,000+ policies to benchmark your company next to peers
- USI Customer Database – leadership and industry practices

- Bureau of Labor Statistics – incident rates by industry, lost workday cases
- OMNI Knowledge Engine™ – USI's proprietary solutions platform that provides real-time, interactive analytics supported by over 500,000 clients, thousands of professionals, and 150+ years of client servicing

Our benchmarking and analysis focus on:

- Establishing limits, retention, total cost of risk
- Loss development patterns
- Incidents and losses by industry, type, nature, and cause of loss
- Ultimate loss rate per exposure
- Large loss trends
- Risk Control and Safety Initiatives

Claims Value Statement

Our claims consulting teams are committed to the delivery of high-impact advocacy and consultative services with the primary goal of optimizing outcomes in the event of a loss or claim. Our approach is to complement GISD's claims efforts in a way that supports your overall risk management objectives by providing tangible value to your risk management team and to all internal and external stakeholders in the claims process.

While our primary goal focuses on claims outcomes, effective claims management starts long before a claim occurs. Our claims services delivery model utilizes skilled resources at all levels to assist GISD with the claims process and outcomes management. We work extensively with carriers and claims administrators daily. Our long history with these companies positions us to network effectively on behalf of the clients we serve. We are knowledgeable about the claims service models, information systems, and talent levels of the carriers and claims administrators on a branch, regional, and national basis, which facilitates effective communication and favorable outcomes.

We know from experience that assertive claims management is critical to your program since claim costs contribute to overall program costs. We will bridge any stagnant service issues or problems by leveraging our relationships with your administrator's senior management to improve your claims management program. We rely heavily on risk management information systems (RMIS) and USI's proprietary ClaimsLens system for claims oversight. Maintaining access to these systems is a fundamental step in our approach.

USI creates a systematic approach to complement your team, beginning with a services installation meeting to coordinate and customize a service plan. We review and amend claims handling instructions, so we are appropriately embedded within your process. We consult with you on problematic and complex claims. We set an appropriate diary process on those designated claims to ensure adjusters are aggressively managing the files and following up on the recommended file resolution strategy.

Our claims consulting professionals are positioned to operate as an integral component of your risk management department and have, on average, more than 20 years of experience in all lines of insurance as industry claim managers, examiners, analysts, and attorneys. We are unique in that our claims professionals are strategically deployed to serve on local service delivery teams in our regions yet linked to a national network to foster collaboration, continuous improvement, and innovation.

Claims Reporting Installation

To facilitate an efficient and timely claim intake process, most insurance carriers and third-party administrators (TPAs) today offer web-based and/or 24-hours-a-day, seven-days-a-week, telephonic claim reporting methods already embedded in GISD's premium or administration costs. Therefore, we focus our efforts on installing the best methods available, so most of your claims can be directly reported to your insurance carrier or TPA. This expedites the claim handling process. Our consultants help you establish turnkey claims processes focused on improving claim outcomes and financial expenditures. We consult with you to develop a comprehensive Claim

Reporting Advisory Manual for your primary property and casualty coverage layer, and we report and monitor designated claims for specialty lines and complex claims.

Claim Advocacy

It's said a broker earns its keep when there is a claim. Our commitment to Granbury ISD is to help you receive prompt, fair, and equitable handling on your claims for optimal results. We monitor the services of the insurer to confirm you are receiving professional, quality service and to confirm compliance with the terms and conditions of your service agreements.

We provide the following services as appropriate:

- Develop and/or revise special account instructions for insurers and/or third-party administrators to maintain proper claim handling procedures and communication protocols, including reserve advisories, settlement authority, litigation guidelines, and other services.
- Develop loss reporting procedures to confirm claims are reported in a timely manner with the appropriate information. Where applicable, we assist in preparing written notice of claims, losses, and lawsuits to insurance carriers.
- Assist with properly documenting and providing details of a claim to insurers/claim administrators, including development of proof of loss.
- Advocate on GISD's behalf for timely resolution of claims including negotiating coverage issues where reservation of rights and coverage denials are received and, if necessary, escalating matters with the insurance carrier's senior management.
- Assist in identifying outside experts in various disciplines to provide forensic claim accounting, loss development, and evaluations.
- Assist with resolution strategies, claim settlements, and collecting insurance proceeds, including encouraging advance payments on large losses.
- Develop action plans on complex claims, high exposure claims, or high-profile claims, and provide claim status reports as appropriate.
- Monitor claim reserving practices and negotiate claim reserve levels to reflect probable ultimate outcome.
- Provide claim advice and assistance as needed, including resolving any claim handling performance issues that may arise.

Claims Consulting Services/Capabilities

As a standard practice, we meet with our clients at service implementation to customize claims service plans to meet their specific needs. We can offer GISD the following menu of services in the development of our client service plans:

Pre-Loss Consulting

- Assist clients in developing/enhancing claim management programs and processes based on business needs, loss history, and management philosophy.
- Perform claims data analytics to flush out trends and identify opportunities to guide us in our strategy.
- Develop specific programs and procedures to address GISD's unique needs and ensure the effective management of all aspects of claims, i.e., disability management, return-to-work, and litigation management.
- Evaluate claim management options such as insured plans, third-party administration programs, and self-administered programs.
- Assist with the facilitation and project-management of a competitive selection process to identify the proper claims administrator based on established criteria, including networks, information systems, account flexibility,

staff qualification, compliance and controls, pricing, and service value. We can help GISD design performance metrics and gain sharing programs.
- When applicable, designate adjusting teams to improve claim communication and management.
- Educate and train managers, supervisors, and/or employees on claim reporting, the claim process, benefits, related costs, and newly adopted rules and regulations.
- Negotiate access to insurance carrier's risk management information system (RMIS) and provide periodic claim reports based on the type and frequency.
- Collaborate with risk control and safety for pre-loss strategizing and planning.

Post-Loss Advocacy and Consulting

- Assist GISD in evaluating claim strategies and maximizing insurance recoveries.
- Conduct strategic claim reviews on a pre-determined frequency to confirm insurers and/or third-party administrators are effectively managing claims and aggressively pursuing resolution.
- Perform quantitative and qualitative loss data analysis including loss triangles and identify claim trends and opportunities for program improvement.

Strategic Claim Reviews

USI realizes the economic ramifications that malingering and unmanaged claims can have on GISD's outstanding liabilities. The strategic claim review process will assist in the closure of neglected files and aid in developing strategies to eliminate or cap the cost of claims with future financial exposures. Utilizing insightful analytics and aggressive claims management, USI can mitigate these liabilities and assist in closing targeted claims as swiftly and economically as possible.

Our strategic claim reviews are planned and scheduled discussions with adjusting staff to assess claim handling performance and strategies with the goal of closing claim files, examining obstacles to closure, and helping GISD maximize claim outcomes.

Our approach is to collaborate with GISD on selecting claims for the review that meet specific criteria that may include, but are not limited to:

- Significant open duration
- Designated reserve threshold
- Litigated claims
- Questionable liability/compensability

As a part of the claim review process, we will also examine:

- The adequacy of claim staffing levels
- Skill level and proficiency of the adjusting staff
- Communication gaps between the claim administrator and GISD
- A clear understanding of GISD's claims management philosophy by the claim administrator
- Adherence to claim service instructions
- Litigation management process
- Key claims management performance metrics

We will assist in coordinating the claim review meeting, which will include the receipt and review of claim summaries prior to the meeting, and the claim administrator presenting the status, action plans, and reserves on each claim selected for the review. Our objective is to focus on conducting substantive, financially impactful meetings, implementing strategic initiatives, and following up with the claim administrator to ensure the completion of agreed-upon action steps.

Property Claims Consulting

Property claims can represent an immediate and tangible stress on business and capital assets. These claims can be complex and involve complicated insurance programs with comprehensive coverage forms that can include obscure language. As such, we recognize that property claims are highly visible to GISD's executive management teams.

USI's Property Claims Practice comprises a select team of highly qualified professionals from our national network of claim consultants. This designated team is strategically positioned to assist GISD in the event of a large or catastrophic event. They provide complex first party property claims consulting and advocacy services to help maximize policy benefits and confirm the most favorable outcome for our clients.

We utilize a three-phase approach:

Phase 1 – Evaluate and Plan

- Review policy and outline coverage, limits, deductibles, and limitations
- Establish communication protocols
- Advise on accounting procedures for capturing loss detail

Phase 2 – Claim Preparation and Submission

- Assist in tracking and documenting all property damage claimed (repairs, inventory, etc.)
- Submit claim to carrier
- Monitor timeline for claim process

Phase 3 – Adjustment and Settlement

- Respond to insurer inquiries
- Prepare rebuttal analysis to respond to insurer differences
- Assist in final negotiations and settlement

EXAMPLE 1: Hurricane Harvey
Our client was severely hit by Hurricane Harvey in August of 2017. Their Education Service Center and elementary school were severely flooded. USI immediately deployed the designated claim adjuster who arrived just after the storm moved out of the area. First responders were deployed to start the clean-up process which was due to the damage from the flooding. USI delivered a $5M claim advance 10 days after the storm flooded their locations which allowed our client to initiate the rebuilding process. The loss was settled for an eventual paid amount of $25,000,000 plus loss adjustment expenses.
EXAMPLE 2: Large Texas County Needed Service
A Texas County had been insured with a broker who offered very minimal service from a claims and loss prevention perspective. The County's ultimate loss projection was more than $1,000,000 for their workers' compensation on an annual basis, which was a $35% increase from the 3 years prior. Their self-insured retentions were $500,000 for all employees except $600,000 for emergency responses so their balance sheet was exposed to frequency claims. The new Director of Risk Management realized the County had to do something different or ultimate losses were going to spiral out of control. The County engaged the services of USI to provide loss prevention, safety training and claims advocacy. We trained the County supervisors on loss prevention techniques, accountability, loss cost allocation programs and the value of a safe workplace. The County's loss projection was reduced by 65% after a two-year period which is due to the combined efforts of the County and USI. This freed up capital which was redirected to other cost centers to reduce expenses.

EXAMPLE 3: Proactive Claims Advocacy Led to Old Hail Recovery

A TX city sustained damage from a recent hailstorm. USI approved roof damage appraisers were dispatched to assess the damage. The appraisers noticed some older hail damage near their hotel which was several miles from the affected area. USI immediately engaged their property analytics team. The team confirmed a hail event occurred in that area, overlayed the storm pattern over the city's SOV, and confirmed a hail event occurred 2 years ago by the appraiser's hotel. The appraiser's confirmed hail damage occurred. USI contacted the carrier who was the insurer at the time the older hail loss occurred and secured their agreement to pay or damages. The city recouped $9M in damages net of deductible.

Experience Handling Public Sector Clients

USI has extensive public entity client expertise and understands the need for balanced risk financing—risk transfer vs. risk retention—in the public sector, including guiding clients through when to purchase insurance and when to self-insure. We help our clients implement risk management strategies such as departmental cost allocation and incentive-based safety programs, provide training for governmental employees (contractual risk transfer and claim reserving best practices), and help manage complex claims to confirm successful settlement.

Within the public sector, USI handles all lines of property/casualty insurance, employee benefits, and bonds. We represent county governments, cities and towns, public utilities, airports, bus/rail transportation systems, and specialized governmental agencies, including law enforcement, joint power authorities, and school districts.



Our Client Base Includes the Following:
1,500+ Public Sector clients
50+ Sports and Entertainment venues
800+ Municipalities/Counties
300+ Aviation clients
10+ Transportation and Rail clients
100+ Fire and Rescue

USI is committed to serving public sector clients. We support a national/regional public sector resource group that provides industry knowledge, market information, and assistance to USI brokers who serve governmental entities throughout the country.

With more than 1,500 public sector clients, USI has the capacity and expertise to address the current and emerging needs of Granbury ISD. USI also has served the public sector for project-specific engagements such as:

- Construction wrap-ups (Owner-Controlled Insurance Program)
- Claims audit (third-party administrators)
- Loss control analysis
- Safety services—customized contracts to provide supplemental safety professionals to staff (outsourcing)
- Environmental due diligence
- Independent risk assessment
- Litigation management

Although our team specializes in the public sector, our professionals also bring valuable experience in complex risks from a variety of industries, including transportation, education, and manufacturing. We are confident our breadth of experience and solutions will benefit Granbury ISD.

Our public sector resource group has monthly group conferences and works collaboratively to offer their expertise and insights on risk management trends, insurance marketplace conditions, newly developed resources, and other issues relevant to our public entity clients. Team members have been carefully selected for their skill set in brokering, servicing, marketing, claims handling, and overall risk management capabilities. The work we do for our public sector clients encompasses a full range of risk management services, property, casualty, environmental, and management liability exposures.

Risk Solutions for All Facets of the Public Sector

USI knows every public entity is operationally unique, with departments pursuing an often-elusive balance between risk and finance. Our Public Entity Practice's holistic approach to understanding your operations, culture, and strategic direction allows us to customize an insurance and risk management program that drives cohesion and success across your organization.

We take the time to understand your operations, culture, and strategic direction and tailor the right insurance and risk management solutions for your specific needs. From finance, human resources, and operations to safety personnel and road crews, we can help your internal teams speak the same language, achieve the same overall goals, and embrace an integrated risk management strategy.

USI understands the unique ways that risk impacts public entities, be it employment litigation, emerging cybers risks, or environmental legislation, among many other exposures. We have extensive experience in successfully managing risk for state and local municipalities, utilities, public school districts, transit authorities, public safety departments, parishes, and nonprofit organizations.

Being one of the largest insurance brokers in the U.S. gives us market leverage and risk-sharing pool presence to negotiate competitive rates, terms, and coverages, including public officials' professional liability, law enforcement liability, environmental liability, employee benefits, and more.

Our solutions for our public entity clients include:

- **Analysis and Forecasting.** We analyze your program, help you identify areas of concern, and develop a customized risk management plan. For high-value risk exposures, we forecast your losses so you can make strategic business decisions.
- **Network Security and Data Privacy.** Public entities warehouse an abundance of sensitive information, making them attractive targets for data privacy crimes. We provide access to coverage that helps protect you from claims related to data breaches, unauthorized access, identity theft, loss of portable electronics, and other technology risks.

- **Claims Management and Loss Control.** We understand local laws impacting claims against public entities and are well equipped to help you manage your liability costs more effectively. When claims occur, our dedicated claims service center works on your behalf to quickly achieve an optimal result.
- **Employee Benefits.** We offer consulting services for benefits planning, cost control, employee advocacy, and ongoing administrative support. Our team works with inter-local governmental risk pools, cooperatives, trusts, bargaining groups, and insurance committees. We also help employers minimize Governmental Accounting Standards Board (GASB) and Other Post-Employment Benefits (OPEB) liabilities.
- **Employee Safety Training.** We offer access to web-based courses through our Risk Management Center, a collection of approved Occupational Safety and Health Administration (OSHA) training courses on topics such as occupational safety, transportation, and environmental hazards.
- **Administration Support.** InsurLink, our proprietary online portal, helps you organize insurance information and streamline administration of your property, casualty, and employee benefits programs with efficient, paperless transactions.
- **Property Protection Consulting.** We assist our clients in evaluating risk to their assets and determining loss scenarios to better enable them to protect and adequately insure their assets. Services include benchmarking, analyzing loss experiences, cost-benefit analysis, plan review, code dispute, and loss investigations. Our interdependency studies analyze supply chain exposures and contingent business interruption exposures to determine vulnerabilities and solutions.
- **Business Continuity Services.** USI consultants help you systematically identify critical business functions, prioritize their impact on the business, and develop cost-effective recovery strategies to minimize disruptions. Our plans address seasonal issues, supply chains, vendor/customer agreements, and communication protocols. We also assist clients with plan maintenance and facilitate testing exercises. Our Business Continuity Practice Group comprises certified consultants with expertise in operational recovery, disaster recovery, emergency response, and crisis management.
- **Surety Bonds.** Our Surety Practice Group helps public entities secure the commercial surety bonds they need to grow. Our holistic approach to understanding your organization, goals, and financials allows us to help deliver appropriate surety capacity, choose the right providers, negotiate terms and conditions, and manage your surety portfolio.
- **Fleet.** We offer a range of options to provide specialized coverage for your unique fleet. Our loss prevention team has the knowledge and experience to help develop and implement a safety platform, review your management controls and maintenance program, and assist in executing a driver training course.
- **Environmental Liability.** Our extensive expertise in environmental exposures enables us to review your operations and develop strategies to help you protect your assets.

Our Client Service Model Allows Us to Commit To:

- Acknowledge—and, if possible, resolve—100% of GISD's service requests within a 24-hour window.
- Address emergency or time-sensitive requests as soon as possible within that window.
- For service requests or outstanding concerns that will require more than one business day, escalate procedures through appropriate channels, and provide GISD status reports until timely resolution.



KEY TAKEAWAY

USI is a "flat" organization with minimal bureaucracy. Unlike competitors, we do not utilize "service centers" that may be located remotely from clients, but instead perform all client-facing services for Granbury ISD from our local office.

Your dedicated service team in the Southwest issues certificates of insurance and automobile ID cards, checks policy accuracy, and handles accounting issues locally, ensuring the highest degree of customization and performance.

Our brokerage team for GISD coordinates overall service delivery and the day-to-day program administration, with the involvement of appropriate technicians to analyze your exposures to risk, negotiate with carriers, make recommendations, and implement as instructed. Each core team member has specific roles and responsibilities. We manage our GISD duties internally to consistently provide the appropriate level of service. No individual's business travel, vacation, or unexpected absence will affect our results on your behalf.

As needed, your local core team will access an extended team of national practice leadership—local, regional, and national experts collaborating to provide technical advice, analytic tools, best practices, market relations, and product knowledge. National practice leaders are ready to provide strategic expertise in developing and implementing a program that meets the requirements for GISD's complex risk management program.

The following outlines our traditional general areas of service we anticipate providing to GISD.

- Summary of coverage: carriers, premiums, deductibles, limits, etc.
- Review of all in-force coverage by line of insurance
- Review and delivery of electronic policies
- Review and delivery of hardcopy policies
- Issuance of certificates of insurance/memorandums of insurance
- Issuance of automobile ID cards
- Risk analysis
- Answers to coverage questions
- Topical research/education/forums
- Client meetings – no anticipated limitation
- Open items meetings/calls
- Underwriter meetings (as needed)

All the services outlined above are included as part of our account relationship. We have no restrictions on the number of client meetings we will conduct, but at a minimum, we anticipate several of the following:

- Kick-off meeting at the beginning of our engagement
- Pre-Renewal meeting for all major renewals
- Underwriter meetings, as needed, during the renewal process and during the policy period to identify opportunities to improve existing or new relationships
- Monthly open items meetings or conference calls (at your discretion)

The following will provide you with a brief overview of our service-related deliverables:

- **Work Plan:** We will develop, in conjunction with you, a comprehensive work plan that will include key placement timetables plus service milestones throughout the year.
- **Placement Planning Sessions:** These sessions will provide USI and GISD the opportunity to develop a strategic plan including form considerations, vendor selection, program design, structure innovations, retention analysis, etc.
- **Program Management Services:** We will provide all customary brokerage services which will accomplish timely and accurate issuance of binders, policy review and delivery, endorsement review and delivery, certificate issuance, pertinent industry and market information, and accurate invoice delivery.
- **Claims Management:** It's our belief that to proactively anticipate underwriter's response in our renewal discussions, a thorough and accurate understanding of current status of all claims, including estimates as to likelihood of prevailing settlement values and estimated timing of claim payment, is helpful data in negotiating any renewal with current underwriters or new participants.

Risk Control Services

- Determine GISD's risk control needs and long-term strategy
- Determine carrier risk control objectives
- Coordinate, implement, and oversee carrier-based risk control services

- Provide feedback on carrier risk control site visit reports and recommendations/guidance on responses to carrier risk control recommendations
- Accompany carrier risk control specialists on project assignments (as needed)
- Develop and implement specified risk control programs/projects as needs arise (maybe subject to additional compensation)

Administrative Services

The cornerstone to any successful and sustainable insurance risk management program is flawless service delivery. We are prepared to customize our services, so that GISD's needs are met.

Brokerage Services

The following is a listing of our core day-to-day service deliverables included within the scope of our brokerage appointment.

- Respond to detailed coverage questions within 24 hours, or next business day
- Respond to all other coverage questions within the hour
- Assist in preparing all program applications
- Assist with coverage terms and conditions negotiations
- Arrange meetings and negotiate with underwriters
- Review and deliver insurance binders, policies, endorsements, premium audits, retroactive adjustments, etc. within the timeframe outlined in the service plan and client service agreement
- Provide premium allocation and invoicing in accordance with your needs (USI protocol — invoice all premiums accurately within 48 hours of terms being finalized and provide a detailed cover letter along with all invoices to facilitate better understanding and payment instructions)
- Oversee coverage dispute issues
- Provide Certificates of Insurance in accordance with your needs and customize where appropriate (USI protocol — 100% accuracy, 24 hours or less turnaround)
- Provide automobile identification cards in accordance with your needs and customize where appropriate (USI protocol — 100% accuracy, issued five (5) days prior to binding, immediate turnaround on requests post binding)
- Prepare Schedules of Insurance at inception, anniversary and update as required
- Create and maintain a monthly open-items list, schedule monthly meetings (or as needed) to ensure continuing quality of service throughout the plan year
- Prepare and deliver Stewardship report in a mutually agreed upon format
- Contractually-review insurance and indemnification provisions
- Provide InsurLink, a collaboration and self-service resource web portal, which provides e-services such as 24 hour a day, seven day a week access to your insurance program and the ability to issue your own certificates and pay your bills online
- Conduct risk review of facilities for liability exposures
- Review policies and forward to GISD within 60 days of receipt, correspond with carrier for correcting endorsements
- Obtain a list of all certificates of insurances provided to GISD by contractors, subcontractors, vendors, and suppliers, if requested, and review upon receipt
- Conduct independent file review of selected policies (performed by a non-team member)
- Review carrier loss control recommendations, prioritize and develop alternative solutions
- Conduct research on special projects (claims issues, adequacy of limits, jury verdict polling)
- Provide casualty manuscript wording (as necessary)
- Provide in-house coverage education sessions (as necessary)

Analytical Services

- Develop benchmarking data on costs, retentions and limits
- Perform loss forecasts and accrual analysis
- Perform risk retention analysis

- Provide program comparison and cash flow modeling
- Provide cost of risk allocation strategies (as necessary)
- Perform collateral reduction analysis (as necessary)
- Administer merger and acquisition analysis (as necessary)
- Catastrophic claims investigation

Coverage Analyses

We will provide you with a full review of current policies to ensure that the broadest terms and conditions in the marketplace are included in your coverage. We will provide you with a policy summary by line of coverage highlighting essential terms and conditions. We will also identify any shortcomings in your policy coverage and advise you of solutions to mitigate those issues. Our local and national claims advocacy group will work closely with you to resolve any coverage disputes between you and your insurers.

The following is a summary of the day-to-day services and support that USI will provide Granbury ISD. This is a fluid list, so we expect to adjust this once we better understand your operations, internal resources, and priorities.

Service	Our Commitment to Excellence
Certificates of Insurance	▪ 24 hours or less turnaround with 100% accuracy ▪ Request information form design/review ▪ InsurLink tool made available to GISD for self-service certificate issuance, if desired
Auto ID Cards	▪ Immediate turnaround time with 100% accuracy ▪ Overview of State requirements
Client Inquiries	▪ Account manager available all business hours/days by phone and/or email ▪ Immediate response to any inquiry
Open Items Review	▪ Bi-monthly, monthly, or quarterly conference calls ▪ Establish realistic due dates ▪ 100% closure of open items by due date
Market Updates	▪ Real-time ongoing updates ▪ Formal semi-annual update report and impact analysis ▪ Legislative and industry updates provided ▪ Seminars, workshops, webinars on timely issues and information
Stewardship Meeting	▪ 180 days in advance of client's renewal ▪ Strategic discussion ▪ Program and market analysis ▪ Placement objectives, success metrics, and timeline ▪ Presentation of formal report on past years' accomplishments and activity as well as future strategy and objectives
Accrual Analysis	▪ Provide quarterly assessments of liability accruals ▪ Determine appropriate level of funding ▪ Annual projection provided for audit ▪ Cost allocations as needed
Program Documentation	▪ Performance metrics for carrier issuance ▪ All program documents issued by carrier within 60 days ▪ Delivered to client within 30 days of receipt ▪ Thorough review with 100% of corrections identified prior to delivery ▪ All corrections requested from carrier immediately after review of documents
Underwriting Database and Manual	▪ Risk Management is provided with an underwriting database which can be maintained in the InsurLink client portal, if desired. ▪ Upon completion of each renewal cycle, a program manual is prepared and presented to GISD which includes details on every aspect of every policy including

Service	Our Commitment to Excellence
	limits, retention, terms, conditions, and pricing. This will also be available in the InsurLink client portal if desired.
Consultative Support	▪ We are committed to supporting GISD to the extent that we would be available for advice and counsel to ensure that your program performs optimally
Contractual Liability Review	▪ Review current contractual practices ▪ Develop a contractual checklist outlining standard and special provisions ▪ Review all contracts as provided by GISD, for appropriateness of coverage and hold harmless agreements
Premium Invoicing and Payment	▪ Within 48-hours of finalizing terms ▪ 100% accuracy, detailed cover letter ▪ InsurLink tool made available for electronic payment of agency-billed invoices ▪ Submit payment to carriers on behalf of GISD

Client Engagement Process – USI's Consultative Approach

Our client engagement process will be the cornerstone of our commitment to great service, successful marketing, and creative solutions. We will invest significant time and resources into understanding GISD and creating a close working relationship. The following graphic details our high touch, high impact client engagement model. From the very beginning of our relationship to the final presentation of your insurance program, we will follow the client engagement process to ensure that quality never diminishes.



Communication is the centerpiece of this process. Our team is motivated to understand your business, anticipate your needs, suggest unique solutions, and consistently deliver outstanding service. We will work collaboratively with GISD, acting as an outsourced Risk Management team. This close working relationship will allow us to achieve optimal results on your behalf.

- **Review** and evaluate current insurance programs
- **Assess** environment and business operations
- **Identify** full range of current and emerging business risks
- **Plan** and develop client service management strategies
- **Deliver** "best in class" services consistent with agreed-upon objectives
- **Review** performance and continually optimize plan to increase value

We define our services by first understanding your needs. Our first step, if appointed as your broker, will be to meet with GISD to better understand your business, operations, goals, objectives, and the metrics that will be used to measure success. Then our team will work with you to assess how well risks are currently managed by the business units, the likelihood and projected magnitude of each risk, and how they might impact not only the individual business units but also the rest of the organization.

At the beginning of our partnership with GISD, our team of professionals meets regularly with you. We believe regular meetings are important to address ongoing and changing exposures, and frequent communication enhances our ability to satisfy your business needs.

Throughout the insurance cycle, USI engages in several key meetings with our clients as detailed in the following table.

Strategy and Goal Setting Meeting	Renewal Strategy Meeting	Renewal Proposal Meeting	Stewardship
▪ Identify client business goals, risks, costs of risk trending, and market outlook ▪ Set risk management goals and address: – Pre-loss mitigation – Risk finance – Post-loss cost containment – Align client risks/ concerns with USI resources	▪ Review exposures, loss history, historical pricing, and policy wordings/exclusions ▪ Review market conditions for each line of business ▪ Review analytics, as needed, including forecasts, stratification, retention, collateral, CAT modeling, benchmarking ▪ Set specific goals and options desired for each renewal ▪ Develop a marketing and negotiation strategy ▪ Establish a timeline and team assignments for execution	▪ Present renewal quotations and available options ▪ Explain the advantages and disadvantages of each option, including cost/benefit analysis ▪ Provide analysis of collateral and cash flow impacts of each option ▪ Provide USI's comprehensive recommendations with supporting analysis	▪ Review goals established for the year and progress made on each ▪ Review continuing objectives and plans with timeframes for completion ▪ Obtain client feedback on what went well and areas where improvement is needed ▪ Plan risk identification and assessment update for completion and review at the strategy and goal setting meeting

Keeping Abreast of Regulatory Issues & Trends Affecting the Company

USI team members stay abreast of changes and developments in the marketplace through regular and on-going conversation with carriers, underwriters, and other marketplace professionals; subscriptions to industry-specific periodicals and publications; continuing education courses, webinars, and seminars; and membership and participation in industry-related groups, professional societies, and trade associations.

We receive changes in pricing and underwriting guidelines directly from the carriers themselves. We augment this information with insights on claim or loss trends impacting appetite or discretionary pricing factors gleaned through the conversations we have with — and feedback we receive from — the clients we insure and renew annually.

Cutting Edge Research to Stay on Top of Industry Trends

Your dedicated service team will keep GISD apprised of new and emerging developments we believe will create opportunities or challenges for you with respect to your risk programs, including concerns related to the relative financial condition of the insurers with whom we and our clients do business.

We will disseminate this information to you using an array of media based on your preference, including phone, email, web, white papers, and seminars. These communications will address topics such as risk management techniques, the state of the market, carrier solvency, new products, legislative and regulatory changes, emerging torts, and best practices.

In addition, USI also offers an "**Executive Insights**" landing on our website which has articles on various topics across lines of business and lines of coverage that are timely and of interest. These articles – and the most recent "**Market Outlook**" with expert analysis on challenges, industry trends, and solutions for organizations across the P&C market – can be found at: https://www.usi.com/executive-insights/executive-series/.

Our Risk Control Service Team provides several **white papers and webinars** per year on the status of the insurance industry, industry-specific trends, risk optimization topics, alternative program structures, and other topics. These webinars are free of charge to clients and non-clients, and typically considerable time is allotted for a question and answer period.

Your team will have access to all this information and will pass on items that are relevant or of interest to you.

USI follows the news and collects information from markets and regulators on new developments in their respective lines of business. They produce risk advisories on new developments that are communicated to all team members when released. Your team will have access to all this information and will pass on items that are relevant or of interest to you.

As part of our ongoing service dialogue with GISD, we will discuss market developments, underwriting trends, the litigation environment, and other matters impacting the availability and cost of insurance coverage. At our annual pre-renewal strategy meeting, we typically have a detailed discussion of the current state of the insurance market and relay our thoughts and recommendations regarding coverage structure. Throughout the course of the year, we update our recommendations and provide additional observations based on current developments in the insurance market and the changing needs of GISD. We forward industry commentary and articles of interest to our clients on a regular basis.

We gather market information from our own experience in placing similar risks, by participating in various industry organizations (i.e., Risk & Insurance Management Society and CPCU Society) and through internal resources.

USI also uses a host of external sources to keep up to date including:

- A.M. Best (Bestwire Services)
- Advisen
- Bisys
- Carrier Notices
- Dow Jones Newswires
- Insurance Newlink.com
- Lloyd's Broker Market Update
- Roughnotes, including IMP (Insurance Marketplace)
- Workers' Comp Executive Newsdesk

USI also has a centralized resource, Market Management team, which provides the field with market security recommendations based on financial and other relevant information that is available at the time of placement. USI is not a guarantor of the solvency of insurers with which its agents place business. The goal is to use all reasonable measures to do business with financially healthy insurers.

Our core services include:

Core Services	
Broker Service for "Leading Edge" Risk Management	▪ We are your outsourced risk management unit: ▪ Helping protect assets, reduce liability, and lower your cost of risk ▪ Customizing protection that benefits your bottom line ▪ Working closely with you to ensure we clearly understand your risk tolerance and financial goals ▪ Helping you make better decisions about risk via our research and analytics team ▪ Providing cutting-edge solutions and market clout for best-in-class results
Risk Management Services	Managing risk by identifying and controlling potential sources of loss is the most effective strategy to protect your business and control insurance costs. We will identify and analyze your company's risks and then find solutions to help you eliminate or minimize them. We quantify risk to let you weigh the trade-offs between risk assumption and risk transfer. Also, we evaluate risk-funding options, such as deductible plans, retrospectively rated programs, captive insurance subsidiaries, and qualified self-insurance. Services we offer include:

Core Services	
	▪ Risk identification and assessment ▪ Enterprise risk management ▪ Insurance procurement ▪ International risk management/global solutions ▪ Claims management services ▪ Contract review ▪ Risk retention analysis ▪ Certificate management (1st and 3rd party) ▪ Property catastrophe modeling ▪ Risk control ▪ Business continuity ▪ Loss forecasting ▪ Captive feasibility and alternative risk solutions ▪ Acquisition and divestiture due diligence ▪ Surety services ▪ Property protection engineering ▪ Environmental consulting
Insurance Services: Property and Casualty Placement	We will provide you with access to worldwide insurance markets and the leverage needed to fully represent your interests with strong underwriters. We have the financial clout to secure the pricing and terms that align with your financial goals. Our partnerships with these and other markets are long-term. In addition to daily contact with underwriters and market personnel, we employ full-time marketing teams for workers' compensation, property and casualty, and executive liability coverage. These professionals support our client service teams by maintaining market partnerships, seeking alternative markets for coverage segments, and evaluating traditional and innovative opportunities to reduce overall insurance costs and provide coverage enhancements. You — Granbury ISD — are part of our team interfacing with carriers and building and maintaining a three-way partnership: Insured + Carrier + Broker.
Analytics	The Analytics Practice provides analytical consulting for risk management clients. Services include loss forecasting and accrual studies, collateral reduction analysis, risk retention analysis, program comparisons and cash flow modeling, cost of risk allocation, and risk bearing capacity analysis.
Collateral Optimization	USI understands both an insured's cost to maintain collateral and its effect on an organization from a strategic growth perspective. Utilizing a holistic approach to collateral reduction, USI begins with a collaborative strategy and ends with a mutually agreed collateral instrument. Understanding the "drivers" of collateral, USI can evaluate an insured's risk control strategy, post-loss claims mitigation strategy, and collateral calculation. By combining the financial products and capabilities of our organization with senior management carrier negotiations, our clients can be confident they are achieving the best collateral outcome possible.
Alternative Risk Solutions	Our service team can help the following types of clients: clients that have unique balance sheet issues, exposures to losses that aren't easily addressed in the traditional marketplace, and those willing to consider alternative solutions that go beyond conventional insurance products. USI maintains relationships with all the major Alternative Risk Transfer insurers and reinsurers and meets regularly with them to ensure we are staying current on any new developments. Solutions include captives, integrated risk programs, dual trigger programs, credit enhancement solutions, collateral replacement alternatives, and weather-related products.
Certificate Management System	The USI Account Management team for GISD will handle all certificate related questions, and turnaround time for insurance is within 24 hours, or sooner. Additionally, USI invests in resources to produce secure paperless web-based tools that allows us to electronically communicate with clients. The El Paso office generates thousands of certificates each month, with many requests being on short notice.
Contract Review	Contract review is part of the standard consulting services we provide to our clients. We can analyze leases and vendor contracts, providing recommendations to contain costs and minimize potential impact to the business. Our reviews include scope of work, indemnification, limitations of liability, and insurance requirements. We can provide a draft contract insurance manual breaking out coverage requirements by type of contract — all tied to the scope of work. Our advice will always be from an insurance standpoint and legal advice should be sought as well when dealing with contracts.
Risk Control Solutions	We believe that employees are an organization's most valuable asset. We understand the importance of ensuring employee safety, while maximizing the use of insurance in a cost-effective manner. We normally suggest the following risk control strategies:

Core Services	
	▪ Exposure assessment ▪ Ergonomic evaluations ▪ Business interruption analysis ▪ Business continuing planning ▪ Regulatory compliance ▪ Training on environmental, health, and safety topics ▪ Fleet site safety evaluations and safety training, workplace safety training to mitigate risk, online training through Risk Management Center ▪ Workplace violence workshops ▪ Return to work/modified duty consultation ▪ Seminars and workshops including OSHA courses
Property Loss Control	Fire/life safety assessments – provide regulatory consultation and code compliance review of safety and health programs: ▪ Catastrophe perils modeling ▪ Property valuation services ▪ Emergency planning ▪ Property protection assessments – Anticipate and analyze potential loss areas and develop workable solutions ▪ Coordination of carrier loss control services ▪ Advocacy and cost benefit analyses surrounding carrier loss control recommendations
Claims Advocacy and Consulting	USI offers a comprehensive suite of claim services and is committed to the delivery of responsive advocacy and strategic consultative services with the primary goal of optimizing outcomes in the event of a loss or claim. Our approach blends the attentiveness of expert professionals with seamless access to pan-regional and national resource depth and specialization. Our objective is to complement and support your overall risk management objectives by providing advice and deploying resources to support your risk management objectives: ▪ Assist clients in evaluating claim strategies and maximizing insurance recoveries ▪ Conduct strategic claim reviews on a pre-determined frequency to ensure that insurers and/or third-party administrators are effectively managing claims and aggressively pursuing resolution ▪ Perform quantitative and qualitative loss data analysis including loss triangles, and identify claim trends and opportunities for program improvement ▪ Provide claim advice and assistance as needed, including resolving any claim handling performance issues that may arise ▪ Conduct claim audits to evaluate insurers' and/or third-party administrators' performance relative to claim handling best practices and service specifications ▪ Develop action plans on complex claims, high exposure claims, or high-profile claims and provide claim status reports regularly ▪ Advocate on our client's behalf on all coverage issues including reservation of rights and coverage denials ▪ Assist in the timely resolution of the claim including negotiating coverage issues and, if necessary, escalating the matters with senior management at the carrier ▪ Monitor claim reserving practices and negotiate claim reserve levels to reflect probable ultimate outcome
Surety	Our National Surety Practice consists of approximately 80 commercial and contract Surety professionals operating in 20 office locations across the country. Our bond clients range from small companies with miscellaneous bonds to corporate Surety programs for Fortune 500 companies both domestically and internationally — across all industry segments including business material companies.

Beyond the normal property, liability, and automobile exposures, we offer placement of these critical coverages:

Additional coverages	
Employment Practices Liability	The relationship between the employer and employee has become increasingly complex, and this has given rise to new insurance coverages to protect the employer. These coverages include wrongful termination, sexual harassment, and other coverages. It is important that you understand your exposure to loss in these critical areas.
Cyber Liability/ Network Security	▪ Inadvertent transmission of a computer virus, Trojan horse, key logger, etc. ▪ Sending an email that crashes another party's network ▪ Failure to prevent unauthorized access to computer systems by a third party or an unauthorized employee ▪ Disclosure of or misuse of confidential information ▪ Allegations of infringement of copyright, trademark, trade name, title, or slogan ▪ Allegations of defamation because of emails, web content, blog, or forum postings ▪ Privacy Liability: Covers liability of the company arising out of the unintentional and unauthorized disclosure or loss of non-public personal information or confidential corporation information in any format ; this provides protection against a violation of any privacy regulations including the HITECH Act, HIPAA, GLBA, and Massachusetts 201 CMR 17 or the failure to comply with the company's own privacy policies ▪ Internet Liability: Damages arising when your internet service provider goes down or is hacked ▪ Web Content Liability: Damages and defense costs arising from claims of libel, copyright or trademark infringement, or defamation; damages to a website by a hacker or disgruntled employee ▪ Electronic communications: Damages and defense costs arising as a result of electronic communications, such as breach of confidence or infringement of any right to privacy, intellectual property rights, or any statutory duty (Example: some states now require notification to those affected by a loss of private information and provision of credit monitoring services at your cost) ▪ Intangible assets: Damages to code, data, etc. ▪ Network extortion threat and reward payments: Reimburses the company for any extortion expense and reward paid by the company as a direct result of network extortion threat
Directors & Officers Liability	This coverage agreement provides protection for the directors and/or officers of the insured corporation against claims resulting from alleged breach of duty, negligence, error, or omission while acting in their capacities as directors and/or officers.
Pollution Legal Liability	This coverage helps mitigate the environmental risks that come with owning or operating a commercial real estate facility or site. We can design a policy to provide coverage for pre-existing unknown conditions, new conditions, on-site and off-site third-party coverage for cleanup costs, bodily injury, and property damage.
Fiduciary	The Employee Retirement Income Security Act of 1974 imposes personal liability on Fiduciaries of employee welfare plans for acts of mismanagement or errors in judgment. This policy will pay on your behalf all sums you become legally obligated to pay as a result of any Wrongful Act. Wrongful Act means a breach of fiduciary duty, including negligence, by you in the discharge of duties as respects Trusts or Employee Benefit Plans.
Professional Liability	This coverage is designed to protect professionals (e.g., agents and brokers) against liability incurred as a result of errors and omissions in the performance of their professional duties.

NATIONAL PROPERTY ANALYTICS & PLACEMENT GROUP

The USI national property analytics and placement group, led by Jeff Buyze, consists of specialists in mono-line property underwriting, analytics, and placement with a strong technical property background. Many of our specialists have decades of experience in underwriting with carriers. Our property specialists are located within our local offices, close to our clients—not in placement hubs, so we can deliver timely solutions that result in a demonstrated financial impact to your organization. When you work with USI, this group is included in your services, and you automatically receive access to the collective knowledge and experience of our local, regional, and national group.

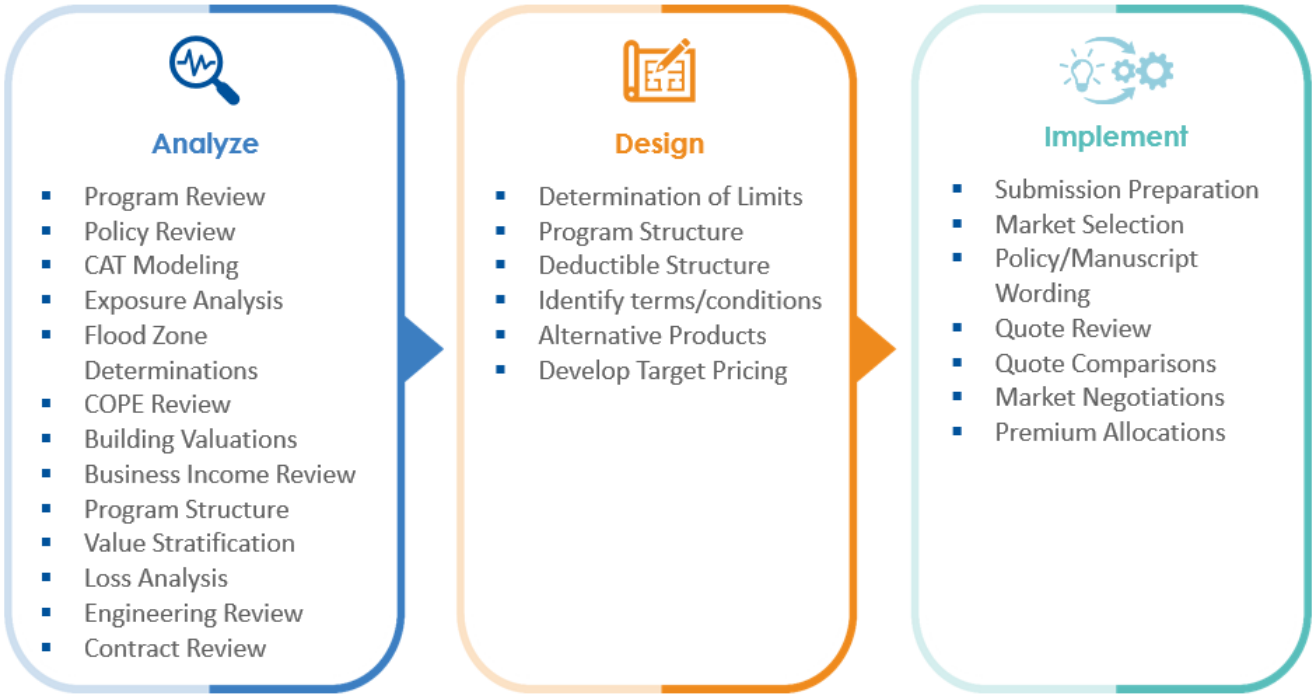
Our Property Analysts & Placement Colleagues Have Expertise In:

- Large property quota-shared and layered programs
- Global property programs
- Excess placements for specific perils like wind, earthquake and flood
- Monoline Terrorism programs
- Builder's Risk programs
- Stock Through-Put programs
- Inland Marine Programs
- Deductible Buy-Downs
- Equipment Breakdown
- Alternative Risk Financing
- Parametric insurance products
- Coverage design and specifications
- Composing manuscript wording for policies
- Review and modification of third-party insurance requirements
- Policy review and comparison
- Review of valuations for buildings, contents and business interruption
- Catastrophe modeling interpretation and guidance
- Exposure analysis for natural catastrophe perils such as flood, earthquake, hurricanes, tornado, hail and wildfire
- Review of COPE data for complete and accurate submissions
- Premium allocations for large schedules of values with multiple entities

How Our Work Benefits Clients

By having our team pre-underwrite your risk with the same tools used at the carriers, we have unmatched insight to design and place your property program around your exposures, your risk tolerance, your budget and your third-party requirements. We review and assess your program every year to ensure it is cost-efficient, adequate for the exposures present, and ready to adapt to evolving market conditions. As the market fluctuates, insurer appetites change, and new products are released in the market. Through our annual review you will be stay apprised of all the activity to make informed decisions to benefit your program. When you are acquiring or divesting assets, we can complete the same process to assist with due diligence or program restructuring after the closing to ensure your limits, retentions, and coverage stays current with your changing risk profile. By having USI complete this process annually, you will have the most current information with the latest strategies to approach any market condition or issue facing your program.

Property Analytics & Placement Process



We provide a comprehensive, thorough review of your property program starting with detailed analytics using the same tools the carriers use to price and underwrite your risk. We conduct this pre-underwriting process internally before any submission is sent into the market, giving you unmatched insight into your exposures, data quality, adequacy of values, program design, losses and risk control measures. Completing this process allows us to design your program using data and analytics, all while contemplating your risk tolerance, third-party insurance requirements, budget and goals. Once complete, our team will provide you with recommendations to lower your total cost of risk or provide options for a more cost-efficient program design, focusing on the items that will provide the largest financial impact to your organization. This process creates a road map for long-term risk improvement, continuously improving upon the data provided while offering alternative strategies for risk transfer.

Our analysis of your program will include the following:

- **Spread of Risk** – Review of concentration of values in geographic areas to determine total values exposed to specific types of losses and identify the appropriate program limits.
- **COPE Review** – Review of data points for construction, occupancy, protection and exposures to evaluate data adequacy and identify areas of improvement for reduction of total cost of risk.
- **Valuation Review** – Analysis of building values and business interruption values for adequacy and alignment with market expectations.
- **Catastrophe Modeling** – Completed for hurricane, earthquake, severe storm (tornado/hail/straight-line winds) winter storm, inland flood, pluvial flood, storm surge, wildfire and terrorism to review probability of loss and premium estimates by peril.
- **Utilization of Secondary Characteristics** – Identify additional building details that would improve catastrophe modeling loss estimates and premium estimates.
- **Loss Analysis** – Completed to determine whether any change in deductibles is appropriate, given past loss experience and potential future exposure.

- **Probable Maximum Loss (PML) and Maximum Foreseeable Loss (MFL) Analysis** – The PML results are used to establish coverage layer breaks and the MFL analysis is used to determine appropriate limits to purchase.
- **Risk Control Recommendation Review** – Completed to identify and prioritize outstanding risk control recommendations made to reduce hazards or mitigate losses.
- **Policy/Coverage Analysis** – A comprehensive review of limits, deductibles, exclusions, conditions, and endorsements to evaluate whether existing coverage is sufficient or should be modified based on the analytics completed.
- **Program Design** – Used to evaluate optimal program structure to obtain cost-efficiency given the analytics, risk tolerance, third-party requirements and budget. Also reviews the potential for alternative products or alternative risk financing techniques.

Property Valuation Services

Assessing your property values is an important step in the renewal process since your coverage and limits purchased are derived from the values you report to the carriers. The cost to repair or replace your buildings and personal property are impacted by inflationary trends factoring in cost of labor, cost of materials, availability of labor and other items. Valuations need to adjust over time to reflect the current cost to repair or replace building or contents should a loss occur. Similarly, your business interruption values, which change as your revenue increases or decreases, need to also be evaluated at least annually or when acquisitions or divestitures occur.

USI uses various software platforms and benchmarks to advise you on property valuations. Whether it be your building values, equipment values, content values or business interruption values, USI has the tools, resources, and experience to keep your values in alignment with market expectations and current replacement cost estimates. Our Property Analytics & Placement group provides the following services to evaluate the adequacy of your property values:

- Reviewing your current statement of values for key data points that factor into the valuation of the building, contents, or business interruption calculations
- Gathering or confirming any missing information through various software platforms, previous appraisals, or previous risk engineering reports completed to assist in developing the correct replacement cost estimates
- Completing a benchmark review of your building, content, and business interruption values
- Utilization of CoreLogic (aka Marshall & Swift) and E2 value valuation software to estimate the appropriate replacement cost
- Assist with completion of Business Interruption and Extra Expense worksheets to evaluate the values reported
- Review pre-emergency and business continuity plans to evaluate their impact on the business interruption values reported
- Provide recommendations for building, contents, and business interruption values based on the analysis completed along with estimated premium change based on current program rates
- Engage with third-party appraisal firms to appraise single locations or multiple locations if needed

Keeping current with valuations and market expectations is a critical component of every renewal. As these replacement cost factors and your revenues change over time, it is critical to review these values every year to ensure your values are adequate, avoiding under-insurance, harmful exclusions, restrictions, or warranties placed on your policy that will result in a lower claim recovery following a loss. USI will complete this review every year to ensure you are reporting adequate values to align with your changing exposures.

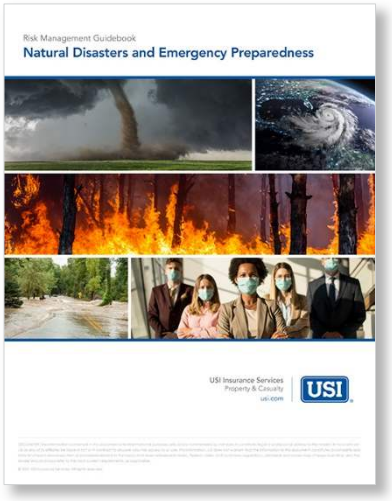
Catastrophe Resources

Our national property claims unit is managed by Mike Gallagher. Together with his team, it is their mission to aggressively advocate our clients' claims on their behalf and take charge in a coordination role from the beginning. In a catastrophe loss situation, the adjusters will initially be overloaded. Whatever we can do to make their job easier, we will do to expedite the process. This includes organizing with the client all the various resources that will be needed at one point or another: emergency contractors, salvors, forensic accountants, independent adjusters, policy holder attorneys and miscellaneous other consultants. We maintain an up-to-date contact list of all adjusters and vendors who we will need to call upon.

Catastrophe Planning

Pre-loss planning, along with specific and well-informed claim advocacy, will help to streamline the adjustment process after a major loss and facilitate the most favorable resolution for our clients. In its simplest form, we take the following steps with a new client and thereafter review annually at renewal and/or strategy meetings:

- Review of policy language specific to client exposures and identify how specific coverage will respond to various CAT scenarios
- Identify and assign an agreeable adjuster and educate that individual on the program structure and exposures prior to loss
- Assist the client in understanding the benefits of aligning with vendors (such as those mentioned above) on a pre-loss basis and the role they can play in aiding their recovery after a major catastrophe
- Identify each member of the claims team and establish protocols for the adjustment process that will follow any major loss



Hurricane (& Flood) Preparedness: A Risk Management Guidebook

If GISD does not currently have a formal hurricane & flood preparedness plan, we will put this together for you. We begin with the captioned base document we can tailor to your needs. We offer the same for flood preparedness. The basics that are addressed include:

- Preparedness outside and inside the building, the emergency response team and the response team equipment and materials
- What to do during the hurricane
- What to do after the storm
- A hurricane checklist
- A recovery/restoration checklist
- Important resources and links

Client Emergency Preparedness Claims Kit

This document is designed to make preparation and claims reporting a smooth and efficient process and includes:

- The USI Office Location Directory – contact information for each USI office
- Claims Reporting Procedures – overview of the claims reporting process
- Insurance Company Claims Reporting Directory – 1-800 numbers for most insurance carriers
- Property Loss Investigation – guideline on managing/facilitating your property loss
- Important Phone Numbers – FEMA, Red Cross, Ready.gov, National Hurricane Center, etc.
- Small Business Administration Information – disaster assistance for businesses of all sizes with basic tips on how to prepare for and obtain financial assistance

- Property Loss Notice and Content Form – blank form that identifies the basic loss information you need to provide to USI and/or your insurance carrier when reporting a claim

Catastrophic Claim Management

It is often said, a broker earns their keep after a major loss. A broker should be expected to do more than report the claim and then follow its progress. We are fully involved in the claim process providing guidance and direction throughout, with the goal of maximizing policy benefits in the most efficient manner possible.

After a loss, our actions include but are not limited to:

- Understanding the specifics of the loss to develop a strategy for both the property damage and time element claims
- Reviewing all applicable policy forms to maximize coverage response while minimizing the impact of sub-limits and deductibles
- Establishing communication protocols to create as much efficiency and specific ownership of roles and responsibilities as possible throughout the adjustment process
- Leveraging our relationships with partners in the claims process (i.e., adjusters, insurers, etc.) to drive favorable results
- Maintaining routine and scheduled calls to follow up on deliverables and assure the process stays on track
- Identifying experts/consultants that can provide professional assistance with documentation and preparation of the formal claim
- Pursuing partial payments
- Submitting the formal claim and addressing questions/concerns with the insurers as to quantum or coverage issues
- Assisting in the negotiation and final settlement

Typical Catastrophic Claim Issues

Most direct physical damage claims are relatively straightforward; however, with CAT events, there are transportation, power and commercial disruptions. There are several additional or extended coverages that have played predominantly in big claim settlements – Civil Authority, Ingress/Egress, Service Interruption and Contingent Time Element or Supply Chain Coverage. It is often difficult to secure documentation supporting claims of these types, so it is important to understand the coverage triggers and what specific documentation will be required by the insurers. Your USI team knows the questions to ask regarding these extended coverages and the specific policy limitations to remove to assure maximum coverage response. As mentioned earlier, this thorough review of policy language will be a key step in our pre-loss planning.

In summary, it is all about being proactive. You cannot stop the wind from blowing but you can plan ahead to protect your properties, deal with the aftermath, get your business back up and running and rapidly collect insurance proceeds. Our USI risk consulting resources are ready to partner with GISD to this purpose

To learn more, please visit USI's **Natural Disaster Planning** page at: https://www.usi.com/natural-disaster-planning/

TECHNOLOGY-DRIVEN RESOURCES

eRisk Hub®

Resources to Help Prevent and Mitigate Network and Privacy Breaches

eRiskHub®

Resources to help prevent and mitigate data, network, and privacy breaches.

How prepared are you?

When should you report a breach?

What help do you need to recover?

Who can help when you have a breach?

- **Breach Coach™** – Our Breach Coach service, staffed by attorneys who are certified privacy professionals, provides immediate triage assistance in the event of a breach.
- **News Center** – The news center keeps you up to date with cyber risk stories, security and compliance blogs, security news, risk management events, and helpful industry links.
- **Data Breach Calculator** – The calculator estimates the cost of a data privacy incident accurately and realistically. It factors in data points like type of data compromised, the location of the data and if this was an organization's first event.
- **Learning center** – The learning center contains best-practices articles and white papers written by leading technical and legal professionals on compliance, network security, privacy, and breach recovery.
- **eRisk resources directory** – From security consultants to PCI (Payment Card Industry) and FACTA (Fair and Accurate Credit Transaction Act of 2003) specialists, to forensic investigators, to eDiscovery specialists, the eRisk resources directory helps you quickly find external resources with deep experience in pre- and post-breach disciplines. Information about their services, pricing, and key personnel is provided.

Risk Management Center

Web-Based Enhanced Safety Resource for Bottom Line Results

Risk Management Center

Web-based portal

Free safety programs

Wellness and health management content

Educational webinars

English and Spanish language

Online training and learning management system

Streaming safety videos

Search feature

Save frequently referenced materials to My content area

- Safety policies and programs.
- Online training and PowerPoints.
- Streaming safety videos, Toolbox Talks, and Learning Management System (LMS).
- **Audits and safety observations** – this mobile feature can organize, create, target, and resolve issues before they become incidents.
- **Certificate of insurance tracking** – turns COI tracking into a desktop function to manage certificates of insurance from all sources. Upload and archive COI, RMC tracks and reviews expiration, coverage limits, and policy detail.
- **Incident/Accident reporting** – generates incident reports, OSHA 300 log, and first report of injury. Track claims costs, near miss and all incident types. Provides trending graphics based on data input and tracks liability, property, environmental and fleet incidents.
- **Safety Data Sheet (SDS) tracking** – this desktop access feature assists with maintaining a chemical database by location, find SDS information online, and print hazard labels.
- OSHA recordkeeping.
- **HR and benefits resources** – includes customizable employee handbooks, recruitment and hiring best practices, training, and so much more.
- **Ask the Expert** – provides direct access to safety professionals.

InsurLink

Our Portal for Client Collaboration and Self- Service Resources

InsurLink powered by Vertafore

- **Certificate issuance** – Our service team will issue certificates of insurance for you. If you need to print a copy of a certificate or would prefer to issue your own certificates, you can use this service to instantly view, print, or email a certificate directly from your computer or mobile device.

Viewing or issuing certificates of insurance Viewing, printing, or emailing Auto ID cards Sharing information	▪ **Auto ID reprint** – View, print or email Auto ID cards. ▪ **Policy information** – Review policies and endorsements and other key program documents. ▪ **Document Sharing –** Post and update Statements of Value, schedules of insurance and similar documents. ▪ **InsurLink** service is at no cost to our clients.

ClaimsLens

Proprietary Claims Aggregation and Trending System

ClaimsLens Web-based solution Library of standardized loss trending reports Ability to create custom reports	▪ Uses individual client data to achieve best outcomes. ▪ **Puts the client in control** and providing enhanced decision-making insights. ▪ **Provides a tailored risk management** program focused on reducing claim frequency and severity, and the client's total cost of risk. ▪ **Demonstrates to insurance underwriters** what makes a client different/better than their peers, ultimately driving better pricing outcomes and reducing future retained losses.

USI Answerlytics™

Cyber & Privacy Liability

USI Answerlytics™ Proprietary cyber solution Designed to reduce exposure to risk Preferred access to cyber risk management providers at discounted pricing	▪ **Threat Identification –** Identifies client vulnerabilities (IT system weaknesses, remote work & mobile device use, managed security services, etc.) ▪ **Pre-Event Risk Management Solutions** – Cyber Answerlytics through USI's network of Answerlytics Curated Providers (ACPs). – Addresses key vulnerabilities; ACPs provide prioritized access to risk management solutions at discounted pricing; ACPs help clients improve cyber hygiene. ▪ **Improved Risk Transfer Terms** – Impact/Benefits (Optimal renewal terms, streamlined cyber procurement process, data and analytics, etc.)

CyberCube Analytics & Benchmarking

The Cyber Answer to CAT Modeling

CyberCube Powerful benchmarking resource State-of-the-art Cloud-based technology 22-question online assessment	**This assessment and resulting report:** ▪ Incorporates a broad sample of insureds. ▪ Uses Monte Carlo iterative modeling to create a sample set. ▪ Provides general observations for guidance. ▪ Offers decision making views for executives. ▪ Delivers rankings relative to industry peers. ▪ Assesses asset exposures, liability exposures, threat vectors, and security exposures.

USI PATH™

Uncover Top Business Risks & Unlock Significant ROI

USI PATH™ Proprietary Risk Control Platform	PATH™ will enable you to gain clear insights with visibility into top loss drivers and impact, including improvement areas by line of coverage that help position ROI and success to improve claims and outcomes.

Proprietary Risk Control Platform Offers indisputable data and a clear view into your industry risk profile	▪ Valuable insights into key loss factors and their impacts through a real-time, interactive experience. ▪ A way to uncover areas of potential improvement for your risk control programs and a path toward better claims results. ▪ Curated vendor solutions with preferred pricing and ROI projections.

USI ONE Advantage®

Business Analytics & Team-Based Consultative Process

 Real time, interactive, dynamic, and evolving, and customized for each client Built in-house by USI Subject Matter Experts A set of customized, actionable, measurable solutions with bottom line impact through cost reduction & coverage enhancement	▪ **O: Omni Knowledge Engine™** – USI's Proprietary Analytics – Omni captures the experience of more than 500,000 clients, thousands of professionals, and over 150 years of business activity through our acquired agencies into targeted, actionable solutions. ▪ **N: Network –** USI's Local and National Resources – Our local and regional experts ensure account team availability, hands-on service, and ongoing diligent follow-through so we can deliver on the solutions we customize for our clients. ▪ **E: Enterprise –** USI's Team-Based Strategic Planning Process – Highly consultative meetings integrate USI's Omni analytics with our broad resource network to build a risk management strategy aligned with client business needs. Our enterprise process is a proven method for identifying, quantifying, and minimizing client risk exposures.

Web-based Communications

 Can be accessed on our public website **www.usi.com**	▪ Client Advisories ▪ White Papers ▪ Webinars ▪ Industry-Specific knowledge and case studies ▪ **Executive Insights –** Explore your specific needs and discover customized solutions ▪ **Market Outlook –** Provides updates on insurance market changes over the past several months and forecasts trends

DISCLOSURES

CONFIDENTIAL AND PROPRIETARY: This document and the information contained herein is confidential and proprietary information of USI Insurance Services LLC. Recipient agrees not to copy, reproduce, or distribute this document, in whole or in part, without the prior written consent of USI. Estimates are illustrative given data limitation, may not be cumulative, and are subject to change based on carrier underwriting.

© 2026 USI Insurance Services LLC. All rights reserved.

Compensation Disclosure

Information Concerning Our Fees

As a licensed insurance producer, USI is authorized to confer with or advise our clients and prospective clients concerning substantive benefits, terms or conditions of insurance contracts, to sell insurance and to obtain insurance coverages for our clients. Our compensation for placement of insurance coverage, unless otherwise specifically negotiated and agreed to with our client, is customarily based on commission calculated as a percentage of the premium collected by the insurer and is paid to us by the insurer. We may also receive from insurers and insurance intermediaries (which may include USI affiliated companies) additional compensation (monetary and non-monetary) based in whole or in part on the insurance contract we sell, which is contingent on volume of business and/or profitability of insurance contracts we supply to them and/or other factors pursuant to agreements we may have with them relating to all or part of the business we place with those insurers or through those intermediaries. Some of these agreements with insurers and/or intermediaries include financial incentives for USI to grow its business or otherwise strengthen the distribution relationship with the insurer or intermediary. Such agreements may be in effect with one or more of the insurers with whom your insurance is placed, or with the insurance intermediary we use to place your insurance. You may obtain information about the nature and source of such compensation expected to be received by us, and, if applicable, compensation expected to be received on any alternative quotes pertinent to your placement upon your request.

APPENDICES

APPENDIX I – KEY USI TEAM MEMBER BIOS

Meet the Team

CORE AND RESOURCE TEAM



Phillip Briscoe
Property & Casualty Consultant
El Paso, TX
Direct: 915.534.9412
phillip.briscoe@usi.com
Years of experience: 15+
With USI since: 2015

Phillip is a commercial insurance Property & Casualty Consultant with USI Southwest where he is responsible for account management, servicing, carrier negotiations, and direct placement of insurance coverages. His focus is on the Public Entity sector. Phillip has over 15 years of sales and insurance experience and has a comprehensive background in Property & Casualty insurance. He has been with USI since 2015.

Prior to joining USI, Phillip graduated with a Bachelor of Business Management degree and successfully managed his own business and a large manufacturing company. He is currently working on receiving his CIC designation as well as the ARM-P designation.

Phillip has been successful in helping to develop and grow our business prospects in the region, as well as serving on many boards that focus on helping the El Paso community and shaping the future of El Paso and the region.



Marcela Garcia
Commercial Lines Account Manager
El Paso, TX
Direct: 915.534.9461
marcela.garcia@usi.com
Years of experience: 20+
With USI since: 2002

Marcela is a Senior Account Manager with the USI commercial lines team located in El Paso, Texas. She joined the agency in 2002 as a Commercial Insurance Specialist. In her current role, she handles large commercial accounts with an emphasis on public entities, private schools, and distributors.

She has earned the Certified Insurance Service Representative designation and is working towards adding additional certifications to her career in insurance.



Colleen MacCrory
Regional Casualty Analyst
Houston, TX
Direct: 713.490.4796
Mobile: 832.423.5812
colleen.maccrory@usi.com
Years of experience: 14+
With USI since: 2023

Colleen MacCrory is a Regional Casualty Analyst out of the Houston, Texas office. She has over 14 years of industry experience and joined USI in 2023. She is responsible for program design, casualty analytics, and marketing of major accounts.

Prior to USI, Colleen began her career at Travelers Insurance Company as a Middle Market underwriting trainee in 2012. In 2017, she transitioned to their risk management National Accounts division where she underwrote bundled and unbundled large retention programs. While in National Accounts, she was responsible for several Fortune 100 casualty programs in a variety of industries.

She earned her BBA in economics and marketing, and a minor in mathematics from Baylor University in Waco, TX.

CORE AND RESOURCE TEAM



Jason Woodbury
Senior Vice President,
Regional Property Leader
Houston, TX
Direct: 713.490.4662
Mobile: 832.471.7327
jason.woodbury@usi.com
Years of experience: 30+
With USI since: 2020

Jason joined USI in 2020 as the Regional Property Leader for USI's Southwest Region. Jason has over 30 years of commercial property underwriting and placement experience. He is responsible for oversight, thought leadership, and alignment of USI services and solutions for property coverages for our clients.

Jason began his insurance career in 1996 as an underwriter for Liberty Mutual in their HPR/Property Special Risk unit in Dallas, TX. Focused on large real estate and manufacturing risks, Jason spent six years with Liberty Mutual in Dallas and Houston growing a multi-million-dollar premium book of property business. In 2002, Jason left the industry to pursue a lifelong dream of playing golf professionally. Jason returned to the property insurance arena in 2003 in Houston as a senior underwriter for CNA Insurance in their Large Property division, working on large real estate, healthcare, and manufacturing risks.

In 2005, Jason left CNA to become a property wholesale broker for CRC Insurance Services in Houston, TX. Jason spent the next 12 years working on a team that placed more than $20,000,000 in wholesale property premium annually, located mostly in hurricane-prone and flood-prone areas along the USA Gulf Coast. In 2017, Jason left CRC to help open the Houston brokerage office for Risk Placement Services, Inc. and continued with Risk Placement Services until September 2020 when he joined USI.

Jason is a 1996 graduate of the University of Wisconsin – Eau Claire with a Bachelor of Business Administration double-major in Marketing and Management.



Mike Rogers, AIC
Claims Manager
El Paso, TX
Direct: 915.534.9463
Mobile: 915.345.7165
mike.rogers@usi.com
Years of experience: 34+
With USI since: 1992

Mike Rogers is currently the Claims Manager for USI in the Austin and San Antonio, Texas locations. He has been performing claims advocacy and risk consulting services to commercial clients ranging from public entities to publicly and privately-held organizations for all types of claims for over 34 years.

Prior to coming to USI, he worked for Employers Casualty as a Claims Specialist, where he handled property, automobile, general liability, and workers compensation claims for clients spanning a wide variety of industries, municipalities, and school districts.

Since joining USI in 1992, he has performed claims advocacy and administration services for many non-subscriber programs, including what is believed to be the first true insured non-subscription program in Texas. He also has vast knowledge of the Texas Workers' Compensation Act, having been actively involved in several legislative and task force initiatives involving proactive changes in the Act.

Mike regularly provides training to our clients on a variety of risk management topics. He is proficient in data analytics where he generates recommendations to assist clients in reducing their overall cost of risk. His skill of effectively interpreting insurance policies have resulted in the reversal of many claim declinations.

A graduate of the University of Oklahoma, Mike earned a B.B.A. in Real Estate/ Finance with emphasis on insurance. In addition to holding a multi-line Texas Claim Adjuster License and a Local Recording Agent's license, he has earned the Associate in Claims (AIC) designation through the Insurance Institute of America and continues with studies toward the Certified Risk Manager (CRM) designation.

Mike is a graduate of Leadership El Paso class 26 and has served as a member of several local boards of directors, including as President of the Sun Bowl Association (Tony the Tiger Sun Bowl), Hospice of El Paso, local Children's Miracle Network Advisory Board, and the El Paso Center for Children.

CORE AND RESOURCE TEAM



Gregory J. Wilson, CIC, ARM, CRM, CSP
Partner, Southwest Region Risk Control Department Manager
Houston, TX
Direct: 713.490.4551
Fax: 484.652.5139
greg.wilson@usi.com
Years of experience: 28+
With USI since: 1998

Greg Wilson has extensive experience in risk control and insurance risk management, beginning his career at Liberty Mutual in the Loss Prevention department before joining CNA. He later served as Assistant Vice President at a regional insurance broker and, over a decade ago, transitioned to USI's Risk Management Consulting Division to lead Risk Control operations in the Southwest Region.

Greg and his team partner with clients to reduce the total cost of risk across workers' compensation, business auto, property, general liability, and select specialty lines. Prioritizing exposures for loss based on probability and severity, they develop strategies to protect assets and minimize loss. The team also coordinates safety and health services with insurance carriers and delivers innovative risk management and loss prevention solutions to diverse industries.

Greg holds a Bachelor of Science in Biology from Syracuse University and professional designations including Certified Insurance Counselor (CIC), Associate in Risk Management (ARM), Certified Risk Manager (CRM), and Certified Safety Professional (CSP). He frequently conducts client management training, webinars, teaches risk management principles for The National Alliance's CRM program, and contributes to industry standards through roles such as revising CSP/ASP exams for the Board of Certified Safety Professionals. Greg has served on multiple boards, including the Syracuse University Alumni Board, and as president of the Houston Syracuse University Alumni Chapter achieved national recognition for program excellence under his leadership.



Tim Losie
Partner, Senior Vice President & Regional Practice Leader, Executive & Professional Risk Solutions (EPS)
Houston, TX
Direct: 713.490.4627
tim.losie@usi.com
Years of experience: 26+
With USI since: 2016

Tim joined USI's Executive & Professional Risk Solutions (EPS) group in 2016. In his current role, he leads the Southwest Region EPS team, which focuses on the placement and servicing of USI's clients' management liability, professional liability, crime, and cyber coverages. As a super-regional leader, he also oversees the EPS efforts in the West and Northwest regions. Since joining USI, Tim has been recognized as a Power Broker® by industry publication Risk & Insurance®.

Prior to joining USI, Tim worked in these lines of coverage for nearly 16 years, most recently managing a 12-state region for one of the largest underwriters of management liability insurance in the United States. Tim also spent time as a broker in Aon's Financial Services Group in Denver, an underwriter at one insurance carrier and a claims adjuster at another, both in New York City. The breadth of his background gives him unique insight into both clients' and insurers' needs.

Tim earned an M.B.A. at The McCombs School of Business at The University of Texas at Austin and a bachelor's degree in economics at Ohio University in Athens, Ohio. Tim is an alumnus of the Andrew Beazley Broker Academy at Lloyd's (London). He is an active member of the Professional Liability Underwriting Society (PLUS).

Outside of the office Tim has volunteered his time as a mentor for Big Brothers Big Sisters, has participated in the building of multiple houses for Habitat for Humanity and is a regular participant in the USI Gives Back philanthropic efforts.

Tim grew up Michigan and Ohio and lived throughout the U.S. before moving to Houston. He has a passion for hi-fi audio/vinyl records, and he most enjoys simply spending time with his wife and two daughters.

CORE AND RESOURCE TEAM



Merry Davis, CPCU
Partner, Senior Vice President, Executive & Professional Risk Solutions (EPS)
Houston, TX
Direct: 713.490.4583
merry.davis@usi.com
Years of experience: 35+
With USI since: 1991

Merry is a Senior Vice President in the Executive & Professional Risk Solutions (EPS) group of the Southwest region of USI. Located in Houston, she has over 35 years of experience in the field of management liability insurance. As part of the EPS team, she focuses on policy analysis, program design, and marketing of our clients' executive liability coverages.

Merry began her career with a predecessor of USI in 1991 as an underwriter for our IBAT Bond Trust program, which was a captive that insured community banks in Texas for their Fidelity Bond, Directors and Officers Liability (D&O), and related insurance coverages. Merry was appointed a Vice President in 2001 and continued to manage the IBAT Bond Trust captive. In 2007, Merry joined the EPS practice where she represents our clients for their D&O, Cyber, and other executive liability insurance needs. Her experience includes design and placement of executive lines for complex private companies, public companies, IPOs, and reverse mergers. She also performs due diligence for clients working on acquisitions.

She is a graduate of The University of Texas at Austin, where she received a BBA in Risk Management and Insurance/Finance in 1990. She received her Chartered Property Casualty Underwriter (CPCU) designation in 1999.



Glynis Priester, CPCU
Senior Vice President, National Practice Leader Environmental Practice
Direct: 703.932.8332
glynis.priester@usi.com
Years of experience: 34+
With USI since: 2005

Glynis Priester is Senior Vice President and National Environmental Practice Leader for USI Insurance Services. Experienced in the insurance brokerage industry since 1992, she also has over 34 years of specializing in environmental insurance placement and risk management.

One of her primary specializations in environmental risk includes merger and acquisition work, supporting the environmental due diligence process of private equity firms and law firms from the perspective of environmental risk management and risk financing. She has also designed environmental risk management strategies for power and utility as well as energy customers.

Glynis also specializes in real estate risk including complex Brownfield redevelopment projects and large real estate portfolios, including mold liability exposures. She also focuses her efforts on developing risk-financing solutions for large, complicated environmental problems involving mega-Superfund liabilities, significant natural resource damage matters, or ongoing toxic tort liabilities.

Glynis was recognized as an "Environmental Industry Power Broker" by Risk & Insurance Magazine most recently in 2016, as well as 2007, 2008, and 2009. Other significant accomplishments include structuring the first environmental insurance cap policy for a portfolio of more than 80 power-generating assets acquired by a private equity firm in 1999 and again in 2000 for a portfolio of seven large coal-fired plants. She also developed an insured-fixed price program on behalf of many stakeholders for a complicated New York mixed residential and commercial brownfield project.

Glynis received her bachelor's in Government and Politics (1987) from the University of Maryland, College Park, Maryland. She also earned her Chartered Property Casualty Underwriter (CPCU) designation in 1992.

CORE AND RESOURCE TEAM



Matt Erskin
Senior Vice President, Regional P&C Markets Leader
Houston, TX
Direct: 713.490.4563
Mobile: 504.450.7931
matt.erskin@usi.com
Years of experience: 16+
With USI since: 2021

Matthew joined USI in Fall of 2021 as Senior Vice President and member of the Regional Senior Leadership Team. He maintains responsibilities for strategic relationships with all carriers and $1.5B in annual premium placements.

Matthew began his insurance career at Travelers Insurance in New Orleans as a Commercial Underwriter and was promoted to Managing Director for Louisiana and Arkansas in 2017. Most recently he transitioned as Managing Director for South Texas with Travelers in March of 2020.

Matthew currently serves as a Board Member for the IICF and a Council Member for the University of Houston Downtown Risk Management Program. He earned his B.S. in Physiology (2008) from the University of New Orleans and his M.B.A. (2010) from Louisiana State University.



Robb Pridemore, CRM, CSRM, CIC, AAI
President
El Paso, TX
Mobile: 915.534.9710
robb.pridemore@usi.com
Years of experience: 29+
With USI since: 1997

Robb Pridemore is the President and a Commercial Lines Insurance Advisor at USI, located in the El Paso, Texas office. He joined the agency in January of 1997 and has clients among a variety of different industries with an emphasis in public entities.

Robb attended the University of Texas at El Paso on an academic scholarship and graduated with a B.B.A. in Finance.

He has served with many civic and philanthropic organizations such as the Leadership El Paso Program with the Chamber of Commerce, Big Brothers, and the UTEP Alumni Association. Robb has earned the designations of Accredited Adviser in Insurance (AAI), Certified Insurance Counselor (CIC), Certified School Risk Manager (CSRM), and Certified Risk Manager (CRM). Robb holds a risk managers license and is licensed to do business in multiple states.

APPENDIX II – TPS QUOTE

Quality Since 1983

TEXAS POLITICAL SUBDIVISIONS

JOINT SELF INSURANCE FUND

"Complete Workers' Comp and Property/Casualty Solutions"

P.O. Box 803356 • Dallas, Texas 75380-3356

800-588-0013 • 972-361-6300 • www.tpspool.org

To: Phillip Briscoe

Agency: USI Southwest, Inc. - El Paso 3

Date: June 10, 2026

Reference: Granbury ISD

Property/Casualty Proposal

09-01-2026 to 09-01-2027

(Proposal is valid until: 12:01AM on September 01, 2026)

Dear Phillip Briscoe:

Based upon the information received, we are pleased to offer the attached proposal. Please review and advise if you have any questions.

The contract has Crisis Management (Workplace Violence) Coverage. This is a coverage we provide to our Members at no additional cost. In addition, Cyber Liability Coverage has been included. However, due to the increased cost of Cyber Liability Coverage, there will be a charge added to the General Liability Contribution. Please refer to the Crisis Management & Cyber Liability attachments for coverage details.

To bind coverage we will need you to complete our New/Renewal Binder, prior to inception date.

We appreciate the time you have invested in answering our questions and providing information necessary for preparation of this proposal. Thank you for giving us the opportunity to serve you. We look forward to working with you on this account.

Sincerely,

Chrystal Bradford

Chrystal Bradford
Senior Underwriter
Office: 972-360-6311
chrystal.bradford@tpspool.org

SUMMARY OF PROPOSAL

Granbury ISD

09-01-2026 to 09-01-2027

COVERAGE	DEDUCTIBLE	TOTAL CONTRIBUTION
General Liability	Various See Proposal Page	$7,364
School Board Legal Liability	$10,000 Per Claim	$20,720
Law Enforcement	$5,000 Each and Every Claim	$7,780
Auto Liability	Various See Proposal Page	$37,370
Physical Damage	Various See Proposal Page	$32,202
Garagekeepers	Various See Proposal Page	$354
Property	Refer to Property Proposal	$643,877
Electronic Data, Media and Hardware	$5,000 Per Occurrence	Included
Contractor's Equipment	$2,500 Per Occurrence	Included
Musical/Band Instruments & Uniforms	$1,000 Per Occurrence	Included
Audio/Visual	$1,000 Per Occurrence	Included
Miscellaneous Equipment	$1,000 Per Occurrence	Included
Equipment Breakdown	$10,000 Per Accident	Included
Crime	Refer to Crime Proposal	$1,491
Cyber Liability	Refer to Highlights	$10,016
Crisis Management	Refer to Highlights	Included at no charge
Foreign & Domestic Terrorism	$10,000 Per Occurrence	Applies to Property coverage only
	Total Contribution	**$761,174**

SPECIAL CONDITIONS:

****Effective at renewal, the Property Coverage Document will be updated to include several coverage enhancements. A Sample copy and summary of these changes will be provided with the proposal.***

Crisis coverage is contingent upon receipt of updated SOV prior to binding. (Only locations listed in SOV are covered except as it relates to an off-site event.) Newly acquired/constructed locations should be reported to TPS as soon as possible.

Please note: Locations may be vacant, provided that fire protection, security, and alarm services are maintained at all times. Additionally, the following perils are excluded on "Vacant" buildings:

·Vandalism;

·Sprinkler leakage;

·Building glass breakage;

·Water damage; and/or

·Theft or attempted theft.

A completed and signed renewal Cyber application will be required upon binding.

Pricing contemplates TPS writing all lines of coverage quoted.

This proposal shall automatically expire as of the effective date.

Coverage must be bound prior to the inception date and all contributions are due according to the terms of our billing invoice.

Commission percentage is the standard 10% of the overall premium.

TEXAS POLITICAL SUBDIVISIONS JOINT SELF-INSURANCE FUND

GENERAL LIABILITY

Granbury ISD

09-01-2026 to 09-01-2027

Proposal

	LIMITS / DEDUCTIBLES
General Aggregate	$1,000,000
Products & Completed Operations Aggregate	$1,000,000
Each Occurrence	$1,000,000
Personal & Advertising Injury	$1,000,000
No Deductible Applies to the Above	
Fire Damage to Rented Premises	$100,000
Employee Benefits (Not Claims-Made)	Included in General Liability Each Occurrence Limit of Self-Insurance
Employee Benefits Aggregate	Included in General Liability General Aggregate Limit of Self-Insurance
Employee Benefits Deductible Limit	$1,000
General Liability	$7,364
Cyber Liability	$10,016
Total Contribution	**$17,380**

INCLUDED COVERAGES	EXCLUDED COVERAGES
Occurrence Form	Employee-Related Claims
Bodily Injury	Polution
Property Damage	Asbestos
Personal Injury	Coverage for:
Advertising Injury	All Hospital Operations
Additional Coverage for:	Contractors
Elected and Appointed Officials	Law Enforcement Professional Liability (including security guard operations)
Members of Boards or Commissions	School Board Legal Liability
Employees & Volunteers	
	Terrorism
Incidental Medical Malpractice	Mold
Employee Benefits Liability	
Corporal Punishment	

Applicable Addenda:
107, 107a, 130, 139, 140, 141

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

In response to HB 4623, TPS has crafted an addendum to the General Liability Coverage Document that specifically addressesChapter 118 claims. Addendum # 141- Exclusion of Chapter 118 Claims will be a mandatory addendum effective7 /1/26. Thisaddendum specifically excludes claims pursuant to Chapter 118 claims from COVERAGE A. BODILY INJURY AND PROPERTYDAMAGE LIABILITY, and COVERAGE B. PERSONAL INJURY AND ADVERTISING INJURY LIABILITY. A copy will be providedwith the proposal.

TEXAS POLITICAL SUBDIVISIONS JOINT SELF-INSURANCE FUND

SCHOOL BOARD LEGAL LIABILITY

Granbury ISD

09-01-2026 to 09-01-2027

Proposal

Limits of Self-Insurance	
Annual Aggregate	$1,000,000
Per Claim	$1,000,000
Per Claim Deductible	$10,000
Retro Date	None - Full Prior Acts
Total Contribution	**$20,720**

HIGHLIGHTS	EXCLUDED COVERAGES	CONDITIONS of PROPOSAL
Claims-Made Coverage Defense costs in additions to limits Pays on Behalf of Duty to Defend 60 Day Notice of Cancellation Sexual Misconduct Limited Non-Percuniary Defense	Punitive or Exemplary Damages Student-Student Sexual Abuse	Coverage must be written in conjunction with General Liability coverage.

Applicable Addenda:
405, 406

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

In response to HB 4623, TPS has crafted an addendum to the School Board Legal Liability Coverage Document that specificallyaddresses Chapter 118 claims. Addendum # 406-Chapter 118 Addendum will be a mandatory addendum effective 7/1/26. Thehighlights are:·Defines Chapter 118 claims and adds those claims to the list of Exclusions .·Provides a sublimit of $500,000 perClaim, and an Aggregate of $1,000,000, including Defense Expense. A copy will be provided with the proposal.

TEXAS POLITICAL SUBDIVISIONS JOINT SELF-INSURANCE FUND

LAW ENFORCEMENT LEGAL LIABILITY

Granbury ISD

09-01-2026 to 09-01-2027

Proposal

Limits of Self-Insurance	
Maximum Limit of Self-Insurance Each Claimant:	$1,000,000
Maximum Limit of Self-Insurance, Each Law Enforcement Occurrence:	$1,000,000
Maximum Aggregate Limit of Self-Insurance, all Claims for all covered Law Enforcement Occurrences	$1,000,000
Deductible (each and every Claim)	$5,000
Total Contribution	**$7,780**

HIGHLIGHTS	EXCLUDED COVERAGES	CONDITIONS of PROPOSAL
Pays of behalf of Occurrence Duty to Defend Defense costs in addition to limits Broad definition of Covered Party Wrongful Acts including Civil Rights 60 Day Notice of Cancellation	Intentional Acts Punitive Damages	Coverage must be written in conjunction with General Liability coverage.

Applicable Addenda:

702

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

AUTOMOBILE

Granbury ISD

09-01-2026 to 09-01-2027

COVERAGE	LIMITS	DEDUCTIBLE
Liability:		Combined BI & PD
BI - Each Person	$ 100,000	$ 5,000
BI - Each Accident	$ 300,000	Each Accident
PD - Each Accident	$ 100,000	
Collision	Actual Cash Value	$2,500
Comprehensive	Actual Cash Value	$2,500
GKLL Collision	$50,000	
	Actual Cash Value	$2,500
GKLL Comprehensive	$50,000	
	Actual Cash Value	$2,500
	Max Any One Event	$12,500
HIRED Collision	$50,000	$2,500
HIRED Comprehensive	$50,000	$2,500

	Contributions:
Liability	$37,370
Physical Damage	$31,679
Garagekeepers	$354
Hired Car Physical Damage	$523
Total Contribution:	**$69,926**

HIGHLIGHTS	**EXCLUDED COVERAGES**	**CONDITION of PROPOSAL**
60 day notice of cancellation Broad definition of Covered Party Hired PhysDam on a EXCESS Basis All owned, hired and non-owned vehicles for liability, including vehicles under long-term lease. Automatic coverage on vehicles acquired during policy term subject to annual self-audit.	Refer to coverage document for details. Personal Injury Protection Medical Payments Uninsured/Underinsured Motorists Terrorism Mold	This proposal contemplates **176 vehicles** based on the schedule provided. Anuual Payment ONLY Contribution adjusted at anniversary to reflect unit changes Physical Damage Coverage was requested for only selected vehicles.

Applicable Addenda:
215, 216a, 238

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

Deletion of any coverage is subject to Underwriter approval prior to binding.
Automobile coverage may be written on a monoline basis subject to Underwriter approval

PROPERTY

Granbury ISD

09-01-2026 to 09-01-2027

Limit of Self-Insurance		
Property		$254,259,644
Equipment Breakdown		$250,000,000 Maximum any one Accident
Causes of Loss		All Risk of Direct Physical Loss or Damage
Basis of Coverage		**Blanket**
Valuation		Replacement Cost except ACV on Contractor's Equipment & Other IM Coverages
Deductibles:		
Any Other Coverage Loss	$100,000	Per Occurrence
Windstorm/Hail*	**2%**	of Total Insurable Values at the time of the loss at each location subject to a minimum of $500,000 any one Occurrence for all loss or damage arising out of Wind/Hail.
Earth Movement	$100,000	Per Occurrence
Flood	$100,000	Per Occurrence
Equipment Breakdown	$10,000	Per Accident
Basic Contribution	$641,424	
Electronic Data, Media and Hardware	$612	
Contractor's Equipment	$961	
Musical/Band Instruments & Uniforms	$196	
Audio/Visual	$196	
Miscellaneous Equipment	$488	
Total Contribution:	**$643,877**	

OTHER COVERAGES	BASIC LIMITS
Newly Acquired Property	120 Days/$50,000,000
Extra Expense	$25,000,000
Valuable Papers and Records	$5,000,000
Property In Transit	$1,000,000
Accounts Receivable	$5,000,000
Demolition Cost & ICC	$1,000,000
Flood & Earth Movement	$10,000,000
Spoilage	$250,000
Outdoor Property (max per item may apply)	$1,000,000
Miscellaneous Unnamed Locations	$10,000,000
Unscheduled Tracks & Fields	$2,500,000

Applicable Addenda:
303, 308, 343, 365a

** For the purpose of the windstorm/hail deductible each line item reported on SOV constitutes a separate location. It will apply to the total value at that location (sum of building content and TE, if applicable).*

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

By binding this coverage, the Member consents to the survey of some or all of the Member's buildings and /or property by drone videos/photos utilizing a drone operated by a commercially licensed sUAS Remote Pilot.

SPECIAL EQUIPMENT

Granbury ISD

09-01-2026 to 09-01-2027

Proposal

COVERAGE	Values:	Causes of Loss	Valuation:	Deductible: Per Occurence	Contribution
Electronic Data, Media and Hardware	$1,000,000	All risk of Direct Physical Loss or Damage	RCV	$5,000	$612
Contractor's Equipment	$350,000	All risk of Direct Physical Loss or Damage	ACV	$2,500	$961
Musical/Band Instruments & Uniforms	$100,000	All risk of Direct Physical Loss or Damage	ACV	$1,000	$196
Audio/Visual	$100,000	All risk of Direct Physical Loss or Damage	ACV	$1,000	$196
Miscellaneous Equipment	$250,000	All risk of Direct Physical Loss or Damage	ACV	$1,000	$488

Total Contribution: Included in Property Proposal

SPECIAL CONDITIONS:

Coverage will not be written without Property Coverage.

Please refer to the Coverage Document for complete coverages and exclusions.

CRIME

Granbury ISD

09-01-2026 to 09-01-2027

Proposal

Crime Coverages:	**Single Loss Limit of Self-Insurance**	**Single Loss Deductible Amount**
Coverage A - Fidelity/Employee Dishonesty Limit	$100,000	$1,000
Coverage B - Forgery or Alteration	$50,000	$1,000
Coverage C - On Premises	$50,000	$1,000
Coverage D - In Transit	$50,000	$1,000
Coverage E - MO & Counterfeit Money	$50,000	$1,000
	Total Contribution	**$1,491**

Applicable Addenda & Coverage Forms:

Please refer to the Coverage Document, Coverage Forms & Addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

TEXAS POLITICAL SUBDIVISIONS JOINT SELF-INSURANCE FUND

ACCOUNTING SUMMARY SHEET

MEMBER: Granbury ISD

INTERLOCAL AGREEMENT NUMBER: 26-F0738

AGREEMENT PERIOD: 09-01-2026 to 09-01-2027

QUOTE TYPE: Renewal

COVERAGE	DEDUCTIBLE	FSF	TOTAL CONTRIBUTION
General Liability Coverage	N/A	$921	$7,364
School Board Legal Liability	$10,000	$2,590	$20,720
Law Enforcement	$5,000	$973	$7,780
Auto Liability	$5,000	$4,671	$37,370
Physical Damage		$4,025	$32,202
Garagekeepers		$45	$354
Property		$45,072	$643,877
Crime		$186	$1,491
Cyber Liability		$1,252	$10,016
	Total:	**$59,735**	**$761,174**

AGENT: USI Southwest, Inc. - El Paso 3

TEXAS POLITICAL SUBDIVISIONS JSIF CYBER LIABILITY HIGHLIGHTS

GENERAL TERMS	
Carrier	Chubb
A.M. Best Rating	A++ (Superior)
Consultants	Chubb Vendors & Partners: TPS utilizes an approved Chubb list for members Cyber Breach Coach, Forensics & Investigations, Notification & Monitoring and Public Relations to provide cyber management services.
Policy Number	EON G29012052 005
Territory	Territory is Worldwide unless amended with Excluded Countries
Deductibles	$25,000 for members with revenues below $50,000,000, $50,000 for members with revenues between $50,000,000-$250,000,000 & $100,000 for members with revenues greater than $250,000,000 ***social engineering deductible is $100,000 per member*** ***Member deductibles do not erode Chubbs limit. After a member deductible is satisficed the member has access to full limits***
Annual Aggregate	$1,000,000 for All Other $2,000,000 available to members with total revenues of $100,000,000+ with underwriting approval. $100,000 for Social Engineering Fraud & Payment Card
Ransomware Encounter Endorsement	If the proximate cause of a ransom loss were directly related to the member not having MFA implemented, the member's deductible would be $100,000. Endorsement only applies if a member does not have MFA implemented for access to Email or Network. Additionally, the endorsement does not apply to any other type of loss, only ransom losses.
Neglected Software Exploit Endorsement	If a member knew (first known date) a patch, fix, or mitigation technique was available but did not implement it and had a loss directly related to not implementing the patch, fix, or mitigation technique 46 days after the first known date, the members limit for that loss would be reduced, and a coinsurance percentage would apply per this Period of Neglect chart. Period of Neglect - % of Coinsurance - Limit: 46-90 days - 5%/95% - $500k, 91-180 days - 10%/90% - $250k, 181-365 days - 25%/75% - $150k or 365+ days - 50%/50% - $100k. Coinsurance defined: If a loss of this type occurred, the normal member deductible would apply, then the member shares in the coinsurance limit split (member/Chubb) up to the limit for that period of neglect.

COVERAGE	LIMIT/WAITING PERIOD		COVERAGE DESCRIPTION
		First Party Coverage	
CYBER INCIDENT RESPONSE FUND			
Notification	**Limit**	$1,000,000	Provides coverage for drafting notification letters and reports and communicates as required with any regulatory, administrative, or supervisory authority. Retaining call center and other related services for notification as required by law. Notifying a natural person whose PI has been wrongfully disclosed or otherwise compromised, including retaining a notification service.
Credit Monitoring	**Limit**		Provides credit monitoring, credit freezing, credit thawing, healthcare record monitoring (where available), social media monitoring, password management service, or fraud alert services.
Public Relations	**Limit**		Provides expenses related to retaining the services of a public relations or crisis communications firm for the purpose of protecting or restoring the reputation of or mitigating financial harm to the insured.
Forensics Investigation	**Limit**		Provides expenses for retaining the services of a third-party computer forensics firm to determine the cause and scope of a cyber incident.
Criminal Reward	**Limit**		Provides any reasonable amount to an informant or information not otherwise available which leads to the arrest and conviction of a natural person or an entity responsible.
Limits for Non-Panel Providers $250,000/$250,000			
BUSINESS INTERRUPTION LOSS & EXTRA EXPENSES			
Business Interruption Loss & Extra Expenses	**Limit**	$1,000,000	Provides coverage for continuing normal operating and payroll expenses (net profit before tax) that would have been earned had no interruption in service of an Insured's computer system occurred.
	Waiting Period	< $250M Revenues = 12 Hours & > $250M Revenues = 18 Hours	
CONTINGENT BUSINESS INTERUPTION LOSS & EXTRA EXPENSES			
Contingent Business Interruption Loss & Extra Expenses	**Limit**	$1,000,000	Provides coverage for continuing normal operating and payroll expense (net profit before tax) that would have been earned had no interruption in service of a shared computer system occurred.
	Waiting Period	< $50M Revenues = 12 Hours, > $50M- < $250M Revenues = 18 Hours & > $250kM Revenues = 24 Hours	
DIGITAL DATA RECOVERY			
Data Recovery	**Limit**	$1,000,000	Provides reasonable & necessary costs incurred by an insured to replace, restore, recreate, re-collect or recover digital data from written records or form partially or fully matching electronic records. Includes loss from fraudulent infiltration & manipulation of Telephone System.
NETWORK EXTORTION THREAT			
Network Extortion	**Limit**	$1,000,000	Provides reasonable & necessary expenses incurred, including money, cryptocurrencies (including Bitcoin), or other considerations surrendered as payment.
CYBER CRIME			
Social Engineering Fraud	**Limit**	$100,000	Covers payment for loss of money or securities sustained directly from Social Engineering Fraud committed by a person purporting to be a vendor, client, or employee.
		Third Party Liability Coverage	
CYBER, PRIVACY & NETWORK SECURITY LIABILITY			
Liability	**Limit**	$1,000,000	Covers any error, misstatement, misleading statement, act, omission, neglect, breach of duty, or other offense actually or allegedly committed or attempted by any insured.
PAYMENT CARD LOSS			
Payment Card Loss	**Limit**	$100,000	Covers monetary assessments, fines, penalties, chargebacks, reimbursements, and fraud recoveries due to the actual or alleged failure of payment card loss.
REGULATORY PROCEEDINGS			
Regulatory Proceedings	**Limit**	$1,000,000	Covers regulatory fines of any civil monetary fine or penalty imposed by a federal, state, local, or foreign governmental entity in such entity's regulatory or official capacity.
ELECTRONIC, SOCIAL & PRINT MEDIA LIABILITY			
Electronic, Social & Print Media	**Limit**	$1,000,000	Covers damages and claim expenses related to any error, misstatement, misleading statement, act, omission, or neglect of breach of duty actually or allegedly committed or attempted by an insured. Or posted on the insured's website, printed material, or posted on any social media site or anywhere on the internet.

CLAIMS PROCESSING PROCEDURE

Immediately report all claims directly to TPS at claims@tpspool.org, 800-588-0013 or directly to the Director of Claims at 972-835-5221

This is a summary of coverage. Please refer to the policy form & endorsements for specific policy details and exclusions. Full policy & endorsement details are available on the TPS website at www.tpspool.org

Revised on May 29, 2024

TEXAS POLITICAL SUBDIVISIONS JSIF
CRISIS MANAGEMENT (Workplace Violence) HIGHLIGHTS

GENERAL TERMS			
Carrier	Beazley Group (Lloyd's Syndicate 2623/0623)		
Insured	TPS Property and Liability Members (Insured person means a human third party individual, who is in or on the location(s), except when specifically excluded under any Section of this Policy. Insured person does not include the assailant of any deadly weapon event.)		
A.M. Best Rating	A+ (Superior)		
Consultants	CrisisRisk Strategies LLC: Crisis Response (Event Responder) Firm approved to provide crisis management services (www.crisisrisk.com).		
Policy Number	B0507NU2502855		
Deductible	$0 for Crisis Management Services, Event Responder, and AD&D. $10,000 for each Deadly Weapons Event.		
Type	Occurrence and in the Aggregate		
Limits	$2,250,000 each occurrence w/$2,250,000 Aggregate (see below for sub-limits)		
Purpose	Provided as a value added service to assist TPS member's in the event of a workplace violence or similar crisis event. Submission of member's most recent property Statement-of-Values (SOV) is required upon renewal.		
Triggering Event	Deadly weapon event means any event involving an assailant where a weapon has been used or brandished on any member location(s) that was provided to TPS in the member's SOV.		
COVERAGE	**LIMIT/INDEMNITY/WAITING PERIOD**		**COVERAGE DESCRIPTION**
PROPERTY DAMAGE			
Property Damage	**Limits**	$2,250,000 w/$2,250,000 AGG	Indemnifies against physical loss or physical damage to insured property caused by a deadly weapon event. In the event that fire or sprinkler leakage ensues from a deadly weapon event, then physical loss or physical damage to insured property directly caused by that ensuing fire or sprinkler leakage is included. Additionally: A. The costs incurred to put up temporary plates or board up openings if repair or replacement of damaged glass is delayed; B. The costs incurred in the removal of debris, including biological cleaning and sanitizing; C. The costs incurred in re-filling, recharging or replacing any fire extinguishers, local or fixed fire suppression or gas flooding systems, sprinkler installations and sprinkler heads, and in having any fire or intruder alarms, or closed circuit television equipment re-set; D. The costs incurred in replacing locks to external doors if security at the location(s) is compromised in consequence.
ACCIDENTAL DEATH & DISMEMBERMENT			
AD&D	**Per Person Limit**	$50,000	Benefit for loss of limb, mutilation, loss of sight, loss of speech, loss of hearing, permanent total disability or death.
	Aggregate Limit	$2,250,000	
MEDICAL EXPENSES			
Medical Expenses	**Limits**	$25,000 w/$2,250,000 AGG	Reimburses for payments made to an eligible person, regardless of fault, in respect of medical expenses necessarily incurred solely and directly by the eligible person as a result of identifiable physical injury due to an accident directly caused by a deadly weapon event occurring at any of the location(s).
	Indemnity Period	356 Days	
CRISIS MANAGEMENT SERVICES			
Crisis Management Services	**Limits**	$2,250,000 w/$2,250,000 AGG	Provides for the reasonable & necessary expense, in connection with a deadly weapon event, incurred in the provision of crisis management services directly after such deadly weapon event. Includes, but not limited to, emergency travel & accommodation for eligible person(s) & their immediate family member(s), child care for the immediate family member(s) of eligible person(s), brand rehabilitation, public relations, media management, legal, crisis counselling, site security, remediation, recovery & restoration.
		$250,000 w/$1,000,000 AGG	Additionally at underwriters sole and entire discretion, they will consider other expense costs not listed above which are directly incurred.
	Indemnity Period	90 Days & 1st Anniversary	
CIRCUMSTANCE - EVENT RESPONDER			
Event Responder	**Limit**	Unlimited (outside limit)	Provides for event responder fees associated with the provision of Prevention Services and Crisis Response by the event responder following any specific circumstance.
COUNSELLING SERVICES			
Counselling Services	**Limits**	$350,000 Each Event	Provides for reasonable and necessary expense incurred in the provision of counselling services to any eligible person and their immediate family member(s) in connection with a deadly weapon event that occurs during the period of insurance at any of the location(s).
		$15,000 Each Person	
		$1,000,000 AGG	
FUNERAL EXPENSES			
Funeral Expenses	**Limits**	$350,000 Each Event	Provides for reasonable and necessary funeral expenses incurred in connection with a deadly weapon event that occurs during the period of insurance at any of the location(s).
		$15,000 Each Person	
		$1,000,000 AGG	
EXTRA EXPENSE EXTENSION FOR THREAT ENDORSEMENT			
Extra Expense Extension for Treat	**Limits**	$350,000 Each Event	Additionally insures for the reasonable and necessary extra expense incurred following a threat.
		$1,000,000 AGG	
EXTRA EXPENSE EXTENSION ENDORSEMENT			

Extra Expense Extension	**Limits**	$350,000 Each Event	Provides for the reasonable and necessary extra expense incurred in order to continue as nearly as practicable the normal conduct of business services following a deadly weapon event.
		$1,000,000 AGG	
	Indemnity Period	356 (all other) or 30 (prevention of access) Days	
LOSS OF TUITION FEES EXTENSION ENDORESMENT			
Loss of Tuition Fees	**Limits**	$250,000 Each Loss	In the event of a deadly weapon event that occurs during the period of insurance, provides for the actual loss sustained resulting directly from the reduction in tuition fees during the period of indemnity.
		$2,250,000 AGG	
	Indemnity Period	356 Days	
DEMOLITION, CLEARANCE & MEMORIALIZATION COSTS EXTENTION ENDORSEMENT			
Demolition, Clearance & Memorialization Costs	**Limits**	$250,000 Each Event	Provides for reasonable and necessary costs, for demolition, removal, memorial, incurred as a direct result of a deadly weapon event.
		$10,000 Each Loss for Memorial Plaques	
		$1,000,000 AGG	
OFF-SITE COVERAGE EXTENSION ENDORSEMENT			
Off-Site Coverage	**Limits**	$250,000 Each Event	Off-site incident means a deadly weapon event which occurs during the period of insurance at a location in the United States other than the insured location, to an employee or insured person who was participating in a sporting event sanctioned or acting within the scope of his or her employment at the time of the off-site incident. If a deadly weapon event occurs at an off-site location that has not previously been agreed prior to the event and where such event / activity was being conducted under your care, custody and control then only liable to pay the event responder fees.
		$1,000,000 AGG	
CHILD ABDUCTION EXTENSION ENDORSEMENT			
Child Abduction	**Limits**	$250,000 Each Event	In the event of an Abduction of a Covered Child that occurs during the Period of Insurance, the Underwriters shall be liable for the loss sustained by the Named Insured directly attributable to, either, the Abduction or to the Named Insured's efforts to counter or mitigate the effects of the Abduction, and which will comprise.
		$1,000,000 AGG	
	Indemnity Period	Varies	
SWATTING ENDORSEMENT			
Swatting Endorsement	**Limits**	$250,000 Each Event	Anonymous threat coverage means a situation, action, event, behavior, or information containing a threat made against you or a report of a fictitious Deadly Weapon Event, either to an emergency service provider or to you directly, which does not come from an identifiable assailant. We will only be liable to provide crisis management support and counselling services as defined in the policy and its endorsements.
		$1,000,000 AGG	
BUSINESS INTERRUPTION EXTENSION ENDORSEMENT			
Business Interruption Extension	**Limits**	$2,250,000 Each Loss	A direct result of the necessary interruption of your business services due to prevention of access to any of your location(s) by order of a civil or military authority, provided that such order is a sole and direct result of a deadly weapon event occurring at such location(s) and for a period of time not exceeding thirty (30) consecutive days from the date of such deadly weapon event.
		$2,250,000 AGG	
	Indemnity Period	356 Days	

CLAIMS PROCESSING PROCEDURE

Immediately report all claims directly to TPS at claims@tpspool.org, 800-588-0013 or directly to the Director of Claims at 972-835-5221

Should you require immediate assistance with an incident or possible incident, contact the CrisisRisk Strategies LLC Event Responder 24-hour/7-day @ 860-677-3790 or DWP@crisisrisk.com

This is a summary of coverage, please refer to the policy form for specific policy details and exclusions. Full policy & endorsement details are available on the TPS website at www.tpspool.org

Revised on March 14, 2025

TEXAS POLITICAL SUBDIVISIONS JSIF TERRORISM HIGHLIGHTS

GENERAL TERMS	
Carrier	Ironshore Insurance Service LLC (A Liberty Mutual Company)
Insured	TPS Property Members
A.M. Best Rating	A (Excellent)
Policy Number	3642600
Territory	United States
Deductibles	$10,000 (24 hour Ingress/Egress/Service Interruption)
Limit	$100,000,000 Per Occurrence & In The Aggregate
Type	Foreign & Domestic Terrorism/Sabotage (real property)
Purpose	Provided to assist TPS members in the event of a Property Terrorism Event

COVERAGE	LIMIT/INDEMNITY PERIOD/MILES		COVERAGE DESCRIPTION
			Underlying Sublimits
ACCOUNTS RECEIVABLE			
Accounts	**Limit**	$250,000	As per property coverage document.
BUSINESS INTERRUPTION			
Business	**Limit**	$1,000,000	Available if applied for.
CIVIL OR MILITARY AUTHORITY			
Civil or Military Authority	**Limit**	$1,000,000	Actual loss sustained during the period of time when access to real or personal property is prohibited by an order of civil or military authority.
	Indemnity Period	30 days	
	Miles	1	
DEBRIS REMOVAL EXPENSES			
Debris Removal Expenses	**Limit**	$1,000,000	Covers the necessary and reasonable expense of removal from locations of debris.
DECONTAMINATION COSTS EXCLUDING NCBR			
Decontamination Costs	**Limit**	$250,000	Covers decontamination costs excluding nuclear, chemical, biological and radiological.
DEMOLITION & ICC			
Demolition & ICC	**Limit**	$1,000,000	Covers enforcement of any law, ordinance, governmental directive or standard in effect at the time of loss or damage regulating the construction, repair or use and occupancy of the property.
ELECTRONIC DATA PROCESSING EQUIPMENT MEDIA (Physical Damage Only)			
Electronic Data Processing	**Limit**	$1,000,000	As per property coverage document.
ERROR & OMISSIONS			
Error & Omissions	**Limit**	$1,000,000	Covers direct physical loss or damage due to any error or unintentional omission.
FINE ARTS			
Fine Arts	**Limit**	$250,000	Covers breakage of art, glass, windows, statuary, sculptures, marble, glassware, porcelain, bric-a-brac, antique furniture: antique jewelry or similar fragile articles, unless such breakage.
FIRE PROTECTIVE SYSTEMS			
Fire Protective	**Limit**	$10,000	As per property coverage document.
INGRESS/EGRESS			
Ingress/Egress	**Limit**	$1,000,000	Provides coverage for actual loss sustained during the period of time when ingress to or egress from the real or personal property is prohibited.
	Indemnity Period	30 days	
	Miles	1	
KEY & LOCK EXPENSE			
Key & Lock	**Limit**	$250,000	Covers necessary key & lock expenses.
LANDSCAPING			
Landscaping	**Limit**	$10,000	Covers minimal landscape expense.
LEASEHOLD INTEREST			
Leasehold Interest	**Limit**	$1,000,000	Available if applied for.
MISSCELLANEOUS UNNAMED LOCATIONS			
Miscellaneous Unnamed	**Limit**	$1,000,000	As per property coverage document.
	Indemnity Period	30 days	
NEWLY ACQUIRED LOCATIONS			
Newly Acquired Locations	**Limit**	$10,000,000	As per property coverage document.
	Indemnity Period	90 days	
PRESERVATION OF PROPERTY			
Preservation of Property	**Limit**	$250,000	Reimburses expenses incurred in taking reasonable and necessary actions for the temporary protection and preservation of property.
PROFESSIONAL FEES			
Professional Fees	**Limit**	$250,000	Covers reasonable and necessary expenses incurred to accountants, architects, auditors, engineers, or other professionals or employees to prepare and certify particulars or details of claims.
RELOCATION EXPENSE			
Relocation	**Limit**	$1,000,000	Covers necessary relocation expense.
RENTAL INCOME			
Rental Income	**Limit**	$1,000,000	Available if applied for.

SERVICE INTERRUPTION			
Service Interruption	**Limit**	$1,000,000	Covers physical loss or damage to property and/or time element coverage arising form physical loss or damage.
	Indemnity Period	30 days	
	Miles	1	
SOFT COSTS			
Soft Costs	**Limit**	$250,000	Covers necessary soft costs.
TRANSIT			
Transit	**Limit**	$250,000	Covers loss resulting from loss or damage to property in transit.
VALUABLE PAPERS			
Valuable Papers	**Limit**	$250,000	As per property coverage document.

CLAIMS PROCESSING PROCEDURE

Immediately report all claims directly to TPS at claims@tpspool.org, 800-588-0013 or directly to the Director of Claims at 972-835-5221

This is a summary of coverage, please refer to the policy form for specific policy details and exclusions.

Revised on October 31 2018

APPENDIX III – REFERENCES AND COI'S

Public Entity References

Austin				
1	Temple ISD	PO Box 788 Temple, TX	254-215-6772	Donna Ward
Houston				
1	Houston ISD	4400 West 18th St. Houston, TX 77092	713-556-9229	Candice Wilson
2	Fire & Police Retiree Health Plan	11603 W. Coker Loop, Suite 130 San Antonio, TX 78216	210.494.6500	James Bounds
3	Culberson County	P.O. Box 786 Van Horn, TX 79855	432.283.1419	Susanna Hinojosa
4	Hudspeth County	P. O. Box 279 Sierra Blanca, TX 79851	915.369.4147	Yolanda Esparza
Dallas				
1	Dallas ISD	9400 North Central Expy Ste. 1507 Dallas, TX 75231	972-925-4056	Latoya Robinson
2	Amarillo ISD	7200 I-40 West Amarillo, TX 79106	806-326-1304	Nicole Murphy
3	Katy ISD	6301 South Stadium Lane Katy, TX 77492	281-396-2251	Lance Nauman
4	Lewisville ISD	1565 West Main Street Ste. 220 Lewisville, TX 75067	972-350-4797	Shawna Nevins
5	Northwest ISD	2001 Texan Drive Fort Worth, TX 76177	817-215-0071	Kitty Poehler
6	Plano ISD	6301 Chapel Hill Blvd. Plano, TX 75093	469-752-5389	Darla Bishop
7	City of San Antonio	100 West Houston Street, Ste. 1800 San Antonio, TX 78205	210-207-2045	Debra Ojo
8	Webb County	110 Washington Street, Ste. 204 Laredo, TX 78040	956-523-4140	Ms. Monica Flores
9	Harlandale ISD	102 Genevieve Drive San Antonio, TX 78214	210-989-4420	Ms. Beverly Jackson
10	City of Mesquite	1515 North Galloway Ave Mesquite, TX 75185	972-216-8168	Charles Gillenwater
El Paso				
1	Alamo College	8300 Pat Booker Rd. Live Oak, TX 78233	210-485-0206	Mike Legg
2	Anthony ISD	P.O. Box 2621 Anthony, TX 79821	915-886-6508	Emily Levario
3	Blanco ISD	814 Eleventh St. Blanco, TX 78606	830-833-4414	Tracie Moos
4	Canutillo ISD	7965 Artcraft Road Canutillo, TX 79932	915-877-7423	Jose Barraza
5	Clint ISD	P.O. Box 779 Clint, TX 79836	915-487-3325	Veronica Campbell
6	Clovis Community College	417 Schepps Clovis, NM 881001	575-769-4039	Heather Lovato
7	County of El Paso	500 E. San Antonio El Paso, TX 79901	915-546-2218	Sam Trujillo
8	Culberson County Allamoore ISD	P.O. Box 899 Van Horn, TX 79855	915-283-2245	Ken Baugh
9	City of Amarillo	601 S. Buchanan St. Amarillo, TX 79101	806-378-9379	Sandy Elliott

Public Entity References

10	City of El Paso	P.O. Box 1919 El Paso, TX 79999	915-212-1290	Tony Bernal
11	City of Lubbock	1625 13th St. Lubbock, TX 79401	806-775-2316	Lainey Morrison
12	Denton County	110 West Hickory Street Denton, TX 76201	940-349-4500	Todd Landrum
13	Dona Ana County	845 N. Motel Blvd. Las Cruces, NM	575-525-5813	Steve Mauer
14	El Paso Community College	9050 Viscount El Paso, TX 79925	915-831-6306	Ruben Gallardo
15	El Paso ISD	6531 Boeing El Paso,TX 79925	915-230-3270	Kyle Jeglum
16	Forsan ISD	P.O. Drawer A Forsan, TX 79733	432-457-2223	Jason Mims
17	Fabens ISD	P.O. Box 697 Fabens, TX 79838	915-765-2600	Martin Torres
18	Ft Hancock ISD	P.O. Box 98 Ft.Hancock, TX 79838	915-769-3811	Gloria Galindo
19	Gillespie County	101 W. Main St., Unit 4 Fredericksburg, TX 78624	830-997-6777	Jennifer Doss
20	Glasscock County ISD	P.O. Box 9 Garden City, TX 79739	432-354-2230	Ben Eubanks
21	Granbury ISD	217 North Jones Street Granbury, TX 76048	817-408-4029	Houcine Chraibi
22	Housing Authority City of El Paso	5300 E. Paisano Dr. El Paso, TX 79905	915-849-3781	Enrique Enriquez
23	Howard College	1001 Birdwell Garden City, TX 79739	432-264-5167	Steve Smith
24	Howard County	300 Main Street, Rm 207 Big Spring, TX 79720	432-264-2203	Jackie Olson
25	Kennedale ISD	120 Wl Kennedale Pkwy Kennedale, TX 76060	817-563-8015	Eileen Mode
26	Laredo College	West End Washington Street Laredo, TX 78045	956-401-2211	Casandra Salinas
27	Lubbock County	916 Main St., Lubbock, TX 79401	806-775-1098	Kathy Williams
28	City of Midland	P.O. Box 1152 Midland, TX 79702	432-685-7417	Mark Widmann
29	City of Port Arthur	444 Fourth Street Port Arthur, TX 77640	409-983-8213	Trameka Williams
30	Manor ISD	10335 US Hwy 209E Manor, TX 78653	512-278-4000	Moises Santiago
31	McLennan College	1400 College Drive Waco, TX 76708	254-299-8700	Jodi Tindell
32	Midland College	3600 N. Garfield Midland, TX 79705	432-685-4534	Jeff Chambers
33	Midland County	2110 N. A Street Midland, TX 79705	432-688-4857	Ken Colston
34	Muenster ISD	113 E 7th St. Muenster, TX 76252	940-759-2281	Scott Harrell
35	Pecos-Barstow-Toyah ISD	P.O. Box 869 Pecos, TX 79772	432-447-7204	Bric Turner
36	City of Presidio	P.O. Box 1899 Presidio, TX 79845	432-229-3517	Marco Baeza

Public Entity References

37	Ranger College	1100 College Circle Ranger, TX 76470	254-647-3234	Gaylyn Mendoza
38	Reagan County ISD	1111 E 12th St. Big Lake, TX 76932	325-884-3705	Susan Gunnels
39	Reeves County	P.O. Box 2072 Pecos, TX 79772	432-287-0222	Charles Lewing
40	Region 19 ESC	6611 Boeing Dr. El Paso, TX 79925	915-780-5019	Rebecca Hernandez
41	San Antonio ISD	514 W. Quincy Street San Antonio, TX 78212	210-554-8669	Juan Garcia
42	San Elizario ISD	P.O. Box 920 San Elizario, TX 79849	915-872-3900	Robert Gallegos
43	San Jacinto College	4624 Fairmont Parkway Pasadena, TX 77504	281-998-6129	Susana Gonzalez
44	Sierra Blanca ISD	P.O. Box 308 Sierra Blanca, TX 79851	915-699-3741	Evelyn Loeffler
45	Socorro ISD	P.O. Box 292800 Socorro, TX 79929	915-937-0103	Rene Vargas
46	Southwest Texas College	2401 Garner Field Road Uvalde, TX 78801	830-591-7294	Aubrey Haynes
47	Sutton County	P.O. Box 16 Sonora, TX 76930	325-387-5380	Maura Weingart
48	Temple College	2600 South First Street Temple, TX 76504	254-298-8609	Brian Supak
49	Tornillo ISD	19200 Cobb Ave. Tornillo, TX 79853	915-765-3015	Alicia Reyes
50	Valentine ISD	P.O. Box 188 Valentine, TX 79854	915-467-2671	Debra Engles
51	Victoria ISD	102 Profit Street Victoria, TX 77901	361-574-3406	Sherri Hathaway
52	Wink Loving ISD	P.O. Box 637 Wink, TX 79789	432-527-3700	Scotty Carman
53	Ysleta ISD	9600 Sims El Paso, TX 79925	915-434-0455	Ernie Landeros
San Angelo				
1	Sterling County	P. O. Box 819 Sterling City, TX 76951	325-378-3481	Judge Deborah Horwood
2	Somervell County	P. O. Box 804 Glen Rose, TX 76043	254-897-2923	Carrie Knight-Mapes
Phoenix				
1	City of Mesa	20 E Main Street, Suite 850 P.O. Box 1466 Mesa, AZ 85211	(480) 644-4644	Lisa Lorts
2	Grand Canyon University	3300 W Camelback Rd, Bldg 26, Phoenix, AZ 85017	602-639-8878	Junette West

Client#: 463788 DEANWORM

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 12/24/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Faith Keegan	
USI Insurance Services LLC 6 International Dr, Suite 205 Rye Brook, NY 10573 914 459-6200	PHONE (A/C, No, Ext): 914 459-6200	FAX (A/C, No): 610 537-4220
	E-MAIL ADDRESS: Faith.Keegan@usi.com	

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Federal Insurance Company	20281
INSURER B : ACE American Insurance Company	22667
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
USI, Inc.
100 Summit Lake Drive
Suite 400
Valhalla, NY 10595

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE / X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY / PRO-JECT / LOC OTHER:	X	X	36081490	01/01/2026	01/01/2027	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG 	$1,000,000 $1,000,000 $10,000 $1,000,000 $2,000,000 $2,000,000 $
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY	X	X	73637447	01/01/2026	01/01/2027	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) 	$1,000,000 $ $ $ $
A	X UMBRELLA LIAB / X OCCUR EXCESS LIAB / CLAIMS-MADE DED X RETENTION $10000	X	X	56719728	01/01/2026	01/01/2027	EACH OCCURRENCE AGGREGATE 	$25,000,000 $25,000,000 $
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N: N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	X	71834771	01/01/2026	01/01/2027	X PER STATUTE / OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $1,000,000 $1,000,000 $1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The General Liability, Commercial Auto and Umbrella policies include an automatic Additional Insured endorsement that provides Additional Insured status to the Certificate Holder, only when there is a written contract that requires such status, and only with regard to work performed on behalf of the Named Insured Waiver of Subrogation and Primary Non-Contributory wording included as required by written contract.
(See Attached Descriptions)

CERTIFICATE HOLDER

Evidence of Coverage

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

355

© 1988-2015 ACORD CORPORATION. All rights reserved.

DESCRIPTIONS (Continued from Page 1)

Coverage is extended to all subsidiaries and DBAs of USI Insurance Services.

RE: USI Insurance Services LLC

Client#: 1420259 DEANWORM1

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 12/22/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Kerri Kacperowski	
USI Insurance Services, LLC	PHONE (A/C, No, Ext):	FAX (A/C, No):
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : XL Specialty Insurance Company	37885
INSURED	INSURER B :	
USI Advantage Corp. 100 Summit Lake Drive, Suite 400 Valhalla, NY 10595	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?	N / A					E.L. EACH ACCIDENT	$
	(Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Professional Liability (E&O)			ELU20841025	12/31/2025	12/31/2026	$15,000,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Professional Liability / E&O Liability coverage is extended to all subsidiaries and DBA's of USI Advantage Corp. / USI Insurance Services LLC. All USI employees are covered under this policy for the work performed as directed by USI.

CERTIFICATE HOLDER

Evidence of Coverage

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

357

© 1988-2015 ACORD CORPORATION. All rights reserved.

Client#: 1420259 DEANWORM1

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 12/22/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Kerri Kacperowski	
USI Insurance Services, LLC 180 Park Avenue Suite 103 Florham Park, NJ 07932	PHONE (A/C, No, Ext):	FAX (A/C, No):
	E-MAIL ADDRESS: kerri.kacperowski@usi.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Houston Casualty Company	42374
INSURED USI Advantage Corp. 100 Summit Lake Drive, Suite 400 Valhalla, NY 10595	INSURER B : Crum & Forster Specialty Insurance Co.	44520
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?	N / A					E.L. EACH ACCIDENT	$
	(Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Cyber Liability			H25PVS5137705	12/31/2025	12/31/2026	$5M per claim/agg	
B	Excess Cyber Liab			CYB124754	12/31/2025	12/31/2026	$2.5M per claim/agg	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Evidence of Cyber, Privacy and Network Security Liability. Coverage is extended to all subsidiaries and DBA's of USI Advantage Corp. / USI Insurance Services LLC.

CERTIFICATE HOLDER	CANCELLATION
Evidence of Coverage	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

358

© 1988-2015 ACORD CORPORATION. All rights reserved.

General Lines Agent

Qualification Effective Dates

Property and Casualty 04/15/2015

PHILLIP JAKE BRISCOE

NPN: 8788342

401 PERTH CT

EL PASO, TEXAS 79922-1224

is authorized to transact business as described above

License No: 1386480 Issue Date: 05/09/2006 Expiration Date: 09/30/2027

Generated by Sircon 354918789

TEXAS
DEPARTMENT OF INSURANCE

THIS IS TO CERTIFY THAT

PHILLIP JAKE BRISCOE

401 PERTH CT

EL PASO, TEXAS 79922-1224

LICENSE NUMBER: 1386480 NPN: 8788342

IS HEREBY AUTHORIZED TO TRANSACT BUSINESS IN ACCORDANCE TO THE LICENSE DESCRIPTION SHOWN BELOW:

General Lines Agent

Property and Casualty

Issue Date: 05/09/2006 Expiration Date: 09/30/2027

Generated by Sircon 354918789

APPENDIX IV – REQUIRED FORMS

RFP ATTACHMENT 1
RESPONDENT QUESTIONNAIRE
(Restate each question as written & provide response)

SECTION 1. GENERAL INFORMATION

1. **Company Information:** Provide the following information regarding your company.

   Name/Name of Firm/Company: USI Insurance Services LLC
   Address 303 N. Oregon St., Suite 310
   State: Texas Zip Code: 79901
   Telephone No. 915-534-9412 Fax No: 866-494-6822

   Location of Principal Office of Company: El Paso, TX

   Number of Company employees in Texas: 500+

2. **Contact Information:** List the person who the District may contact concerning your proposal or setting dates for meetings.

   Name: Phillip Briscoe
   Address: 303 N. Oregon St., Suite 310, El Paso, TX 79901
   State: Zip Code:
   Telephone No. 915-534-9412 Fax No:
   Email: Phillip.Briscoe@usi.com

3. Does your Firm/Company anticipate any mergers, transfer of organization ownership, management reorganization, or departure of key personnel within the next twelve (12) months that may affect the organization's ability to carry out its proposal?

   Yes ☐ No ☒

4. All insurance companies proposing coverage must be licensed by the State of Texas and subject of the Texas Insurance Guaranty Fund unless coverage is not available through a licensed company. All insurance companies must have a current A.M. Best Rating of "A" to be considered.

   A. Is your Firm/Company authorized/licensed to conduct insurance business in Texas?

   Yes ☒ No ☐

   B. Current A.M. Best Rating N/A.

5. Provide any other names under which your business has operated within the last 10 years.
   USI Southwest, Inc.
6. Has the Company or any of its principals been debarred or suspended from contracting with any public entity?

   Yes ☐ No ☒

   If yes, identify the public entity and the name and current phone number of a representative of the public entity familiar with the debarment or suspension, and state the reason for or circumstances surrounding the debarment or suspension, including but not limited to the period of time for such debarment or suspension.

7. Bankruptcy Information. Has the Company or any of its principals ever been declared bankrupt or filed for protection from creditors under state or federal proceedings?

   Yes ☐ No ☒

If yes, state the date, court, jurisdiction, cause number, amount of liabilities and amount of assets.

8. Israel Certification. Pursuant to Texas Government Code Chapter 2271, if Proposer has 10 or more full-time employees and is not a sole proprietorship, Proposer certifies that it does not and will not boycott Israel during the term of this Agreement. This does not apply to sole proprietorships.

   Yes, Proposer so certifies ☒ No, Proposer cannot make this Certification ☐

9. Energy Certification. Pursuant to Texas Government Code Chapter 2274, if Proposer has 10 or more full-time employees and is not a sole proprietorship, Proposer certifies that it does not boycott energy companies and will not boycott energy companies during the term of the Agreement. This does not apply to sole proprietorships.

   Yes, Proposer so certifies ☒ No, Proposer cannot make this Certification ☐

10. Firearm Certification. Pursuant to Texas Government Code Chapter 2274, if Proposer has 10 or more full-time employees and is not a sole proprietorship, Proposer certifies that it does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of the Agreement. This does not apply to sole proprietorships.

    Yes, Proposer so certifies ☒ No, Proposer cannot make this Certification ☐

11. Non-Terrorist Certification. Proposer certifies that it is not a foreign terrorist organization as identified on the list prepared and maintained by the Texas Comptroller of Public Accounts.

    Yes, Proposer so certifies ☒ No, Proposer cannot make this Certification ☐

12. Historically Underutilized Business (HUB). Is your Company certified by the State of Texas as an Historically Underutilized Business (HUB)? If you answer yes, please provide a copy of your HUB certification with your Proposal.

    Yes ☐ No ☒

13. Minority Business Enterprises (MBEs) and Women Business Enterprises (WBEs). The term "minority business enterprise" means a business, at least 51 percent of which is owned, controlled and managed by minority group members. Minority group members are African-Americans, women, Hispanic Americans, Native Americans, Asian-Americans and other socially or economically disadvantaged groups. Is your Company recognized as a Minority Business Enterprise or Women Business Enterprise? If you answer yes, please provide documentation supporting your recognition as an MBE or WBE with your Proposal.

    Yes ☐ No ☒

14. Past Litigation and Sanctions Disclosure.

    a. Identify all claims, lawsuits, or arbitration proceedings with respect to Proposer's provision of goods or services, if any, brought by or against your firm within the last five (5) years. None
    b. Describe all instances in which your firm was unable to complete the work or provide goods/services under a contract. None
    c. Identify any judgments, claims, arbitration proceedings or suits pending or outstanding against your firm or its officers. None
    d. Has your firm ever been sanctioned by any local, state, or federal agency? If yes, list and describe each sanction and the outcomes. No

e. Has your firm or its officers been a party to litigation against a school district, including Granbury Independent School District? If so, identify the claims, lawsuits, or proceedings. No

CERTIFICATION REGARDING LOBBYING

Applicable to Grants, Sub grants, Cooperative Agreements, and Contracts Exceeding $100,000 in Federal Funds.

Submission of this certification is a prerequisite for making or entering this transaction and is imposed by section 1352, Title 31, U. S. Code. This certification is a material representative of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

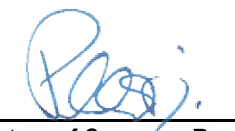
The undersigned certifies, to the best of his or her knowledge and belief, that:

1) No Federal appropriated funds have been paid or will be paid by or on behalf of the Undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer of employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewable, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "disclosure Form to Reporting Lobbying," in accordance with its instructions.

3) The undersigned shall require that the language of this certification be included in the award documents for all covered sub awards exceeding $100,000 in Federal funds at all appropriate tiers and that all sub recipients shall certify and disclose accordingly.

(PLEASE TYPE OR PRINT CLEARLY)



Signature of Company Representative

6/20/2026
Date

Phillip Briscoe
Printed Name

Vice President
Title

Company Name: USI Insurance Services LLC

Address: 303 N. Oregon St., Suite 310

City: El Paso State: TX Zip: 79901

Note: I understand that providing false information on this form may be grounds for debarment and discontinuation of all business with GISD

Chapter 809 (VERIFICATION)
DOES NOT BOYCOTT CERTAIN ENERGY COMPANIES

Pursuant to Texas Government Code, Section 1, Subtitle A, Title 8, as amended by adding Chapter 809, and Section 2, Subtitle F, Title 10, as amended by adding Chapter 2274, (TX SB13 | 2021-2022 | 87th Legislature), if Contractor is a for-profit sole proprietorship, organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations, that exists to make a profit, which has ten (10) or more full- time employees and the value of the contract with Owner is $100,000 or more, the Contractor represents and warrants to the Owner that the Contractor does not and will not boycott certain energy companies during the term of this Agreement.

If not exempt from this requirement, pursuant to Texas Government Code Chapter 2274, as amended, the undersigned authorized representative of the company named below (hereinafter referred to as Company), verifies, represents and warrants to the Hurst-Euless-Bedford ISD that the Company:

1. **Does not boycott energy companies; and**
2. **will not boycott energy companies during the term of the contract (if any) between the above-named Company, business or individual with the Hurst-Euless-Bedford Independent School District**

This statement will also be included in any contract that may result from this procurement.

Pursuant to Texas Government Code Section 1.A.8.809 and Section 2.F.10.2274:

1. *"Boycott energy company" means, without an ordinary business purpose, refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations with a company because the company:*
   (A) invests in or assists in the exploration, production, utilization, transportation, sale, or manufacturing of fossil fuel-based energy; or
   (B) does business with a company described by Paragraph (A).
2. *"Listed company" means a company listed by the comptroller under Section 809.051.*
3. *"Company" means a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or associations that exists to make a profit.*

THE COMPANY SHALL INDEMNIFY AND HOLD HARMLESS THE HURST-EULESS-BEDFORD ISD, ITS OFFICIALS AND EMPLOYEES FROM ANY AND ALL CLAIMS, DAMAGES, EXPENSES, AND COSTS OF ANY NATURE BASED UPON GISD.

Exempt due to (select applicable condition): ☐ Sole Proprietorship 10 or fewer employees

Signature of Company Representative — Date: 6/20/2026

Phillip Briscoe — Printed Name

Vice President — Title

Company Name: USI Insurance Services LLC

Address: 303 N. Oregon St., Suite 310

City: El Paso State: TX Zip: 79901

Note: I understand that providing false information on this form may be grounds for debarment and discontinuation of all business with GISD

RESIDENT BIDDER'S CERTIFICATION

Texas Government Code Chapter 2252.001A (3) and (4) defines "nonresident bidder" and "resident bidder" as follows:

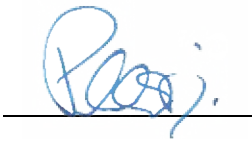
Chapter 2252.001A (3) "Nonresident bidder" refers to a person who is not a resident.

Chapter 2252.001A (4) "Resident bidder" refers to a person whose principal place of business is in this state (Texas), including a contractor whose ultimate parent company or majority owner has its principal place of business in the state of Texas.

Chapter 2252.002 states "A governmental entity may not award a governmental contract to a nonresident bidder unless the nonresident underbids the lowest bid submitted by a responsible resident bidder by an amount that is not less than the amount by which a resident bidder would be required to underbid the nonresident bidder to obtain a comparable contract in the state in which the nonresident's principal place of business is located."

I certify that USI Insurance Services LLC is a resident bidder of
(Company Name)

Texas as defined in Texas Government Code 2252.001A (4).

Signature: 

Print Name: Phillip Briscoe

I certify that _____ is a nonresident bidder of
(Company Name)

Texas as defined in Texas Government Code 2252.001A (4).

Provide City and State of Residency: _____

Signature: _____

Print Name: _____

DEBARMENT OR SUSPENSION CERTIFICATION FORM

Non-Federal entities are prohibited from contracting with or making sub-awards under covered transaction to parties that are suspended or debarred or whose principals are suspended or debarred. Covered transactions include procurement of goods or services equal to or in excess of $100,000. Contractors receiving individual awards of $100,000 or more and all sub-recipients must certify that the organizations and its principals are not suspended or debarred.

By submitting this offer and signing this certificate, this Firm:

(1) Certifies that no suspension or debarment is in place, which would preclude receiving a federally funded contract under the Federal OMB, A-102, common rule.

FIRM'S NAME: USI Insurance Services LLC

ADDRESS: 303 N. Oregon St., Suite 310

CITY: El Paso

STATE: TX **ZIP CODE:** 79901 + _____

PHONE: (915) - 534-9412

FAX: (_____) - _____

E-MAIL: Phillip.Briscoe @ usi.com

Phillip Briscoe
AUTHORIZED COMPANY OFFICIAL'S NAME (Printed or typed)

Vice President
TITLE OF AUTHORIZED OFFICIAL

SIGNATURE OF AUTHORIZED OFFICIAL

06/20/2026
DATE

Chapter 2272 (VERIFICATION) NON-ABORTION AFFILIATION

Pursuant to Texas Government Code Chapter 2272, the District is prohibited from contracting with any abortion provider or an affiliate of an abortion provider whereby the provider or affiliate receives something of value derived from state or local tax revenue. Any contract entered into by the District is void if the prospective vendor has such a prohibited affiliation or contractual relationship. By submitting a proposal in response to the request for proposal, you are certifying to the District that you do not have such an affiliation or contractual relationship.

This bill prohibits a governmental entity, including a school district, from entering into a taxpayer resource transaction with an abortion provider or an affiliate of an abortion provider.

Abortion provider means a facility licensed under Texas Health and Safety Code chapter 245 or an ambulatory surgical center licensed under Texas Health and Safety Code chapter 243, which is used to perform more than 50 abortions in any 12-month period. A facility is not considered to be an abortion provider solely based on the performance of an abortion at the facility during a medical emergency as defined by Texas Health and Safety Code section 171.002.

Affiliate means a person or entity who enters into a legal relationship with another person or entity created or governed by at least one written instrument, including a certificate of formation, a franchise agreement, standards of affiliation, bylaws, or a license, that demonstrates: (1) common ownership, management, or control between the parties to the relationship; (2) a franchise granted by the person or entity to the affiliate; or (3) the granting or extension of a license or other agreement authorizing the affiliate to use the other person's or entity's brand name, trademark, service mark, or other registered identification mark.

Taxpayer resource transaction means a sale, purchase, lease, donation of money, goods, services, or real property, or any other transaction between a governmental entity and a private entity that provides to the private entity something of value derived from state or local tax revenue, regardless of whether the governmental entity receives something of value in return.

Providing basic public services, including fire and police protection and utilities to an abortion provider or affiliate in the same manner as the services are provided to the general public is not a taxpayer resource transaction.

Advocacy or lobbying by or on behalf of a governmental entity on behalf of the interests of an abortion provider or affiliate is considered a taxpayer resource transaction, unless an officer or employee of a governmental entity provides information to a member of the legislature or appears before a legislative committee at the request of the member or committee; an elected official advocates for or against or otherwise influences or attempts to influence the outcome of legislation pending before the legislature while acting in the capacity of an elected official; or an individual speaks as a private citizen on a matter of public concern.

The bill does not apply to certain hospitals and licensed physicians or to a taxpayer resource transaction that is subject to a conflicting federal law as determined by the executive commissioner of HHSC and confirmed in writing by the AG.

Effective date: *September 1, 2019.*

_____	6/20/2026
Signature of Company Representative	Date
Phillip Briscoe	Vice President
Printed Name	Title

Company Name: USI Insurance Services LLC

Address: 303 N. Oregon St., Suite 310

City: El Paso State: TX Zip: 79901

Note: I understand that providing false information on this form may be grounds for debarment and discontinuation of all business with Granbury ISD

SENATE BILL 252 – CHAPTER 2252 CERTIFICATION FORM

Prohibition on Contracts with Terrorist Organizations

The Texas Legislature approved legislation that will impact all government contracts for goods and services. This procurement process requires a certification from any vendor/independent contractor entering into a contract for the Granbury Independent School District to ensure the vendor/contractor complies with the requirements stipulated herein.

Pursuant to Texas Government Code, Chapter 2252, Section 2252.152 and Section 2252.153:

SB 252 prohibits governmental entities from contracting with parties on the State Comptroller's list of companies known to have contracts with, or provide supplies or services to, and organization designated as a Foreign Terrorist Organization by the U.S. Secretary of State. As a result of this law, governmental entities are required to certify that vendors/independent contractors are not on the listing of companies on the website of the Comptroller of the State of Texas which do business with Iran, Sudan, or any Foreign Terrorist Organization.

I, (authorized official) Phillip Briscoe, do hereby depose and certify the truthfulness and accuracy of the contents of the statements submitted on this certification, that the company named below:

1) Does not do business with Iran, Sudan or any Foreign Terrorist Organization, and;
2) Will not do business with Iran, Sudan or any Foreign Terrorist Organization during the term of this contract, and;
3) Is not listed on Comptroller of the State of Texas Divestment Statute Lists

Company Name: USI Insurance Services LLC

Address: 303 N. Oregon St., Suite 310

City: El Paso State: TX Zip: 79901

Signature of Authorized Company Representative

Date: 6/20/2026

Printed Name: Phillip Briscoe

Title: Vice President

Firm hereby assigns to purchaser any and all claims for overcharges associated with this bid/RFP which arise under the antitrust laws of the United States, 15 USCA Section I and which arise under the antitrust laws of the State of Texas, Business and Commerce Code, Section 15.01.

CONFLICT OF INTEREST QUESTIONNAIRE

FORM CIQ

For vendor doing business with local governmental entity

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

N/A

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.** (The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information is being disclosed.**

N/A
Name of Officer

4 **Describe each employment or other business relationship with the local government officer, or a family member of the officer, as described by Section 176.003(a)(2)(A). Also describe any family relationship with the local government officer. Complete subparts A and B for each employment or business relationship described. Attach additional pages to this Form CIQ as necessary.**

A. Is the local government officer or a family member of the officer receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☐ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer or a family member of the officer AND the taxable income is not received from the local governmental entity?

☐ Yes ☐ No

5 **Describe each employment or business relationship that the vendor named in Section 1 maintains with a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more.**

6 ☐ Check this box if the vendor has given the local government officer or a family member of the officer one or more gifts as described in Section 176.003(a)(2)(B), excluding gifts described in Section 176.003(a-1).

7

Phillip Briscoe	370	6/20/2026
Name of signatory	Signature	Date

CONFLICT OF INTEREST QUESTIONNAIRE
For vendor doing business with local governmental entity

A complete copy of Chapter 176 of the Local Government Code may be found at http://www.statutes.legis.state.tx.us/Docs/LG/htm/LG.176.htm. For easy reference, below are some of the sections cited on this form.

Local Government Code § 176.001(1-a): "Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on:

(A) a transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;

(B) a transaction conducted at a price and subject to terms available to the public; or

(C) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency.

Local Government Code § 176.003(a)(2)(A) and (B):

(a) A local government officer shall file a conflicts disclosure statement with respect to a vendor if:

***

(2) the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that

(i) a contract between the local governmental entity and vendor has been executed; or

(ii) the local governmental entity is considering entering into a contract with the vendor;

(B) has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the officer becomes aware that:

(i) a contract between the local governmental entity and vendor has been executed; or

(ii) the local governmental entity is considering entering into a contract with the vendor.

Local Government Code § 176.006(a) and (a-1)

(a) A vendor shall file a completed conflict of interest questionnaire if the vendor has a business relationship with a local governmental entity and:

(1) has an employment or other business relationship with a local government officer of that local governmental entity, or a family member of the officer, described by Section 176.003(a)(2)(A);

(2) has given a local government officer of that local governmental entity, or a family member of the officer, one or more gifts with the aggregate value specified by Section 176.003(a)(2)(B), excluding any gift described by Section 176.003(a-1); or

(3) has a family relationship with a local government officer of that local governmental entity.

(a-1) The completed conflict of interest questionnaire must be filed with the appropriate records administrator not later than the seventh business day after the later of:

(1) the date that the vendor:

(A) begins discussions or negotiations to enter into a contract with the local governmental entity; or

(B) submits to the local governmental entity an application, response to a request for proposals or bids, correspondence, or another writing related to a potential contract with the local governmental entity; or

(2) the date the vendor becomes aware:

(A) of an employment or other business relationship with a local government officer, or a family member of the officer, described by Subsection (a);

(B) that the vendor has given one or more gifts described by Subsection (a); or

(C) of a family relationship with a local government officer.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17th, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Houcine Chraibi			
Expenditure:	Catalog			

Agenda Item Title:
Approve 2026-2027 Catalog Bids

Background Information:
Catalog bids are presented to the Board because the District anticipates that cumulative purchases under the contract will meet or exceed $50,000 in the aggregate during a 12-month period, which triggers the competitive procurement requirements of Texas Education Code §44.031.

Board approval awards the catalog bid and authorizes District purchases from the resulting contract during its term, subject to the approved budget, applicable law, and District purchasing procedures. This item is presented consistent with Education Code Chapter 44, Subchapter B and Board Policy CH(LEGAL)/CH(LOCAL).

Granbury ISD Issued multiple Catalog bid solicitations that were open from June 24th to July 23rd. A list of bids are shown below:

- Athletic & Athletic Trainer Supplies, Equipment, Uniforms/Clothing
- CTE Instructional supplies & Equipment
- MRO Maintenance Repair and Operations Supplies
- Transportation Supplies, Equipment and Services
- On-Site Student and Staff Professional Developments
- Music, Band, Theatre and Choir Related Items and Services

Supporting Document(s) Included:
- List of Approved Vendors

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
It is recommended that the Board approve the vendors listed below for these catalog solicitations. This bid will be for a one year (12 months) from date of award, with option to auto-renew for additional 4 years.

Submitted by:	**Approved by:**
Bradee Drake Purchasing Assistant	Dr. Courtney Morawski Superintendent

2026-12
Athletic & Athletic Trainer Supplies, Equipment, Uniforms/Clothing

Responding Supplier	City	State
Anchorage Unlimited (Anchorage Medical Equipment & Supplies, LLC)	GRAND PRAIRIE	TX
Bienali Promotions, LLC	Highland Park	IL
CMC Neptune LLC	Tyler	TX
GreyStone Group LLC	Takoma Park	MD
Lifting Large Corp	Corrales	NM
Oates Specialties LLC	Huntsville	TX
Print One LLC (Print One)	Granbury	TX
Riddell (Riddell/All American Sports Corp.)	North Ridgeville	OH
School Health Corporation	Hanover Park	IL
SILVER NEEDLE DESIGN	Granbury	TX
Snoco Team Sales	Edmonds	WA
Sound Matrix Corp	Austin	TX
Speed Stacks, Inc	Larkspur	CO
Sports Imports, Inc.	Hilliard	OH
Titan Support Systems, Inc.	Corpus Christi	TX
Xtreme Swim, Inc	Plano	TX

2026-7

CTE Instructional supplies & Equipment

Responding Supplier	City	State
Texas Finance Association (Smart Consulting Group)	houston	TX
Tower Garden, LLC	COLLIERVILLE	TN
AccuCut LLC	Omaha	NE
Adorama Inc	New York	NY
Anchorage Unlimited (Anchorage Medical Equipment & Supplies, LLC)	GRAND PRAIRIE	TX
Barnes & Noble Booksellers, Inc.	New York	NY
Bio Corporation (Bio Company Inc)	alexandria Minnesota	MN
Bluum USA, Inc.	St Paul	MN
Brains and Motion Education Inc.	San Francisco	CA
CONSTRUCTIVE PLAYTHINGS (U.S. TOY COMPANY)	GRANDVIEW	MO
Davis Publications, Inc.	Worcester	MA
Distribold US Inc	Houston	TX
Educator's Depot, Inc.	Sugar Land	TX
Edvotek	Washington	DC
Flinn Scientific Inc	Batavia	IL
Follett Content Solutions, LLC	McHenry	IL
hand2mind, Inc.	Vernon Hills	IL
Just Right Reader, Inc.	Irving	TX
KAMICO Instructional Media, Inc.	Salado	TX
Lab Resources, Inc.	Tomball	TX
MUSIC IS ELEMENTARY	CLEVELAND	OH
Pitsco Education, LLC	Pittsburg	KS
Positive Promotions, Inc.	Hauppauge	NY
Realityworks	Eau Claire	WI
Romeo Music	Coppell	TX
School Mate (Morris Printing Group, Inc)	Kearney	NE
Sentinel Veracity Systems	Nairobi	
Snap-on Industrial, a Division of IDSC Holdings LLC (Snap-on Inc.)	KENOSHA	WI
STEM Education Works	Lafayette	IN
Target Evolution Incorporated	Houston	TX
Tarpley Music Company inc	Amarillo	TX
W.T. Cox Information Services (Cox Subscriptions, Inc.)	Shallotte	NC

2026-11
Music, Band , Theatre and Choir Related Items and Services

Responding Supplier	City	State
Plank Road Publishing Inc.	Wauwatosa	WI
BAC Musical Instruments (BAC Musical Instruments, LLC)	Kansas City	MO
Bandmans company southwest	dallas	TX
Bells Music Shop Inc	Keller	TX
Delgado Guitars (Manuel A. Delgado)	Nashville	TN
DeMoulin Brothers & Company	Greenviille	IL
Houghton Horns LLC	Keller	TX
J.W. Pepper & Son, Inc.	Exton	PA
Music and Arts (Guitar Center Stores Inc)	Frederick	MD
Music in Motion	Plano	TX
MUSIC IS ELEMENTARY	CLEVELAND	OH
Pender's Music Company (Pender's Music Company, LLC)	Denton	TX
Peripole, Inc.	Salem	OR
Romeo Music	Coppell	TX
Stage Corps LLC	Richardson	TX
Sweet Pipes	Port Orange	FL
Tarpley Music Company inc	Amarillo	TX
Tuxedo Connect	Fort Worth	TX
West Music	Coralville	IA

2026-10
On-Site Student and Staff Professional Developments

Responding Supplier	City	State
VoxaFi Global LLC	Laredo	TX
Agape Therapies and Educational Services Co	Austin	TX
Scholastic Inc.	New York	NY
Houghton Mifflin Harcourt Publishing Company	Geneva	IL
MDX Safety Training and Services	Bryan	TX
Seidlitz Education	San Clemente	CA
Green Stripe Consulting LLC	Rockville	MD
Bluum USA, Inc.	St Paul	MN
Leading with LaKesha LLC	Lancaster	TX
Teacher Study Hall LLC (Dorian Valentina Wesley)	Houston	TX
McGraw-Hill LLC	Columbus	OH
Capturing Kids' Hearts (The Flippen Group, LLC)	College Station	TX
Big Rock Educational Services, LLC	Dallas	TX
Douglass Learning and Technology Solutions	FARMINGTON HILLS	MI
Kollege Kompass (Racheal Little)	Cordova	TN
Grand Luxury Living	Lexington	KY

2026-9

Transportation Supplies, Equipment and Services

Responding Supplier	City	State
Avalon Motor Coaches, LLC	Houston	TX
Batteries Plus #1180 (Fully Charged #1180 LLC)	Euless	TX
National Guaranteed Vinyl, Inc.	Ben Wheele	TX
SOUTHWEST INTERNATIONAL TRUCKS	FT. WORTH	TX
Buck's Wheel & Equipment Co.	Fort Worth	TX

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17th, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☑ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Houcine Chraibi			
Expenditure:	$ 30,720 (4 years)			

Agenda Item Title: Fire Alarm Monitoring

Background Information:

Granbury ISD issued a bid from June 18, 2026, through July 16, 2026, for fire alarm monitoring services at 16 district facilities. Services include monitoring fire alarm signals, dispatching the appropriate fire department and District contacts, and reporting trouble and supervisory signals to the Maintenance Department. Granbury ISD received 3 proposals, Siemens Industry, 1st Fire Protection Services, and Firetrol Protection Systems.

Supporting Document(s) Included:

- **Firetrol Protection Systems.pdf**

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:

Based on the quoted cost of $480 per location for 16 locations ($7,680 annually), and an evaluation by Facilities and Maintenance Director, their recommendation is to award the contract to Firetrol, with service in effect starting September 1,2026 to August 31, 2027, with options to renew for up to 3 consecutive years for a total of $30,720. This recommendation is based on their proven service record, familiarity with the District's monitoring system, established relationship with the local fire marshal, and ability to provide prompt, reliable response and support.

Submitted by:	**Approved by:**
Bradee Drake Purchasing Assistant	Dr. Courtney Morawski Superintendent

Campus	Address
Acton Elementary School	3200 Acton School Rd.
Acton Middle School	1300 James Rd
Administration Building	217 N. Jones
Baccus Elementary	901 Avery Road
Brawner Elementary	1520 S. Meadows Dr.
Emma Roberson Early Learning Academy	1500 Misty Meadows
Granbury High School & James Wann Sports Cer	2000 W. Pearl St.
Granbury High School - Field House	2000 W. Pearl St.
Granbury High School - Pavilion	2000 W. Pearl St.
Granbury High School - Sports Complex	2000 W. Pearl St.
Granbury High School AG/Science Complex	451 Howard Clemmons Rd
Granbury Middle School	2000 Crossland Rd.
Little Buccaneers Daycare	3000 Acton School Rd
Mambrino Elementary School	3835 Mambrino Hwy
Oak Woods Elementary	311 Davis Rd.
STARS/BTC	305 N. Hannaford St

Description	Annual Monitoring Fee	Labor to Take Over Monitoring Only
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00
Fire Alarm Monitoring	$480.00	$560.00

***If panel is proprietary and require 3rd party programmer, this will be additional costing.

*Price if existing company will release current cellular monitoring device+Annual Monitoring Fee in addition to this cost D+E

Labor for Take Over and Replacement of Cellular	Permit Fee	Scope Letter Labor
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00
$895.00	$125.00	$280.00

*Price plus the annual monitoring fee in addition to this cost if new cellular is needed due to current provider not releasing. Plus the permit and scope costing per site. F+D+G+H

permit to be pulled with each building that a cellular is replaced at and for us to provide a scope letter for each building per Kevin Jones.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17th, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☑ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Houcine Chraibi			
Expenditure:	$59,434.40			

Agenda Item Title: Utility Van Purchase

Background Information:

Granbury ISD solicited bids for the purchase of a utility van through the District's electronic bidding system. The solicitation was issued on June 17, 2026, and closed on July 16, 2026. A total of three vendors submitted proposals for consideration. Supporting bid documents and tabulations are attached for review.

Supporting Document(s) Included:

- **Bruner Motors.pdf**

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:

It is recommended that the Board award the purchase to Bruner Motors in the amount of $59,434.40. Bruner Motors submitted the lowest responsive bid, met all required specifications, and confirmed that the vehicle is currently in stock, ensuring timely delivery. Based on the competitive pricing, compliance with bid requirements, and immediate availability, administration recommends Board approval of the purchase from Bruner Motors for $59,434.40

Submitted by:	**Approved by:**
Houcine Chraibi Assistant Director of Finance	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

Vehicle Locator

Detail Report for Customer

BRUNER MOTORS, INC.
1515 S LOOP, STEPHENVILLE, TX, 76401
254-968-2135

Customer/Company:

Address:

IN Stock

Sales Consultant:

Vehicle #1: 2025 Chevrolet Express	VIN/Order #	Total Price including Upfit	Stock #
	1HA0GRF79SN010712	$62,690.00	250702
Additional Vehicle Information			

Body Style: CG33503-3500 Commercial Cutaway Van 139" WB
PEG: 1WT-Gas Work Truck Equipment Group
Primary Color: GAZ-Summit White
Trim: 93G-Trim, Cloth, Med Dark Pewter
Engine: L8T-Engine, Gas 6.6L V8
Transmission: N8X-Transmission, 8-Speed Automatic

Options:
1SZ-Discount Processing Option
1WT-Gas Work Truck Equipment Group
93G-Trim, Cloth, Med Dark Pewter
93I-INTERIOR TRIM MED DK PEWTER II (03)
(GMT610 - "G" VAN)
A31-Power Windows
AAC-Parts Pkg Shipped Loose
AK5-Air Bags, Frontal, Driver & Rt Front. Passenger
AS5-Seat: Front Bucket Deluxe
ASF-Head Curtain Side Airbags
ATG-Remote Keyless Entry
AU3-Power Door Locks
B31-Floor Covering, Black Vinyl, Front Only
B3P-Special Vehicle Sales
BA3-Console with Swing-out Storage Bin
BZ8-VEHICLE GM PROD WEEK 17
Body Type Description-Cutaway
C4M-GVWR--9900 LBS
C60-Air Conditioning, Front Manual
C99-SWITCH INFL RST I/P MDL MAN SUPPRESSION
CBI-GVWR--10,000 lbs and under
DHC-Mirrors, Outside Rearview, Manual
DRJ-Rearview Mirror, Partial Video Display
EF7-Country Code - USA
FE9-Federal Emissions
FHO-Vehicle Fuel--Gasoline E10
Fuel Type-Gasoline
G80-Differential, Locking, Heavy-Duty, Rear
GAZ-Summit White
GU6-Rear Axle, 3.42 Ratio
JL4-StabiliTrak, Stability Control System
K34-Cruise Control
KC4-Cooling, External Engine Oil Cooler
KG4-Alternator, 150 Amp
KI4-110 Volt Electrical Receptacle, In Cab
L8T-Engine, Gas 6.6L V8
MAH-MARKETING AREA US, PUERTO RICO/USVI
N33-Tilt-Wheel
N8X-Transmission, 8-Speed Automatic
NE8-EVAPORATIVE SYSTEM LEVEL 3 EMISSIONS
NTB-Federal Emissions, Tier 3
On Lot Notes-Summit White 2025 Chevrolet Express 3500 Work Van Cutaway RWD 8-Speed Automatic 6.6L V8
PEE-Commercial Link
QB5-Wheel 16 X 6.5, Steel
R04-Rear Wheels, Single
R7N-POMS Tracking Code
R8A-LAM Invoice Exemption
R9N-Interior Trim Pricing Code
SLM-Sales, Stock Orders
U0F-Audio System, AM/FM Stereo with MP3 Player
UE1-OnStar and Chevrolet Connected Services Capable
UJM-Tire Pressure Indicator
UTJ-Theft Deterrent System
UVC-Rear Vision Camera
Upfit Model Description-Express 3500
V22-Grille, Chrome W/ Dual Composite Headlamp
V46-Bumper, Front Chrome
V8D-Vehicle Statement U.S.
VK3-License Plate Mounting Provisions, Front
VXT-Incomplete Vehicle Certification
WMZ-2025 Model Year
X88-Chevrolet
XLP-Tires, Front LT245/75R16E All-Season, B/W
YLP-Tires, Rear LT245/75R16E All-Season, B/W
ZQ2-Power Convenience Package
ZQ3-Driver Convenience Package
ZR7-Chrome Appearance Package
ZW9-Standard Body
ZX2-Seating, Driver and Passenger, High-Back Bucket
ZY1-Paint, Exterior Solid

Disclaimer:

GM has tried to make the pricing information provided in this summary accurate. Please refer to actual vehicle invoice, however, for complete pricing information. GM will not make any sales or policy adjustments in the case of inaccurate pricing information in this summary.

40

59434
w/ Service body
& elec hoist

OEM Systems, LLC
P.O. Box 473
220 N Industrial Blvd
Okarche OK 73762
www.OEMTruckEquipment.com
(405) 263-7488

INVOICE

162899	Invoice Number
8/6/2025	Invoice Date
162899	Orig. Job No.
MARK	Cust P.O.

Customer: 5336

Bruner GMC Chevy Stephenville
1515 W South Loop
Stephenville TX 76401

250702

VON: FDXKK3 Control Number: Tereca George:Order Taker

Make: CHEVY Model: EXP VAN Year: 2025 VIN: 1HA0GRF79SN010712

Terms: N30 Job Description: RVSL READY VAN

FURNISH AND INSTALL:
READING READY VAN 132
BUMPER
MOUNTING KIT
HITCH
PLUG
FUEL FILL KIT
MUDFLAPS

RELOCATE CAMERA AND SENSORS

DELIVERY

TEST FUEL 20.00

Part Number	Description
RVS132SRW1FA937150	Body, Van Rvsl St 132 Sw Rw1 57" Height
BPSNSRW1FA530429	Bumper, Rvsl Qm St Sw Rw1 P
10507104	Mount Kit, Gm Gas Ready Van Sl Gm Mount Kit For Gas Chassis
10507107	Hitch, Rv/Csv And Blt Kit Gm-S Curt hitch # 15526
40955	Socket, 7:4 Factory 7 Way Socket W/ 4 Wire Flat
MISC FUEL KIT	Oem Fuel Kit
06-1021OEM	Mudflap,Rubber Oem Single Heavy Duty 12" X 30"
DELIVERY FEE	Vehicle Delivery Fee
FUEL CHARGE	Fuel Charge Gasoline
FRTIBP	Freight, Inbound Parts Job Orders
HWMICC	Haz Waste Mgmnt/Inventory Carrying Costs
MISC SUPPLIES	Misc Supplies Customer Charges
LBR002	Labor - Install
LBR099	actual labor hours Install

TRANSFORM YOUR TRUCK

Order Sub-Total	$18,283.00
Sales Tax	$0.00
Order Total	$18,283.00
Payments	$0.00
Total Due	$18,283.00

Delivery & sale of all merchandise is deemed to take place at OEM's facility in Okarche OK.

THIS IS NOT AN INVOICE - DO NOT PAY FROM THIS QUOTE

COMMERCIAL VAN INTERIORS
Specialists in the Working Van and Truck

2380 Pecan Court Haltom City TX 76117-

Phone (817) 831-7477 Fax (817) 759-1054

Quote: 2123878

Quote Date: 6/30/2026

QUOTE TO: BRUNER MOTORS
P.O. BOX 672
1515 W S LOOP
Stephenville, TX 76401-
Ph: (254) 592-2957 FAX: (254) 965-5439

SHIP TO: BRUNER MOTORS
DOUG KEITH
P.O. BOX 672
1515 W S LOOP
Stephenville, TX 76401-

ACCT #:	P.O.#/CUST. ORDER #:	ORDER DATE:	TERMS:	DATE SHIPPED:	VIA:
2100556			Net 30		

Quanity:	Part Number:	Description:	Price:	Total:
1	LTD-424-A	CRANE 4FT 12DV POWERED	$3,850.75	$3,850.75

COMMENTS:
Partt # LTD-324/KESB-010

VIN:

PRICING ONLY GOOD FOR 30 DAYS FROM DATE OF QUOTE

THIS IS NOT AN INVOICE - DO NOT PAY FROM THIS QUOTE

SUBTOTAL:		$3,850.75
TAX:	8.2500%	$0.00
LABOR:		$210.00
FREIGHT:		$0.00
TOTAL:		$4,060.75

Customer Approval:

I the undersigned do herby acknowledge that I am duly authorized to represent the customer/company/organization listed above to engage Commercial Van Interiors to perform the work as represented above. The undersigned further acknowledges that the provided purchase order is valid within their company/organization. If no purchase order was provided, the undersigned consents to the use of the last eight digits of the VIN in place of a purchase order and authorizes the work to be performed.
Customer is responsible for the insurance of its vehicle(s) left or stored at Commercial Van Interiors, and acknowledges that CVI is not liable for damages, injuries and losses associated with the vehicle(s) as a result of natural disasters, Acts of God or other extraordinary events or circumstances that are outside the control of CVI (i.e., storms, hail, floods, tornadoes earthquakes, etc.).

Representative Signature: _____ Date: _____ 17513647960 (Tax ID #)

Representative Name: _____ PO: _____

Title: _____ (Full) VIN: _____

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	Aug 17, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Brent Wilson			
Expenditure:	$~1,310,000			

Agenda Item Title:
Technology Purchases for 2026-2027

Background Information:
Board Policy CH(LOCAL) requires board approval on purchases in excess of $50,000. The policy states "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in this policy."

The exceptions to the $50,000 threshold in CH(LOCAL) are purchases made through an interlocal contract, a cooperative contract, a state contract, or a continuous or periodic purchase under a Board-approved bid or contract up to $100,000. GISD can purchase directly from these contracts because they have been through a competitive process. GISD uses these resources to gather multiple quotes for purchasing decisions at the time of the purchase. The following purchases are planned to occur before August 31, 2027. These purchases include funds allocated to the technology department, campuses, and other district departments. The single purchases exceeding the $100,000 purchase limit outlined in CH(LOCAL) are listed below for consideration and consent.

The following are known purchases exceeding $100,000 requiring Board Approval

Skyward Annual Maintenance/Training - $140,000
- Account Code – Function 53

Internet, Intranet and Wide Area Networks - $150,000
- Vendors include: Zayo, Spectrum, Fiber11 (Region 11 Service Center)
- GISD Contract for Wide Area Network Services
- Account Code – Function 11/53

Computer Equipment following the student/teacher replacement schedule - $350,000
- Vendors include: Dell, CDW-G, Sterling Computers, Delcom Products, 3-C Technology
- Account Code – Functions 11/12/23/31/33/51/53

Licensing - $280,000
- SolidIT Network Solutions
- Fortinet Annual Maintenance for Firewall, Filtering and Endpoint Protection
- Cisco Smart Net
- Microsoft
- Dell Apex
- Linewize School Manager—SSL decryption, content-sensitive proxy, blacklisting, remote filtering
- Account Code – Functions 11/53

Print and Copy Contracts - $195,000
- Canon
- DIR Contract - $175,000
- Allotment for Copies - $20,000
- Account Code – Functions 11/12/21/23/31/34/36/41/53

Supporting Document(s) Included:

- None

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*

Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:

It is recommended that the board approve all purchases over $100,000 as outlined above.

Submitted by:	**Approved by:**
Brent Wilson Director of Technology	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Tammy Clark			
Expenditure:	$ n/a			

Agenda Item Title:
Consider and approve Certification of Compliance with Certain Laws under Texas Education Code 39.008, as enacted by Senate Bill 12 (89th Texas Legislative Session).

Background Information:

No later than September 30th of each year, the superintendent of schools must certify to TEA that the district is in compliance with Education Code 11.005 (prohibition on DEI duties) and Education Code 28.0022 (instructional requirements and prohibitions). To certify, the district must ensure the requisite policies are adopted and provided to the district's staff and contractors and that the board has approved the certification deadline.
Adoption of the TASB numbered updates, after the (LOCAL) policies are voted on at this same board meeting, will ensure the school board has adopted the required policies. It is also necessary to describe how employees and contractors were notified of these policies. This certification must be approved by the board in time for the district to provide the certification documentation to TEA by the deadline.

Supporting Document(s) Included:
- Compliance documentation

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Compliance

Recommendation:
To approve the Certification of Compliance with Certain Laws under Texas Education Code 39.008 as presented.

Submitted by:	**Approved by:**
Tammy Clark, Deputy Superintendent	Dr. Courtney Morawski Superintendent

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: Granbury ISD

County-District Number (CDN): 111901

Superintendent/CEO Name: **Dr. Courtney Morawski**

Certification School Year: **2026-27**

Section 2: Description of Required Policies and Procedures

Section 2: Description of Required Policies and Procedures

In compliance with the 89th Legislative Session, Texas Education Code (TEC), §§11.005(c) and 28.0022(h), Granbury ISD adopted required policies and procedures related to Senate Bill 12 during the **August 17th** Board Meeting.

The following documentation is locally maintained as evidence of compliance:

- August 17, 2026, Board Memo: Certification Compliance
- TEC §39.008: Certification of Compliance with Certain Laws Required
- Internal SB12 Compliance Report
- Website parent hub Parent Notification of Parental Rights

Board Policies Updated for Compliance: BJA (LEGAL), BJCF (LOCAL), BT (LEGAL), CDC (LEGAL), CJ (LEGAL) and (LOCAL), CMD (LEGAL), CQA (LEGAL), (LEGAL), DG (LEGAL), DFBB (LOCAL), DH (LOCAL), EMB (LEGAL), and FOA (LEGAL). Changes can be viewed at this link.

Notification to Employees:

On July 22, 2026, all district and campus-level administrators received SB12 refresher training. This same compliance training went out to all employees during pre-service training. Also, all employees received the notice for the SB12 Resolution as Exhibit D in the Employee Handbook accessible at any time on the website, which requires each employee to sign off for the 2026-27 school year. The Employee Handbook contains all applicable employment violation notices. All staff receive SB 12 Refresher training during back-to-school training at the campus or departmental level. All employees are notified that print copy is available upon request.

Notification to Contractors and Contracted Staff:

The district added the SB 12 link to law and GISD SB12 Resolution to the website, current contractors or vendors will receive the SB12 Vendor and Contract Notice dated 8/5/2026 for the 2026-2027 school year, along with an

acknowledgement agreement to certify compliance at proposal submission or purchase order acceptance. Notice is also included that printed copies of GISD SB12 Resolution are available on request to all Purchase Orders and Independent Contractors.

Section 3: Policy or Program Changes

Were any existing policies, programs, procedures, or trainings altered to ensure compliance with TEC, §§39.008, 11.005, and 28.0022? X **Yes** **No**

If yes, describe or attach a copy of the changes below.

Board Policy Updates: BJA (LEGAL), BT (LEGAL), CDC (LEGAL), CJ (LEGAL) and (LOCAL), CMD (LEGAL), CQA (LEGAL), DG (LEGAL), EMB (LEGAL), and FOA (LEGAL). Changes can be viewed at this link.

Section 4: Cost Savings

Were there any cost savings resulting from actions taken to comply with TEC, §39.008? ☐ **Yes** X **No**

Total cost savings: $ _____

If yes, describe or attach a copy of the cost savings.

Section 5: Board Approval

Date of Board/Governing Body Meeting:

SB 12 2026-27 Certification August 17, 2026

Meeting notice was posted on LEA website at least seven days in advance: X **Yes** ☐ **No**

Public testimony opportunity provided during meeting: X **Yes** ☐ **No**

Certification approved by majority vote: **Yes** ☐ **No**

Section 6: Certification Statement

By signing below, the undersigned certifies that the information contained in this document is true and correct and that the district or charter school is in compliance with the requirements of Texas Education Code §§39.008, 11.005(c), and 28.0022(h).

Superintendent/CEO Signature: _____

Date: _____

SWORN TO AND SUBSCRIBED before me on this _____ day of _____, 20_____.

_____

Notary Public, State of Texas

GRANBURY INDEPENDENT SCHOOL DISTRICT

217 N. Jones Street | Granbury, Texas 76048 | 817.408.4000

NOTICE TO EMPLOYEES, CONTRACTORS, VENDORS, AND SERVICE PROVIDERS

DATE:	August 4, 2025
TO:	All District Employees, Contractors, Independent Service Providers, and Vendors
FROM:	Office of the Superintendent, Granbury Independent School District
SUBJECT:	**Prohibitions Against Discrimination and Diversity, Equity, and Inclusion (DEI) Activities**

This memorandum serves as notice to all employees, contractors, vendors, and service providers of Granbury Independent School District (the "District") of important changes in state law and District policy prohibiting the consideration of race, sex, color, or ethnicity in connection with District operations and decision-making. **All District employees, vendors, service providers, and contractors are required to review this memorandum in its entirety**, disseminate its contents to all personnel assigned to District accounts, and maintain operations in strict conformity with District policy. Execution of services under any current or future District agreement serves as an acknowledgment of, and consent to, these contractual conditions.

Discrimination Prohibited

The District prohibits discrimination on the basis of race, color, national origin, religion, sex, or disability. Additionally, Texas Education Code Section 11.005 and District policy prohibit District employees, contractors, vendors, and service providers from performing, carrying out, or assigning certain responsibilities or job duties at, for, or on behalf of the District. This notice clarifies District policy prohibiting the consideration of race, sex, color, or ethnicity in District operations and decision-making.

Consistent with Texas Education Code § 11.005, the District prohibits certain activities related to Diversity, Equity, and Inclusion (DEI) initiatives. The District's policies may be accessed online at: [insert link to GISD online policy manual]. Employees, contractors, vendors, and service providers are charged with complying with all District policies while providing services to the District.

Diversity, Equity, and Inclusion Duties Defined

Diversity, equity, and inclusion ("DEI") duties prohibited by District policy are any action, role, or practice that involves the following:

- **Influencing Employment Practices:** Any effort designed to influence hiring, recruitment, promotion, or general employment practices with respect to race, sex, color, or ethnicity, unless strictly necessary to maintain compliance with established state or federal antidiscrimination statutes.

- **Promoting Differential Treatment:** Proactively promoting differential treatment of individuals, or providing special or exclusive benefits to individuals, solely on the basis of race, color, or ethnicity.
- **Developing Protected-Class Programming:** Developing, implementing, structuring, or delivering policies, operating procedures, professional trainings, educational activities, or instructional programs that reference race, color, ethnicity, gender identity, or sexual orientation. Exceptions exist for student recruitment collaborations involving historically black colleges and universities, or as otherwise mandated by state or federal law.
- **Compelling DEI Statements:** Compelling, requiring, inducing, or soliciting any prospective or current employee, contractor, service provider, or vendor to submit a diversity, equity, and inclusion statement, or granting preferential consideration or advantage to any individual based on the provision or substance of such a statement.

District Policies

The following District policies are of particular importance in regulating the District's prohibition against DEI duties:

- **Board Policy BT (LEGAL):** Provides that except as explicitly required by state or federal law, the District shall not assign DEI duties to any person and must proactively prohibit independent contractors from engaging in such activities.
- **Board Policy CJ (LEGAL) and (LOCAL):** These policies govern contracted services and provide that a District contract is subject to termination if a contractor or vendor intentionally or knowingly engages in DEI duties or assigns such duties to another individual. They further establish the appeal process through which an affected contractor may appeal an adverse contract action.
- **Board Policy DH (LOCAL):** Outlines employee standards of conduct, including the prohibition against engaging in or delegating to another DEI duties.
- **Board Policy BJA (LEGAL):** Requires the Superintendent to certify to the Commissioner of Education the District's compliance with Texas Education Code Sections 39.008, 11.005, and 28.0022.
- **Board Policy CMD (LEGAL):** Regarding the acquisition of instructional materials.
- **Board Policy DF (LEGAL):** Provides for the appropriate discipline, including termination, of a District employee or contractor who intentionally or knowingly engages in or assigns to another person prohibited diversity, equity, and inclusion duties.
- **Board Policy DG (LEGAL):** Provides that a teacher may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs.
- **Board Policy BJCF (LOCAL):** Provides that violation of the District's prohibition against engaging in or delegating to another DEI duties is a ground for Superintendent contract nonrenewal.
- **Board Policy EMB (LEGAL):** Addresses the teaching of controversial topics, and prohibits instruction, guidance, activities, or programming regarding sexual orientation and gender identity to students.

Consequences for Violation of Policies

Employees and District contractors are on notice that violation of these District policies may result in disciplinary action, up to and including termination of employees, or termination of third-party contracts with vendors and service providers:

- **Mandatory Termination of Contracts:** Policy CJ (LOCAL) provides that any intentional or knowing violation of these prohibitions constitutes a material breach of contract. If the District determines through administrative review or inquiry that a contractor has intentionally or knowingly engaged in DEI duties, assigned DEI duties to another individual, or conducted prohibited instruction or guidance, the violation shall result in the termination of the contract. Penalties for violating the District's policies apply to all contractors, vendors, and service providers, regardless of whether the prohibited act was committed by an executive officer, a staff employee, or a third-party agent acting on behalf of the contracting entity.
- **Employee Discipline:** Employees who violate the District's policies and standards of professional conduct may be subject to discipline, up to and including possible termination of employment.

Certain Practices Exempted

Policy BT (LEGAL) explicitly clarifies that these prohibitions do not apply to, restrict, or modify several core educational and commercial functions. Contractors and employees may engage in the following activities without violating the District's antidiscrimination policies:

- **Historically Underutilized Businesses (HUBs):** The policy does not limit or prohibit the District from actively contracting with historically underutilized businesses in accordance with applicable Texas procurement statutes.
- **Commemorative and Holiday Instruction:** Contractors may acknowledge, reference, or teach the historic significance of state and federal holidays, or celebrate federally designated commemorative months, provided the curriculum aligns with the Texas Essential Knowledge and Skills (TEKS) frameworks.
- **Constitutional Protections:** Nothing in these guidelines shall be construed to infringe upon or affect a student's core constitutional rights under the First Amendment to the United States Constitution or Article I, Section 8, of the Texas Constitution.
- **Academic Achievement and Data Reporting:** Data collection, standard monitoring, and state reporting are not impacted by the District's policies. Practices, procedures, or programs designed to eliminate unlawful discriminatory patterns, address academic achievement gaps, or enhance postgraduate student success are not impacted by these policies. These programs are structured and implemented entirely without regard to race, sex, color, or ethnicity.

Access to Policies and Printed Copies

The District policies referenced in this memorandum are available in the District's online policy manual at [insert link to GISD online policy manual]. Printed copies of any or all of the referenced policies, and of the Granbury ISD SB 12 Resolution, are available upon request at no cost.

Employees may request printed copies through the Human Resources Department. Contractors, vendors, and service providers may request printed copies from the Granbury ISD Purchasing Department at 217 N. Jones Street, Granbury, Texas 76048, by telephone at 817.408.4015, or by email at gisd.purchasing@granburyisd.org.

Acknowledgment

Continued performance of services under any current District agreement, submission of a proposal or bid, acceptance of a District purchase order, or execution of any future District agreement constitutes acknowledgment of and agreement to the requirements described in this memorandum.

Thank you for your attention to these important policy changes.

_____

Dr. Courtney Morawski

Superintendent of Schools

Granbury Independent School District

Policy	Relevancy	Numbered Updates
Section 2 of TEA's Compliance Certification Template [11.005(c) and 28.0022(h)]		
BJCF(LOCAL) — Superintendent: Nonrenewal	Engaging or assigning DEI duties, as well as instructional activities prohibited by law, were included in the list of reasons the superintendent's contract may be nonrenewed.	127
BT(LEGAL) — Prohibition on Diversity, Equity, and Inclusion Activities	This new legal framework addresses SB 12's prohibition on DEI activities. Definitions and prohibited activities and certification requirements are included.	126
CJ(LEGAL) and (LOCAL) — Contracted Services	Adopted new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or DEI duties under SB 12. Violations will result in termination of the contract.	126
DF(LEGAL) — Termination of Employment	The legal framework was revised to address the prohibition on DEI and prohibited classroom instruction.	126
DFBB(LOCAL) — Term Contracts: Nonrenewal	Engaging or assigning DEI duties, as well as instructional activities prohibited by law, were included in the list of reasons a term contract employee may be nonrenewed.	126
DH(LOCAL) — Employee Standards of Conduct	Sections on Prohibited Classroom Instruction or Activities and Prohibited Diversity, Equity, and Inclusion Duties were added.	126

Section 3 of TEA's Compliance Certification Template [39.008, 11.005, 28.0022]		
BJA(LEGAL) — Superintendent: Qualifications and Duties	The legal framework was updated to include information regarding the required certifications to TEA.	126
BT(LEGAL) — Prohibition on Diversity, Equity, and Inclusion Activities	This new legal framework addresses SB 12's prohibition on DEI activities. Definitions and prohibited activities and certification requirements are included.	126
CDC(LEGAL) — Other Revenues: Gifts and Solicitations	A district may not accept private funding for the purpose of developing a curriculum, purchasing or selecting curriculum materials, or providing teacher training or professional development related to a concept listed in Education Code 28.0022(a)(4)(A).	119
CJ(LEGAL) and (LOCAL) — Contracted Services	Adopted new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or DEI duties under SB 12. Violations will result in termination of the contract.	126
CMD(LEGAL) — Equipment and Supplies Management: Instructional Materials Care and Accounting	In providing instructional materials for each subject in the required curriculum and each grade level, the district protects students from obscene or harmful content as necessary for compliance with Education Code 28.0022.	122
CQA(LEGAL) — Technology Resources: District, Campus, and Classroom Websites	The list of required website postings was updated to reflect that a district must post notice at least seven days before the date on which a meeting is held to discuss the certification of compliance with Education Code 11.005 and 28.0022.	126

DG(LEGAL) — Employee Rights and Privileges	Teachers may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs and may not be subject to discipline for an allegation that they did so if they are using SBOE-approved instructional materials and teaching with fidelity.	119 and 122
EMB(LEGAL) — Miscellaneous Instructional Policies: Teaching About Controversial Issues	The legal framework at this code was updated with the information from Education Code 28.0022.	126
FOA(LEGAL) — Student Discipline: Removal by Teacher or Bus Driver	A teacher may not remove a student from class based on a single incident of behavior if the student is reasonably discussing certain debated and controversial topics subject to Education Code 28.0022.	126

Resolution Regarding Senate Bill 12 and Parent Rights

WHEREAS, Senate Bill 12 from the 89th legislative session relates to parental rights in public education, including requirements and prohibitions regarding instruction; diversity, equity and inclusion duties; assistance with District student social transitioning; and student clubs;

WHEREAS, Senate Bill 12 becomes effective on September 1, 2025; and

WHEREAS, local policies relating to matters in Senate Bill 12 will be adopted as soon as practicable, but after the effective date.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Granbury Independent School District directs all staff and contractors to comply with the following requirements and directives:

1. All policies shall be implemented and followed;
2. Parental rights, including the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the parent's child will not be infringed unless required by law or to provide life-saving care to the child;
3. Except as required by state or federal law, employees and contractors may not assign diversity, equity, and inclusion duties to any person, and the District hereby prohibits a District employee, contractor, or volunteer from engaging in diversity, equity, and inclusion duties at, for, or on behalf of the District;
4. An employee or contractor who intentionally or knowingly engages in or assigns to another person diversity, equity, and inclusion duties or engages in prohibited instruction will be appropriately disciplined, up to and including termination;
5. Employees of the District are prohibited from assisting a student enrolled in the District with social transitioning, including providing any information about social transitioning or providing guidelines intended to assist a person with social transitioning;
6. No information about a parent's child may be withheld from the parent unless required by law, and parents are entitled to access all written records of the District concerning the parent's child, including library records and health records. Information may be withheld if disclosure is likely to result in the student suffering abuse or neglect;
7. Information regarding a parent's right to access records relating to the parent's child shall be posted on the District's home page of the internet website;
8. Instructional plans or course syllabi for each class offered in the District for a semester must be posted on the District's internet website at the beginning of each semester;
9. The Superintendent is directed to provide for an internet portal through which parents of students enrolled in the District may submit comments to campus or District administrators and the Board;
10. The Board shall prioritize public comments by hearing comments at the beginning of each Board meeting;
11. The Board will only hold Board meetings outside of typical work hours;

12. Parents are entitled to notice no later than one school business day after the date an employee first suspects that a criminal offense has been committed against the parent's child;

13. Employees are not prohibited from providing parents with information regarding a student's mental, emotional, or physical health or well-being or a change in services provided to or monitoring of the student related to the student's mental, emotional, or physical health or well-being;

14. No employee will encourage or have the effect of encouraging a student to withhold from the student's parent information about the student's mental, emotional, or physical health or well-being;

15. Employees may not discourage or prohibit parental knowledge of or involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being;

16. Unless authorized by law, no employee may disclose a child's health or medical information to any person other than the child's parent;

17. Unless authorized by law, no employee may collect, use, store, or disclose to any person other than the child's parent a child's biometric identifiers;

18. Unless authorized by law, no employee will provide health care services or medication or conduct a medical procedure to a student;

19. All grievances received by the District on or after September 1, 2025, will comply with the legal requirements in Texas Education Code Chapter 26A;

20. Before a student may be provided with human sexuality instruction, the District must obtain the written consent of the student's parent in the manner prescribed by law;

21. No employee may provide or allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation or gender identity to students enrolled in prekindergarten through grade 12;

22. Each parent will be provided at least two opportunities for in-person conferences with the child's teacher during each school year;

23. No student club authorized or sponsored by the District may be based on sexual orientation or gender identity;

24. Written parental consent is required before a student may participate in a student club authorized or sponsored by the District or campus;

25. The Superintendent is directed to provide a copy of this resolution to all District employees and contractors electronically and physically.

Adopted this 20th *(date)* day of October *(month)*, 2025 *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: Billy Windsor

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17,2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr, Tim Rocka			
Expenditure:	$ No Impact			

Agenda Item Title:

Approval of the list of Certified T-TESS Appraisers for the 2026-27 School Year.

Background Information:

Board Policy DNA- Local requires the Board to approve a list of certified appraisers who can appraise teachers.

The list of Certified T-TESS appraisers is attached.

Supporting Document(s) Included:

- Granbury ISD T-TESS Certification Status 2026-2027

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Recruit, develop, and retain high-quality staff (#2 Human Capital)

Recommendation:
Approval of list of appraisers.

Submitted by:	**Approved by:**
Dr. Tim Rocka **Executive Director of Human Resources**	Dr. Courtney Morawski Superintendent

First Name	Last Name	Email	Role	T1 Cert Status	Cert Year	Alt 1 Certified?
Kelly	Eppler	kelly.eppler@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
meredith	brummer	thebrummers@hotmail.com	Observer	Certified	2026 - 2027	TRUE
duane	fish	duane.fish@granburyisd.org	School Administrator	Certified	2026 - 2027	TRUE
Julie	Sellers	julie.sellers@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
Whitney	Schafer	wmarketteschafer@gmail.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
Stephanie	Slimak	stephanie.slimak@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
Jennifer	Kleiber	Jennifer.kleiber@att.net	Assistant School Administrator	Certified	2026 - 2027	TRUE
john	dafoe	john.dafoe@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
Meredith	Payne	meredith.payne@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
ammie	hill	ammie.hill@granburyisd.org	School Administrator	Certified	2026 - 2027	TRUE
Stacie	Brown	stacie.brown@granburyisd.org	Observer	Certified	2026 - 2027	TRUE
Tammy	Clark	tammy.clark@granburyisd.org	District Administrator	Certified	2026 - 2027	TRUE
Margaret	Flores-Rodriquez	mf3476@yahoo.com	School Administrator	Certified	2026 - 2027	TRUE
Chelsey	Gibson	chelsey.gibson@granburyisd.org	School Administrator	Certified	2026 - 2027	TRUE
karla	willmeth	karla.willmeth@granburyisd.org	Observer	Certified	2026 - 2027	TRUE
Rylie	Baumberger	rylie.baumberger@gmail.com	Observer	Certified	2026 - 2027	TRUE
lacey	padgett	lacey.padgett@granburyisd.org	School Administrator	Certified	2026 - 2027	TRUE
mark	page	dr.mapage@gmail.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
Timothy	Rocka	trocka@carthageisd.org	Observer	Certified	2026 - 2027	TRUE
Chelsey	McCord	chelsey.mccord@granburyisd.org	Observer	Certified	2026 - 2027	TRUE
todd	gibson	todd.gibson@granburyisd.org	School Administrator	Certified	2026 - 2027	TRUE
Denisa	Mendel	denisa.mendel@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
Maggie	Walton	maggie.walton@granburyisd.org	District Administrator	Certified	2026 - 2027	TRUE
Kellie	Pollock	kellie.pollock@granburyisd.org	School Administrator	Certified	2026 - 2027	TRUE
Haley	Briggs	haley.briggs@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
ashley	gill	ashleylewis81@live.com	Observer	Certified	2026 - 2027	TRUE
Janice	Klink-Mueller	jklinkmueller@c-isd.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
brenda	pickett	brenda.pickett@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
Mallory	Myers	mdm0320@gmail.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
Sandra	Ruiz	jsruiz4@yahoo.com	School Administrator	Certified	2026 - 2027	TRUE
Nathan	Daniels	nathandwain@gmail.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
melissa	shipp	melissa.shipp@granburyisd.org	School Administrator	Certified	2026 - 2027	TRUE
JENNIFER	PENNINGTON	jcp0809@gmail.com	School Administrator	Certified	2026 - 2027	TRUE
Nuvia	Velazquez	n_alcaraz1@yahoo.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
angela	payne	angie.payne@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
molly	whisenhunt	mollywhisenhunt@yahoo.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
Tiffany	Biggs	bkt7604@yahoo.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
truett	miller	truettmiller1@gmail.com	Assistant School Administrator	Certified	2026 - 2027	TRUE
Stefanie c	McKethan	stefanie.mckethan@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
daniel	guidry	danny.guidry@granburyisd.org	Assistant School Administrator	Certified	2026 - 2027	TRUE
Ben	Sherley	ben.sherley@granburyisd.org	School Administrator	Certified	2026 - 2027	TRUE
Hailey	Veron	hailey.veron@granburyisd.org	Observer	Not Certified	N/A	TRUE
Courtney	Morawski	courtney.morawski@granburyisd.org	District Administrator	Not Certified	N/A	FALSE
sylvia rene	jackson	rene.jackson@granburyisd.org	Observer	Not Certified	N/A	FALSE
tamara	green	tamara.green@granburyisd.org	Observer	Not Certified	N/A	FALSE

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☑ Other: IMA (Instructional Materials Allotment)
Presenter:	Karla Willmeth			
Expenditure:	$208,085.02			

Agenda Item Title:
iReady Contract

Background Information:

Granbury ISD will utilize i-Ready as the district's universal screener for the 2026–2027 school year. i-Ready will be administered at the beginning, middle, and end of the year (BOY, MOY, and EOY) to provide data on student achievement and growth. The assessment data will help identify students who may be at risk and support targeted instruction and intervention. i-Ready also provides individualized learning paths for students and a Teacher Toolbox with instructional resources for whole-group and small-group instruction. In addition, i-Ready data will be used to measure student growth for the Teacher Incentive Allotment (TIA) in subjects not assessed by STAAR.

Supporting Document(s) Included:

- Granbury ISD_9 Month_Quote454582.4.pdf

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Advance academic achievement and growth for every student (#1 Student Achievement)

Recommendation:
Approval of the i-Ready renewal will continue to provide GISD with a reliable, TEKS-aligned universal screener that supports individualized instruction, targeted resources, and student growth measurement, including for the Teacher Incentive Allotment. Administration respectfully recommends Board approval.

Submitted by:	**Approved by:**
Karla Willmeth **Director of Teaching and Learning**	Dr. Courtney Morawski Superintendent

Curriculum Associates

Prepared For:
Stacie Brown
Granbury ISD
217 N Jones St,
Granbury, TX 76048

Licenses Valid From: 10/01/2026 to 06/30/2027

3/9/2026

Dear Stacie Brown,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 454582.4 Quote Valid through: 12/31/2026

Product	List Price	Net Price
i-Ready	$143,122.50	$135,966.34
Toolbox	$59,433.75	$50,518.68
Professional Learning	$21,600.00	$21,600.00
i-Ready Partners Services	$14,000.00	$0.00
	List Total:	$238,156.25
	Savings:	$30,071.23
	Shipping/Tax/Other:	$0.00
	Total:	**$208,085.02**

Thank you again for your interest in Curriculum Associates.

Sincerely

Terri Ballesteros
(915) 691-4047
tballesteros@cainc.com

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 454582.4 **Date:** 3/9/2026 **Quote Valid through:** 12/31/2026

Prepared For:
Stacie Brown
Granbury ISD
217 N Jones St,
Granbury, TX 76048
stacie.brown@granburyisd.org
(817) 408-4000

Your Representative:
Terri Ballesteros
(915) 691-4047
tballesteros@cainc.com

Licenses Valid From: 10/01/2026 to 06/30/2027

Acton ES 3200 Acton School Rd, Granbury, TX 76049

Total Building Enrollment: 841, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 9 Months	K-8	16664.0	1	$23,377.50	$22,208.62	$22,208.62
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students 9 Months	K-8	28409.0	1	$7,710.00	$6,553.50	$6,553.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 801 - 1200 Students 9 Months	K-8	36703.0	1	$1,841.25	$1,565.06	$1,565.06
					Subtotal:	$30,327.18
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$30,327.18

Acton MS 1300 James Rd, Granbury, TX 76049

Total Building Enrollment: 938, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 9 Months	K-8	16664.0	1	$23,377.50	$22,208.62	$22,208.62
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students 9 Months	K-8	28409.0	1	$7,710.00	$6,553.50	$6,553.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 801 - 1200 Students 9 Months	K-8	36703.0	1	$1,841.25	$1,565.06	$1,565.06
					Subtotal:	$30,327.18
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$30,327.18

Brawner ES 1520 S Meadows Dr, Granbury, TX 76048

Total Building Enrollment: 758, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 9 Months	K-8	16663.0	1	$18,247.50	$17,335.12	$17,335.12
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students 9 Months	K-8	28408.0	1	$6,210.00	$5,278.50	$5,278.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 501 - 800 Students 9 Months	K-8	36702.0	1	$1,485.00	$1,262.25	$1,262.25
					Subtotal:	$23,875.87
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$23,875.87

Granbury ISD 217 N Jones St, Granbury, TX 76048

Total Building Enrollment: 5400, Grade Range: PK - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	9	$2,400.00	$2,400.00	$21,600.00
					Subtotal:	$21,600.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$21,600.00

Granbury MS 2000 Crossland Rd, Granbury, TX 76048

Total Building Enrollment: 890, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 9 Months	K-8	16664.0	1	$23,377.50	$22,208.62	$22,208.62
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students 9 Months	K-8	28409.0	1	$7,710.00	$6,553.50	$6,553.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 801 - 1200 Students 9 Months	K-8	36703.0	1	$1,841.25	$1,565.06	$1,565.06
					Subtotal:	$30,327.18
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$30,327.18

Nettie Baccus ES 901 Loop 567, Granbury, TX 76048

Total Building Enrollment: 595, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 9 Months	K-8	16663.0	1	$18,247.50	$17,335.12	$17,335.12
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students 9 Months	K-8	28408.0	1	$6,210.00	$5,278.50	$5,278.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 501 - 800 Students 9 Months	K-8	36702.0	1	$1,485.00	$1,262.25	$1,262.25
					Subtotal:	$23,875.87
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$23,875.87

Oak Woods School 311 Davis Rd, Granbury, TX 76049

Total Building Enrollment: 559, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 9 Months	K-8	16663.0	1	$18,247.50	$17,335.12	$17,335.12
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students 9 Months	K-8	28408.0	1	$6,210.00	$5,278.50	$5,278.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 501 - 800 Students 9 Months	K-8	36702.0	1	$1,485.00	$1,262.25	$1,262.25
					Subtotal:	$23,875.87
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$23,875.87

The Steam Academy at Mambrino 3835 Mambrino Hwy, Granbury, TX 76048

Total Building Enrollment: 795, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 9 Months	K-8	16663.0	1	$18,247.50	$17,335.12	$17,335.12
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students 9 Months	K-8	28408.0	1	$6,210.00	$5,278.50	$5,278.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 501 - 800 Students 9 Months	K-8	36702.0	1	$1,485.00	$1,262.25	$1,262.25
					Subtotal:	$23,875.87
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$23,875.87

Total

List Total:	$238,156.25
Savings:	$30,071.23
Merchandise Total:	$208,085.02
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$208,085.02**

Special Notes

- All i-Ready purchases require professional learning.
- 5% discount applied to i-Ready based on scope of quote.
- 15% i-Ready Partnership Discount applied to Toolbox contingent upon purchase of i-Ready.
- BuyBoard Contract #748-24

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y8

Curriculum Associates®

Information on Professional Learning Sessions

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. In the event of a (i) government-declared public health emergency or (ii) weather event, that materially impacts in-person instruction, sessions may transition to a virtual format. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot safely reach a session site, or if adequate health safety measures cannot be put in place.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice.

Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates®

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

i-Ready Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



Account Management



Professional Development



Educational Consultants



Achievement Analytics



Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



© 2021 Curriculum Associates, LLC. All rights reserved. | 08/21 0K

Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $500/shipment location
- Freight Storage $1000/shipment location
- Freight Carrier Redelivery $350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies. To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to re-negotiate the terms herein.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1 -800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready ® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☑ Consent ☐ Report ☐ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☑ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☑ Other: TITLE IV
Presenter:	Karla Willmeth			
Expenditure:	$ 96,000			

Agenda Item Title:
Community in Schools

Background Information:

Granbury ISD is requesting Board approval for the Communities in Schools (CIS) contract/Memorandum of Understanding (MOU) for the 2026–2027 school year. CIS will provide integrated support services at Granbury Middle School and Baccus Elementary to help address student needs and promote student success.

The CIS program is an evidence-based model that places trained site coordinators within schools to connect students and families with needed resources and support. Services are designed to reduce barriers to learning, increase student engagement and attendance, and improve overall student outcomes, particularly for students identified as at risk.

The program will be funded through Title IV funds designated to improve school conditions for student learning and promote safe, healthy, supportive learning environments. All CIS services are voluntary and will be provided only with parent or guardian consent.

Supporting Document(s) Included:

- **Granbury Community in Schools 26-27 MOU**

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Maintain safe, supportive, and connected learning environments (#1 Student Achievement)

Recommendation:
It is recommended that the Granbury ISD Board of Trustees approve the Memorandum of Understanding (MOU) with Communities in Schools (CIS) for the 2026–2027 school year to provide integrated student support services at Granbury Middle School and Baccus Elementary. The partnership will support student attendance, engagement, well-being, and overall academic success through coordinated resources and services.

Submitted by: Karla Willmeth	**Approved by:**
	Dr. Courtney Morawski Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT
and
COMMUNITIES IN SCHOOLS OF GREATER TARRANT COUNTY, INC.

MEMORANDUM OF UNDERSTANDING for Management and Support of COMMUNITIES IN SCHOOLS

SECTION 1. PARTIES TO CONTRACT

This MOU is made and entered into by and between Communities In Schools of Greater Tarrant County, Inc., hereinafter known as "CIS", a private non-profit corporation, and Granbury ISD, hereafter knows as the "District". The Parties agree to enter into a cooperative effort to provide school-based support services to students and their families in order to increase their level of academic success. The Parties have severally and collectively agreed and by the execution hereof are bound to the mutual obligations and to the performances and accomplishments of the tasks hereinafter described.

SECTION 2. TERM

The term of this MOU shall be from September 1, 2026 through August 31, 2027. Either party may cancel this MOU contract if thirty days written notification is provided to the other party in accordance with Section 5.

SECTION 3. CONTRACTOR PERFORMANCE

CASE MANAGEMENT

CIS shall, in satisfactory performance of this contract, perform and/or provide for the following functions for the District:

1. Provide overall management and supervision of the Communities In Schools (CIS) programs on the following District campuses.

    i. Granbury Middle School
    ii. Nettie Baccus Elementary School

2. CIS will follow national, state, TEA and local policies and ethical standards for service provision, under applicable state and local laws. Further, CIS will follow the written District or school policies concerning student service delivery where written District or school policies are more restrictive than the policies noted above, except as otherwise herein noted or mutually agreed in writing.

3. With parental consent, provide multidisciplinary, individualized case management and coordination of resources for a referred group of at least 75 students per campus who meet the criteria established by TEA for CIS students.

4. Coordinate school-wide activities/events in partnership with campus staff, which support specific campus goals as identified in the campus plan and engage at least 75% of campus population.

5. Provide the following six (6) components:
    a. Supportive Guidance and Counseling
    b. Health & Human Services
    c. Academic Support Services
    d. Enrichment Activities
    e. Parent and Family Engagement
    f. Career and College Readiness

6. Coordinate with Principal to create a written campus plan at the beginning of the contract period and updated at school year-end to reflect actual activities in line with original goals.

7. Collect and maintain files on students served containing relevant data requisite to the case and used to support project criteria established in TEA policies and procedures. Release and sharing of this data will be limited in accordance with the confidentiality of Mental Health Information statutes under Texas Civil Law, FERPA and any other federal or state law.

8. Supervision and oversight of the assigned, school-based social worker in accordance with CIS personnel policies and consistent with state law. Project staff members remain employees of CIS. Oversight of program implementation, quality and model fidelity, as well as performance evaluations, shall be the responsibility of the assigned CIS Program Director (supervisor). Feedback on the quality of programming or any performance concerns should be provided to the Program Director.

9. Individuals brokered by CIS from other agencies in support of this project remain employees of the assigning agency, but each agency's actions are carried out under the auspices of CIS and in accordance with the mutually agreed upon campus plan.

10. CIS will not serve as designated personnel in schools charged with responsibility for physical restraint of students.

11. Managerial, administrative, logistical and technical support to ensure the success of the projects' service delivery initiatives. Advertise for, interview, hire, train, supervise, supply, discipline and if necessary, terminate CIS staff. CIS staff assigned to this project, under the direction of the CIS President & CEO and Board of Directors, are responsible for oversight of CIS activities.

12. CIS staff shall report suspected child abuse or neglect to DFPS and law enforcement
13. within 24 hours of becoming aware of the suspected abuse or neglect, in accordance with applicable law. CIS shall notify the District within 24 hours of becoming aware of cases involving suicidal ideation, violent behavior, child abuse, sexual abuse or harassment, and any other incidents requiring notification under applicable law or District policy. Notification to the District does not replace or satisfy any individual reporting obligation required by law. CIS will assist the District or other appropriate authorities in the resolution of such cases, if requested.

14. Serve as a member of the District's emergency/crisis response team attending to the needs of students in any District school when needed as outlined in District guidelines.

15. An annual report of services provided and student outcomes. This report may include an account of resources brought to the District by CIS as well as overall numbers of students participating in various CIS activities. The District may request other reports.

16. Provide proof of and maintain throughout the term of this Agreement Commercial General Liability Insurance ($1,000,000 per occurrence/$2,000,000 aggregate), Automobile Liability Insurance ($1,000,000 combined single limit), Workers' Compensation and Employer's Liability Insurance as required by law, Professional Liability Insurance ($1,000,000 per claim/$2,000,000 aggregate), and Cyber Liability Insurance ($2,000,000). Commercial General Liability coverage shall name the District as an additional insured and shall be primary and non-contributory where required by this Agreement.

17. Criminal Background Screening. CIS shall conduct pre-employment criminal background checks in accordance with its personnel policies for all employees assigned to provide services under this Agreement. CIS shall ensure that all assigned personnel comply with District requirements for fingerprinting and criminal history clearance before beginning duties requiring such clearance and shall promptly provide any information reasonably requested by the District to facilitate the clearance process.

18. Leverage funding from public and private sources as needed to support services.

SECTION 4. DISTRICT PERFORMANCE

In support of this contract, the District shall provide the following:

1. $48,000 annually for each of two (2) full-time CIS case managers for a total of $96,000. Two (2) equal payments in the amount of $48,000 shall be made payable to Communities In Schools. The first payment shall be made in September 2026 and the second in January 2027.

2. Office space and furnishings appropriate to CIS needs with a teacher's desk, at least two chairs, and a secure, locking unit in the CIS office (locking file cabinet, locking desk, etc.).

3. Provide phone and internet connectivity (initiate a work order if necessary). Ensure CIS staff have access and connect to school/district WIFI on CIS devices.

4. Authorize use of school copy machine(s), printing machine(s), and paper.

5. Provide district email address and district log-in

6. Fingerprint-Based Criminal History Review. The District shall coordinate and conduct any fingerprint-based criminal history review required under Chapter 22 of the Texas Education Code for CIS personnel assigned to District campuses who are subject to those requirements. The District shall notify CIS of any clearance requirements or restrictions that affect a CIS employee's eligibility to provide services on District property

7. Use of school facilities after hours (if needed and coordinated with the campus Principal).

8. Provide inclusion of CIS in the Campus Improvement Plans.

9. Grant student access to the program during the school day (non-core course periods), lunch and after school

10. Access to the District's student information system (TxEIS, Skyward, FOCUS, eSchool, etc.) on a full read-only basis. For purposes of the Family Educational Rights and Privacy Act (FERPA), the District designates CIS and its authorized personnel as school officials with legitimate educational interests solely to the extent necessary to perform the services described in this Agreement. All student information shall be treated as confidential and handled in accordance with applicable federal and state laws, including FERPA, HIPAA, and Texas Health & Safety Code Chapter 181 (HB 300). Access shall include grades, attendance, test scores, discipline records, free or reduced-price meal eligibility, and other at-risk indicators solely for the purpose of identifying eligible students, assessing needs, providing services, and monitoring student progress in accordance with TEA guidelines. CIS shall not use or disclose student records except as permitted by applicable law and this Agreement.

11. Responsibility for responding to all cases involving suicidal ideation, violent behavior, child abuse, and sexual abuse or harassment in accordance with District policy.

12. Notification in writing of all developments, policy changes or other issues arising within the District or school which affect or have the potential to affect the provisions of this MOU or the operation of CIS programs.

13. Provide invitations to faculty meetings and trainings, and provide opportunities for CIS orientation for school faculty.

14. Allow periodic off-site attendance by CIS staff for professional development training.

15. Approve transportation of students by CIS as a last-resort measure to assure access to community services. It is the prerogative of CIS to accept or refuse transportation requests on a case-by-case basis.

16. Only assign duties such as hall, cafeteria, ISS and similar duties for CIS staff on a short-term, fill-in basis in order to assure time for quality case management.

17. Student referrals by school administrators and teachers at a minimum of 90 per campus.

18. Inclusion of CIS social worker on campus website's listing of school personnel.

SECTION 5. TERMINATION

1. Either of the parties hereto shall have the right in such party's sole discretion and at such party's sole option to terminate this MOU at any time prior to the date of completion upon thirty (30) days written notice. Notification shall promptly be made in writing of such determination, the reasons for such termination, and the effective date of such termination.

2. Upon termination or receipt of notice to terminate, whichever occurs first, CIS shall cancel, withdraw, or otherwise terminate any outstanding orders or subcontracts to be terminated, and shall cease to incur costs thereunder, the District shall not be liable to CIS or to the creditors for costs incurred after the date of termination of this MOU.

SECTION 6. MISCELLANEOUS

Entire Agreement: This MOU shall constitute the complete and exclusive written expression of the intentions of the parties hereto and shall supersede all previous communications, representations, agreements, promises or statements, either oral or written, by and between either party.

Modification: This MOU constitutes the full and total understanding and agreement of the parties, and any modification, amendment or alteration hereto must be agreed in writing by all parties hereto.

Mediation: In the event of any dispute between the parties relating to or arising out of any provision of this agreement, the representatives of the parties shall engage in mediation in a good faith effort to resolve the dispute extrajudicially. The representatives involved in mediation shall be officers or employees with authority to recommend solutions that will resolve the dispute. The party initiating a claim shall arrange for mediation with a mutually agreed mediator at a time and place mutually acceptable to both parties.

Governing Law, Venue, and Governmental Immunity: This Agreement shall be governed by and construed in accordance with the laws of the State of Texas. Venue for any legal action arising out of or relating to this Agreement shall lie in a court of competent jurisdiction in Hood County, Texas, unless otherwise required by applicable law. Nothing in this Agreement shall be construed as a waiver of any governmental immunity, sovereign immunity, or other defense available to the District under the Constitution and laws of the State of Texas.

Relationship of Parties: CIS is retained by the District as an independent contractor to provide services under this MOU. Nothing herein contained shall create or be construed as creating a partnership, joint venture or agency relationship between any of the parties and no party shall have the authority to bind the other in any respect. None of the employees of the CIS shall be treated as employees of the District with respect to any services provided by them under this contract. No workers' compensation insurance shall be obtained by the District concerning any of the employees of the CIS. Neither the CIS nor the District shall incur any financial obligation on behalf of the other party without prior written approval of the other party. CIS agrees to indemnify and hold harmless the District from any and all claims, demands, expenses, assignments, losses, or damages, including attorney's fees, arising out of any actions or activities involving CIS that may occur during the term of this agreement. The indemnification obligations contained in this section shall survive the expiration or termination of this Agreement with respect to any claims arising out of acts or omissions occurring during the term of this Agreement.

Assignments: The District is granting rights to CIS that the District would not grant to others. Therefore, prior written approval is required for any assignment or subcontract of, within, or under the provisions of this contract. All assignments and subcontracts must require the assignee or subcontractor to assume all of CIS's obligations under this contract, but CIS will remain liable for its obligations regardless of any assignment or subcontract by it.

Felony Conviction Notification: Pursuant to Texas Education Code §44.034, CIS certifies that it has complied with all felony conviction disclosure requirements applicable to this Agreement. CIS shall promptly notify the District in writing of any felony conviction required to be disclosed under Texas Education Code §44.034 that occurs or becomes known during the term of this Agreement.

Notices:

Any notices or other communication hereunder shall be in writing, shall be sent via registered or certified mail, and shall be deemed given when receipt is acknowledged.

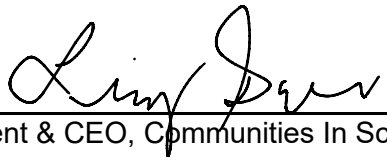
If to CIS:

Community In Schools of Greater Tarrant County, Inc.
Attn: Lindsey Garner, President & CEO
6660 Hawks Creek Ave.
Westworth Village, TX 76114

If to the District:

Granbury Independent School District
Attention: Tammy Clark
217 N. Jones Street
Granbury, Texas 76048

IN WITNESS WHEREOF this agreement is signed this _____ day of _____.

Superintendent	Date
	8-5-2026
President & CEO, Communities In Schools	Date

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
School Year 2026-2027 Budget Adoption

Background Information:

The proposed budgets for the General Operating, Food Service, and Debt Service Funds have been presented to and discussed with the Board of Trustees during the budget workshop on Monday, July 20, 2026. In accordance with state requirements, the required public notice was published in the local newspaper, and the public hearing was held on August 17, 2026, prior to the Board's consideration of this agenda item.

The difference from the July 20, 2026 budget workshop is the anticipated change in the total tax rate, due to additional compression based on our certified net taxable values and our minimum required tax rate to pay outstanding debt.

The proposed budget is balanced, while recognizing the significant deferred maintenance projects that must be strategically addressed during the 2026–2027 school year and beyond. The District anticipates utilizing a portion of its General Fund balance to support both planned capital maintenance projects and unforeseen facility-related needs as they arise. Based on current projections, the General Fund balance is estimated to be approximately $34 million as of August 31, 2026, assuming 100% of budgeted expenditures are incurred.

When considering adoption of the General Fund budget, the proposed Maintenance and Operations (M&O) tax rate of $0.7781 has been calculated in accordance with Texas Education Code §48.2552, which establishes the limitation on a district's Maximum Compressed Tax Rate (MCR). Under this statute, a district's compressed tax rate may not be less than 90 percent of the highest compressed tax rate adopted by any school district in the state. In addition, the rate above includes the eight golden and nine copper pennies available to the district due to the Voter Approved Tax Rate Election passed in November 2023. Based on the District's certified taxable values, each one-cent ($0.01) of M&O tax rate generates approximately $958K in gross local tax revenue before adjustments for collection rates, state funding formulas, and recapture. The proposed 2026-2027 M&O tax rate of $0.7781 is a decrease of $0.0065 from the 2025-2026 school year M&O tax rate, due to additional tax compression.

There were no changes to the Child Nutrition budget from what was presented at the July 20, 2026 budget workshop.

As anticipated, the Interest and Sinking (I&S) tax rate has been updated following receipt of the District's certified taxable values. The Debt Service budget presented on July 20, 2026, was based on an estimated I&S tax rate of $0.1450.

Based on the certified tax roll, the minimum I&S tax rate required to meet the District's scheduled debt service obligations is $0.0409, not including any bond prepayments. The proposed I&S tax rate of $0.1000 fully funds the District's current debt service requirements and provides capacity to prepay outstanding bond debt.

Continuing the District's historical practice of strategically using available I&S capacity to pay debt early, the proposed tax rate is projected to generate approximately **$897,940.40** in taxpayer savings through reduced future interest costs while maintaining the District's long-term commitment to responsible debt management.

The 2026-2027 Debt Service includes a prepayment of existing bonds in the amount of $6,560,000.

It is a legal requirement that budgets be adopted prior to the start of the fiscal year, which is September 1, 2025.

Supporting Document(s) Included:

- Budget adoption presentation and supporting documents.

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
I recommend the Board adopt the 2026-2027 budget as presented.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

ADMINISTRATION RECOMMENDS

Administration recommends that the Board of Trustees adopt the proposed **General Operating Fund (Fund 199)**, **Child Nutrition Fund (Fund 240)**, and **Debt Service Fund (Fund 599)** budgets for the 2026–2027 fiscal year as presented.

QUESTIONS?



THANK YOU FOR YOUR TIME AND CONSIDERATION.

2026 - 2027 Proposed Budget

Enrollment	7,830
ADA (95% Attendance)	7,439
CAD Certified Taxable Value	10,964,023,552
Raise Scenario	2%

Department	Proposed Budget
Athletics	$560,258.00
Asst Supt	$52,787.00
Curriculum	$519,034.00
GT	$59,132.00
State Comp Ed	$992,152.00
Bilingual/ESL	$190,459.00
Dyslexia	$0.00
Early Child Ed	$140,000.00
CTE	$300,000.00
CCMR	$32,000.00
MJROTC	$12,000.00
Technology Dept	$1,078,533.00
Tech Equipment Replacement	$650,000.00
Sp Ed Dept	$239,522.00
Sped Campus Allocation	$42,037.00
HR	$66,436.00
Supt/Board	$51,150.00
Public Info Office	$54,594.00
Bus Office	$67,807.00
District Level Accounts Includes Insurance	$3,133,557.00
Custodial	$219,350.00
Maintenance	$2,715,815.00
NRG/Safety/Building Use	$59,214.00
Transportation	$1,005,756.00
Chief of Security	$60,000.00
Community Relations	$13,000.00
Band	$175,000.00
District Level Accounts Includes school safety program and	$967,000.00
Department Totals	**$13,456,593.00**
Campus Totals	**$886,919.00**
Manual Payroll	**$2,041,866.00**
26-27 Salary Negotiations Budget Raise	**$78,942,625.00**
Projected TEA Recapture	**$3,952,632.00**
Total Expenditures	**$99,280,635.00**
Projected Total Revenues	**$99,280,635.00**
Total Operating Budget Net Profit or (Loss)	**0.00**

Granbury Independent School District

2026 - 2027 Combined Proposed Budget Summary

General Operating, Debt Service, and Child Nutrition

Revenues		General Fund	Debt Service	Child Nutrition	Total
5700	Local	$78,460,308	$10,090,808	$1,323,851	$89,874,967
5800	State	$19,359,895	$929,173	$57,000	$20,346,068
5900	Federal	$1,460,432	-	$3,527,350	$4,987,782
Total Revenue		**$99,280,635**	**$11,019,981**	**$4,908,201**	**$115,208,817**
Expenditures					
11		58,298,530	-	-	$58,298,530
12		852,946	-	-	$852,946
13		929,590	-	-	$929,590
21		1,051,756	-	-	$1,051,756
23		5,083,967	-	-	$5,083,967
31		2,434,953	-	-	$2,434,953
32		0	-	-	-
33		611,071	-	-	$611,071
34		4,542,456	-	-	$4,542,456
35		0	-	$5,064,466	$5,064,466
36		2,212,502	-	-	$2,212,502
41		3,525,294	-	-	$3,525,294
51		10,397,013	-	-	$10,397,013
52		1,698,378	-	-	$1,698,378
53		1,695,162	-	-	$1,695,162
61		54,395	-	-	$54,395
71		186,990	9,627,152	-	$9,814,142
81		0	-	-	-
91		3,952,632	-	-	$3,952,632
93		0	-	-	-
99		1,753,000	-	-	$1,753,000
Total Expenditures		**$99,280,635**	**$9,627,152**	**$5,064,466**	**$113,972,253**
Excess Revenue Over (Under)		**-**	**$1,392,829**	**($156,265)**	**$1,236,564**

GRANBURY
Independent School District

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
Consider Adoption of the 2026 Tax Rate Resolution

Background Information:
Each year the Board of Trustees is required by law to adopt a tax rate sufficient to fund the annual operating budget and debt obligations of the district. The proposed tax rate for the current year reflects the certified property values provided by the County Appraisal District, the funding requirements for Maintenance & Operations (M&O), and Interest & Sinking (I&S) for bonded debt payments.

	2025-2026 Adopted Tax Rate	**2026 - 2027 Proposed Tax Rate**
M&O Tax Rate	$0.7846	$.7781
I&S Tax Rate	$0.1450	$.1000
Total Tax Rate	**$.9296**	**$.8781**

The tax rate adoption must occur prior to the statutorily required deadline to ensure compliance with state funding formulas. Failure to adopt a tax rate by the deadline may result in loss of local tax collections and state funding delays.

Supporting Document(s) Included:
- Tax rate presentation, Tax Calculation Worksheet, Certified Roll by County, HCAD Certification Letter, Tax Rate Resolution

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
It is recommended that the Board of Trustees adopt the resolution based on the proposed current year tax rate as presented. The proposed tax rate is higher than the rate to main and will require a 60% vote.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

RESOLUTION SETTING THE 2026–2027 TAX RATE

WHEREAS, Granbury Independent School District (“District”) is a local government of the State of Texas and has the authority to establish a property tax

WHEREAS, the Board of Trustees of Granbury Independent School District ("District") has conducted all public hearings and provided all notices required by the Texas Education Code, the Texas Tax Code, and other applicable laws; and

WHEREAS, the Board has adopted the 2026-2027 Budget

WHEREAS, the District has received the certified property values from the following appraisal districts: Hood, Johnson, Somervell, and Parker

BE IT RESOLVED that the Board of Trustees of the Granbury Independent School District hereby levy and set the tax rate on $100 valuation for the District for the 2026 tax year at a total rate of $0.8781 to be assessed and collected by the duly specified assessor and collector as follows to support the 2026 - 2027 fiscal year:

Tax Component	Rate per $100 Valuation
Maintenance & Operations (M&O)	$0.7781 for the purpose of maintenance and operation
Interest & Sinking (I&S)	$0.1000 for the purpose of payment of principal and interest on debts
Total Tax Rate	$0.8781

BE IT FURTHER RESOLVED that the Interest and Sinking tax rate of $0.1000 includes an amount above the District's minimum debt service tax rate as authorized by Texas Education Code Section 44.004, and that the excess revenue generated shall be used to prepay approximately $6,560,000 of the District's Unlimited Tax Refunding Bonds, Taxable Series 2020-A prior to final maturity, resulting in an estimated future interest savings of approximately $897,940.

Date this 17th day of August, 2026

Signed: _____
President, Board of Trustees

Attest: _____
Secretary, Board of Trustees



NEXT STEPS

It is recommended that the Board approve the 2026 Tax Rate Resolution as presented.

QUESTIONS?



THANK YOU FOR YOUR TIME AND CONSIDERATION.

Taxpayer Impact Statement

Pursuant to Texas Government Code 551.043(c)

House Bill 1522 amends Section 551.043 of the Texas Government Code by requiring an additional public notice when a governmental body discusses or adopts its budget under the Texas Open Meetings Act.

The meeting notice must include a Taxpayer Impact Statement showing, for the median-valued homestead within the entity's jurisdiction:

- The estimated property tax bill for the **current fiscal year**, and
- The estimated property tax bill for the **upcoming fiscal year**.

The purpose of this requirement is to provide taxpayers with greater transparency regarding the potential impact of proposed budgets on their property tax bills.

Fiscal Year (Tax Year)	Average-Valued Homestead	Tax Rate per $100 of Value	Estimated Property Tax Bill
FY 2025-2026 (Tax Year 2025)	$251,504	$0.9296	$2,337.98 $251,504/100*$0.9296
FY 2026-2027 (Tax Year 2026)	$252,035	$0.8781	$2,213.12 $252,035/100*$0.8781

Note: At the time this presentation was prepared, median homestead taxable values were not available from each County Appraisal District within Granbury ISD. Therefore, average homestead taxable values were used to provide a consistent basis for comparison between the 2025 and 2026 tax years. Once median values become available from all appraisal districts, the District will use those values for future comparisons, as required by law.

GRANBURY Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☑ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
Consider Approval of a Resolution Authorizing the Defeasance and/or Redemption of Certain Outstanding Unlimited Tax Bonds; appointing Authorized Officers the authority to make all determinations required to effectuate such defeasance and/or redemption.

Background Information:

The district has identified funds in the debt service fund to be used to prepay certain outstanding bonds to reduce the outstanding debt and create interest savings for the district and taxpayers. The resolution authorizes the Chief Financial Officer and/or Superintendent to consult with the District's Financial Advisor to identify prepayment opportunities and take appropriate actions to effect the defeasance and/or redemption.

Supporting Document(s) Included:
- Defeasance Resolution

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
It is recommended that the Board approve the Resolution Authorizing the Defeasance and/or Redemption of Certain Outstanding Bonds as presented.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

ORDER AUTHORIZING DEFEASANCE AND REDEMPTION OF $6,560,000 OF GRANBURY INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BONDS, TAXABLE SERIES 2020-A; LEVYING AN AD VALOREM TAX TO PROVIDE FOR SAID DEFEASANCE AND REDEMPTION; AUTHORIZING AN ESCROW AGREEMENT; AND ENACTING OTHER MATTERS RELATED TO THE SUBJECT

WHEREAS, Granbury Independent School District (the "District") has issued and has outstanding the following bonds (the "Outstanding Bonds") heretofore approved by voters pursuant to Sections 45.001 and 45.003, Texas Education Code:

Granbury Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2020-A, dated June 1, 2020, currently outstanding in the aggregate principal amount of $40,285,000 (the "Series 2020-A Bonds")

WHEREAS, the Outstanding Bonds may be redeemed prior their stated maturities at the option of the District at a redemption price equal to the principal to be redeemed plus accrued interest to the date of redemption, and such redemption will reduce future debt payment requirements of the District;

WHEREAS, Section 45.001 of the Texas Education Code authorizes the District to levy, pledge, assess, and collect annual ad valorem taxes sufficient to pay the principal of and interest on the Outstanding Bonds before the principal and interest become due; and

WHEREAS, this Board of Trustees of the District finds and determines that it is necessary and in the best interests of the District to defease, redeem and discharge a portion of the Outstanding Bonds; and

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

THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF GRANBURY INDEPENDENT SCHOOL DISTRICT:

Section 1. The District hereby exercises its option to redeem a portion of the Series 2020-A Bonds on February 1, 2030 (the "Redemption Date"), in the aggregate principal amount of $6,560,000, to be applied to the following:

	Series 2020-A Bonds	
Original Maturity Date	Principal Amount Outstanding	Principal Amount Being Redeemed
August 1, 2035	$6,195,000	$4,200,000
August 1, 2036	2,360,000	2,360,000
	$8,555,000	$6,560,000

Section 2. (a) The District hereby directs that the Outstanding Bonds be called for redemption in the amounts and on the date and as set forth in Section 1. Each of such Outstanding Bonds shall be redeemed at the redemption price of par plus accrued interest.

(b) In addition, the appropriate notices of redemption and defeasance for the Outstanding Bonds are hereby directed to be given as specified by the order authorizing the issuance of the Outstanding Bonds and appropriate arrangements shall be made as specified by said order authorizing the issuance of the Outstanding Bonds and in accordance with State law so that the Outstanding Bonds may be redeemed on their redemption date. The Outstanding Bonds shall be presented for redemption at the paying agent/registrar therefore, and shall not bear interest after the applicable date fixed for redemption.

Section 3. On or before August 1, 2027 (the "Defeasance Date"), the District shall deposit with or make available to The Bank of New York Mellon Trust Company, National Association, as Paying Agent/Registrar for the Series 2020-A Bonds, funds in an amount sufficient to pay (i) the interest to come due on February 1, 2028, August 1, 2028, February 1, 2029, August 1, 2029, and February 1, 2030 on the Series 2020-A Bonds called for redemption, and (ii) the principal amount on the 2020-A Bonds Redemption Date of the Series 2020-A Bonds called for redemption.

Section 4. An ad valorem tax is hereby levied, and is hereby ordered to be levied, against all taxable property in the District, in the amount necessary to make the aforesaid deposits described in Section 3 above, and said tax shall be based on the latest approved tax rolls of the District, with full allowance being made for tax delinquencies and the cost of tax collection.

Section 5. The President of the Board of Trustees, the Superintendent of the District, or the Chief Financial Officer of the District are hereby authorized and directed to execute and deliver an Escrow Agreement with the Escrow Agent, in substantially the form presented at this meeting, and to authorize and execute such contributions and investments as may be necessary for the Escrow Fund. Legally available funds of the District are hereby authorized and appropriated in the amounts necessary for such purpose.

Section 6. The officers and employees of the District are hereby authorized and directed to take such actions and to execute and deliver such documents, certificates and receipts, including without limitation notices of defeasance and redemption with respect to the Outstanding Bonds to be defeased and redeemed, as necessary or appropriate to consummate the transactions authorized by this Order and to defease and redeem said Outstanding Bonds in accordance with the provisions and requirements of said Outstanding Bonds.

PASSED AND APPROVED the 17th day of August, 2026.

_____ _____

Secretary, Board of Trustees President, Board of Trustees

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☑ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
Resolution Committing Fund Balance

Background Information: Policy CE (LOCAL) identifies "A financial goal of the District shall be to have a sufficient fund balance in the general operating fund in order to be able to maintain fiscal independence in case of a financial need or crisis. At a minimum, the goal of the District shall be to maintain committed, assigned, and unassigned fund balances in the general operating fund equal to or exceeding 20 percent of the total annual operating expenditures." Furthermore, the policy allows for Fund Balance to be committed.

Committed funds are constrained to a specific purpose by the Board of Trustees and require Board action to commit and de-commit.

Policy states that committed, assigned, and unassigned fund balance is to be maintained at a minimum of 20%. The 2024-25 financial audit indicated that the $30,167,167 general fund balance at 8/31/2025 was at 32.56% of the operating budget. This equates to 3.9 months.

In August 2025, the Board of Trustees committed $19,072,738 of the General Fund balance. This action was taken to maintain the District's fund balance above the Board-adopted minimum reserve requirement of 20% while preserving financial flexibility. Committing these resources also demonstrates the Board's intent to reserve the funds for specific future purposes, rather than leaving them available for general operations.

Proposed fund balance:

- TEA foundation payment schedule reconciliation - $1,000,000

This would bring the committed fund balance to $20,072,738 to close the 2025-2026 school year. The total fund balance as of 08/31/2025 remains.

Supporting Document(s) Included:
- Access to the annual financial report utilizing the district website.

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:
I recommend the Board approve the proposed resolution to maintain the Committed Fund Balance as presented.

Submitted by:	Approved by:
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	LaTisha Griffin			
Expenditure:	$0			

Agenda Item Title:
Delegating Authority to the Superintendent to Obligate the School District Under Chapter 49 and Purchase of Attendance Credits.

Background Information:

Each year the District executes an Agreement to Purchase Attendance Credits. The purpose of this agreement is to enable the District to reduce its local revenue level to a level not to exceed the level established under Texas Education Code (TEC), § 48.257 and pursuant to TEC Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized under as authorized under TEC, §49.006, as passed by the 86th Legislature in House Bill 3 (HB3).

The voters approved this agreement as one of the methods in which GISD can reduce its wealth per student as required by Chapter 49 (previously Chapter 41) of the Texas Education Code. GISD has entered into this agreement each year since the Chapter 41 determination (now Chapter 49 determination with the passage of HB3). After reviewing the options available, this option continues to be the most viable for GISD. The Agreement is attached for the Board's consideration and approval.

In previous years this agreement has been approved by the Board of Trustees and then the original signed copy was mailed to TEA. However, the agreement contract must now be submitted to TEA electronically through the Excess Local Revenue subsystem. In order to submit the contract through the Excess Local Revenue subsystem, the school board must delegate the authority to obligate the school district under Chapter 49 to the superintendent each year and the superintendent must be the person that submits the contract to TEA via the Excess Local Revenue subsystem.

Specific language is required to be recorded in the board minutes and the minutes must be uploaded via the Excess Local Revenue system of the online FSP System. The contract will not be approved via the Excess Local Revenue subsystem without the board minutes delegating authority to the superintendent. The specific language required is as follows:

Board Minute Language - Agreement for the Purchase of Attendance Credit

For the 2026-2027 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, §49.006. This included approval of the Agreement for the Purchase of Attendance Credit.

Supporting Document(s) Included:

- Letter from the Texas Education Agency (TEA) Intent to Reduce District's Local Revenue Level

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*

Steward resources responsibly through transparent planning and budgeting (#4 Facility and Financial St…

Recommendation:

It is recommended that the Board of Trustees delegate contractual authority to the superintendent to obligate the school district under Chapter 49 and approve the Agreement for the Purchase of Attendance Credits with the Texas Education Agency for the 2026-2027 school year.

Submitted by:	**Approved by:**
LaTisha Griffin Chief Financial Officer	Dr. Courtney Morawski Superintendent

Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

July 29, 2026 #111-901

Courtney Morawski, Superintendent
Granbury Independent School District
217 North Jones
Granbury, TX 76048

Re: Intent to Reduce District's Local Revenue Level

Dear Superintendent:

Thank you for informing us of the Granbury Independent School District's intent to exercise Option 3 in order to reduce the district's revenue level in excess of entitlement for the 2026-2027 school year.

Please be advised that a signed Option 3 **Agreement for the Purchase of Attendance Credit** must be received by January 15, 2027.

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

Please refer to the *Options and Procedures for Districts with Local Revenue in Excess of Entitlement* for the 2026-2027 school year for information regarding other fiscal, procedural, and administrative requirements for districts with excess local revenue. Questions should be addressed to Akila Jagadeesan by email at recapture@tea.texas.gov or by phone at (512) 463-9979.

Sincerely,



Amy Copeland
Chief School Finance Officer, Associate Commissioner

Agreement for the Purchase of Attendance Credit

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

The school year to which this agreement applies is **2026-2027** (the "school year").

The agreement is for **Granbury Independent School District** ("the district"), with a county-district number of **111-901**, to purchase attendance credit from the state for the school year.

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

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

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

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

_____ Date: _____
Signature of President, Board of Trustees

_____ Date: _____
Signature of Secretary, Board of Trustees

_____ Date: _____
Signature of Superintendent, Granbury ISD

Dr. Courtney Morwaski Date: _____
Typed name of Superintendent

_____ Date: _____
Signature of Commissioner of Education or Designee

GRANBURY
Independent School District

Board of Trustees Meeting Memo:

Meeting Date:	August 17, 2026	Agenda Placement: ☐ Recognition ☐ Consent ☐ Report ☑ Discussion/Action	Funding Status: ☐ Recurring ☐ One-Time ☐ Budgeted ☐ Unbudgeted	Funding Source: ☐ General ☐ Grant ☐ Bond ☐ Other:
Presenter:	Dr. Courtney Morawski			
Expenditure:	$ N/A			

Agenda Item Title: Update to Policies DBGA(LOCAL), FNG(LOCAL, & GF(LOCAL)

Background Information:
The Policy Committee is recommending revisions to DGBA(LOCAL), FNG(LOCAL), and GF(LOCAL) to provide greater clarity and consistency in the district's process for addressing concerns and complaints.

The proposed revisions move the informal resolution process to the beginning of each policy rather than later in the document, making the expected first step easier to identify. The revisions also clarify that individuals should first attempt to resolve concerns through the informal process before initiating the formal grievance process.

These changes are intended to encourage timely resolution at the appropriate level while maintaining access to the formal complaint and grievance process when needed.

Supporting Document(s) Included:
- Red/Blue line version of DBGA(LOCAL), FNG(LOCAL, & GF(LOCAL)

Alignment to Strategic Plan and Board Goal(s): *Use the drop down to select.*
Strengthen student, family, and community partnerships (#3 Granbury Culture)

Recommendation: Discussion Only

Submitted by:	**Approved by:**
	Dr. Courtney Morawski Superintendent

PROPOSED REVISIONS

(See pages 1 and 2)

Complaints

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

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate campus or District administrator who has the authority to address the concerns before starting the formal process. 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

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 and on the District's website.

~~Informal Process~~

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

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 must file a complaint within 15 business 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.

Deadline Extensions

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

Formal Process

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

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.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

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.

Option to Continue Informal Process	Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.
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 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]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent. Complaints alleging a violation of law by the Superintendent may be submitted directly to the Board or Board's designee.
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.
General Provisions	
Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, 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 business days after the deadline.
Scheduling Hearings	The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If the employee fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the employee's absence.
Decision	A "decision" shall mean a written communication to the employee from the appropriate administrator that provides an explanation of

the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision 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 decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

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 the employee 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 business days' notice to the District before a scheduled hearing, the District may reschedule the 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.

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 on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the employee does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the employee may supplement the record with additional documents or include additional claims.

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.

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 Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. 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 employee mutually agree, all deadlines shall be suspended during an investigation.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a 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.

Complaint Levels

Level One

At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer 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 decision has expired, the employee may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the employee, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the employee at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, 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 decision 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 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the employee, within 20 calendar days of the Level Two decision deadline.

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

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent 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. Any other documents submitted by the employee at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The employee may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, 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 Board members.

In addition to any other record of the 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 Board members 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. The employee shall be provided a decision in accordance with this policy and state law.

PROPOSED REVISIONS

(See pages 1 and 2)

Complaints

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

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address the concerns before starting the formal process. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

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 expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.

9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications and on the District's website.

~~**Informal Process**~~

~~The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District 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.~~

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.

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.

The complaint form shall be filed 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 for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

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.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

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, 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 business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If a complainant fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S.

Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by the complainant to represent the complainant in the complaint process. A student may be represented by an adult at any level of the complaint.

The complainant 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 complainant designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the 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.

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 on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.

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 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 Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. 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.

Complaint Levels

Level One

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

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

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

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

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant 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. Any other documents submitted by the complainant at Level Two.

4. The decision issued at Level Two and any attachments.

5. All other documents relied upon by the administration in reaching the Level Two decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the 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 complainant or the complainant's representative, any presentation from the administration, and questions from Board members 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. The complainant shall be provided a decision in accordance with this policy and state law.

PROPOSED REVISIONS

(See pages 1 and 2)

Complaints

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

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns before starting the formal process. 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.

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:

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)]

~~**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.~~

Filing Deadlines

If a member of the public 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 individual must file a complaint within 15 business 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.

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

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

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.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board's or Board committee's decision.

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.

Option to Continue Informal Process — Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

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, 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 business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If the complainant fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by a complainant to represent the complainant in the complaint process.

The complainant 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 complainant designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the 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.
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 on a form provided by the District. Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.
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 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 Hearing Officer	When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. 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.
Complaint Levels Level One	At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing. The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the

hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may request a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a decision 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 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

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

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant 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. Any other documents submitted by the complainant at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the 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 complainant or the complainant's representative, any presentation from the administration, and questions from Board members 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. The complainant shall be provided a decision in accordance with this policy and state law.