

Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, December 14, 2021

Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance
- III. Public Meetings
 - A. Conduct a Public Meeting on the District’s Safe Return to In-Person Instruction and Continuity of Services Plan – **Dr. Shelley Garrett, Renee Kotsopoulos** 4
 - B. Conduct a Public Meeting on the Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Elementary & Secondary School Emergency Relief (ESSER) II, and American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III Grant Programs Update – **Dr. Brent Ringo** 32
- IV. Public Hearing
 - A. Conduct a Public Hearing on School FIRST Rating Report – **Allison Davenport** 48
 - 1. Public Forum
 - a. Public Forum for members of the public who wish to make comments specifically regarding the Public Hearing on School FIRST Rating Report may attend the hearing in person at Harris Hill Administration Building.
- V. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building prior to the start of the meeting indicated in the posting notice. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- VI. Information Items
 - A. Evidence of Excellence
 - 1. Recognize Elementary School Greeting Card Contest Winners 84
- **Joseph Figarelli, Michelle Cromer**
 - B. Going the Extra Mile (GEMs)

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X. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.

A. Pursuant to Texas Government Code Section 551.071, private consultation with the Board’s attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.

B. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

1. Consultation and deliberation regarding administrative recommendations, Director Career Technical Education, Director Elementary Integrated Literacy Studies (Grant Funded), Director Secondary Integrated Literacy Studies (Grant Funded), Director Secondary Integrated Math/Science Studies (Grant Funded)

XI. Reconvene from Executive Session for action relative to items considered during Executive Session

A. Consideration and possible action regarding administrative recommendations including, Director Career Technical Education, Director Elementary Integrated Literacy Studies (Grant Funded), Director Secondary Integrated Literacy Studies (Grant Funded), Director Secondary Integrated Math/Science Studies (Grant Funded).

XII. Adjournment



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Conduct a Public Meeting on the District's Safe Return to In-Person Instruction and Continuity of Services Plan

Agenda Section: Public Meeting

Administrator Responsible: Dr. Shelley Garrett
Assistant Superintendent of Safety & Operations

Ms. Renee Kotsopoulos
Director of Health Services

Board Goal Objective:

Not applicable.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Renee Kotsopoulos, Director of Health Services, will present the updates to the District's *Safe Return to In-Person Instruction and Continuity of Services Plan* per ESSER III's requirement of conducting a hearing every six months.

After all interested individuals wishing to address the Board have expressed opinions about the District's safe return to in-person instruction and continuity of services plan, the President will close the meeting and further input will cease.

This agenda item was submitted for discussion to the Finance Committee on December 7, 2021.



Garland Independent School District
Return to In-Person Instruction
& Continuity of Services Plan
2021-2022



These guidelines are subject to change based on CDC guidance.



**Return to In-Person Instruction
& Continuity of Services Plan
2021-2022**

If you have difficulty accessing the information in this document because of disability,
please contact the Communications Department at 972-487-3256.

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Letter from Dr. López

As we head into the 2021-22 school year, I cannot wait to be reunited with the best students and staff in our state and nation. GISD continues to lead the way with student opportunities and educational excellence.

GISD's *Return to In-Person Instruction & Continuity of Services Plan* provides details about procedures and safety requirements that have been created for the well-being of students, staff and visitors. This is our top priority. We are also committed to the district's board goal of ensuring ALL students graduate prepared for college, careers and life.

This handbook includes guidance on the following:

- Parental and public notices;
- Practices to prevent the virus from entering the school;
- Practices to respond to a test-confirmed case in the school; and
- Practices to mitigate the spread of COVID-19.

Please note that our handbook is subject to change based on CDC guidance and executive orders. We are living in unprecedented times and must remain flexible. As guidelines and orders change from local, state and federal authorities, Garland ISD will adjust, but rest assured, our focus will always remain on doing what is best for students and staff.

I look forward to seeing each of you as we begin this journey together in 2021-22.

Charge on,



A handwritten signature in black ink that reads "Ricardo López". The signature is written in a cursive, flowing style.

Ricardo López, Ed.D.
Proud Garland ISD Superintendent

Public Health Considerations

The virus that causes COVID-19 can infect people of all ages, which is why Garland ISD is doing everything feasible to keep students, teachers, staff and community members safe. Research from the Centers for Disease Control (CDC) has found that while children can be infected by COVID-19 and severe outcomes have been reported, relatively few children with COVID-19 are hospitalized or have severe symptoms. The American Academy of Pediatrics notes that COVID-19 risks must be balanced with the need for children to attend school in person, given that lack of physical access to school leads to a number of negative consequences, placing, “children and adolescents at considerable risk of morbidity, and in some cases, mortality.”

While it is not possible to eliminate all risks of furthering the spread of COVID-19, GISD will utilize current science to take every step possible to significantly reduce the risks to students, teachers, staff and their families.

The following changes have been made to the 2021-22 protocols:

- Masks highly encouraged, but not required **Updated 10/27**
- Disinfectant micro spray on buses daily and as needed
- ~~Plexiglas dividers in classrooms and cafeteria removed (plexiglas in cafeteria available upon parental request)~~ **Updated 8/12**
- Plexiglas shields in offices and reception areas removed or kept as desired by staff
- Staff self-screens prior to coming to work – no online pre-screening form
- Parent self- screens students – discontinue temperature and verbal screenings
- Less restrictive recess guidelines: Use of hand sanitizer and cohorting
- Discontinue bus pre-screening form required of parents
- Add back field trips
- Confirmed COVID cases sent to parents daily ~~in one letter per week~~ **Updated 8/26**

PROVIDE NOTICE: Parental and Public Notices

All Texas public schools are required to provide parents a summary of the plan that will be followed to mitigate COVID-19 spread in schools based on the requirements and recommendations outlined in the Texas Education Agency's SY 20-21 Public Health Planning Guidance document.

This GISD handbook was developed in consultation with teachers, staff and parents, and contains required notices on the following pages. Garland ISD provides this handbook, updated in real-time on a weekly, daily, and sometimes hourly basis, depending on local, state, and federal guidance.

Garland ISD received input from nurses and administrators on May 20, 2021; input from elementary, middle, and high school students in the first two weeks of June 2021; input from community members in early June 2021 via ListServ; more input from students, staff, and families on June 4, 2021, via online survey; and input from the entire community at a public meeting on June 22, 2021. Many adjustments were made as a result of the input from teachers, staff, and parents, e.g., keeping Plexiglas, adding back a small number of field trips, continuation of virtual ARD meetings, etc.

COVID-19 Champions

Every campus and department is assigned a COVID Champion. COVID-19 Champions, as well as Health Services, are designated staff that are available to answer concerns or questions related to all things COVID-19.

Attendance and Enrollment

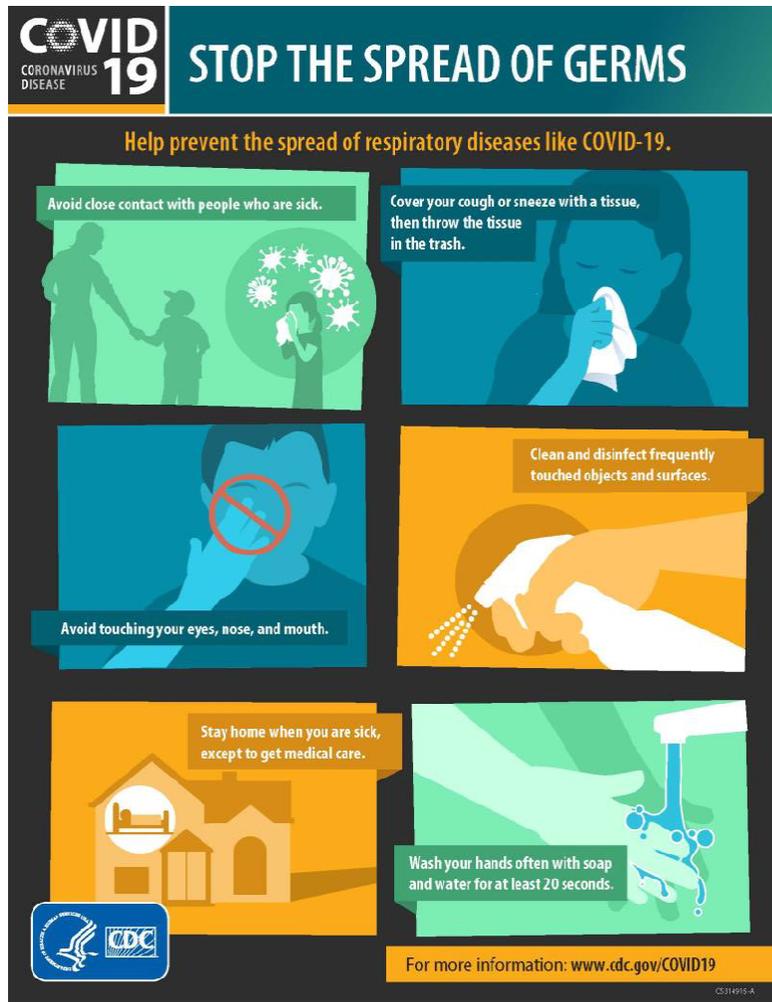
Education Code requires students to attend class 90 percent of the days the class is offered in order to be awarded credit.

On-Campus Instruction

GISD is returning to full on-campus face-to-face instruction in the fall of 2021. Canvas and Seesaw will still be used to support teaching and learning in both on-campus and virtual instructional models.

PREVENT: Practices to Prevent the Virus from Entering the School

The prevention practices outlined on the following pages are designed to significantly reduce the likelihood that a coronavirus outbreak occurs on campus. Consistently implementing recommendations of the CDC, health department and Texas Education Agency to the extent feasible is the best way to reduce the potential negative impact of infection.



Visitor Access/Screening/PPE Requirements

- Visitors are required to self-screen for fever or COVID-19 symptoms before coming onto a GISD facility. If they themselves have COVID-19 symptoms or are test-confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry as noted below.
- Any visitor who is diagnosed with COVID-19 will be required to meet readmission criteria.

Guidelines subject to change based on CDC guidance.

- Building access for parents, guardians and other adults will be by appointment only.
- Volunteers that have been cleared will be allowed on campus to assist with essential functions.
- There will be no unescorted access into schools.
- Students will purchase their meal from the school cafeteria or bring their lunch to school with them each day. Meal drop offs will not be allowed.

Student Pick-Up During the Instructional Day

- Parents picking up ill students during the day will call ahead so that students can be sent or accompanied to parent vehicles upon arrival.

Health Clinic Guidelines

- Each campus will designate a well area and a sick/isolation area to minimize cross contamination. Each area will be cleaned and disinfected on a consistent basis. Any student feeling feverish will be sent to the isolation area for temperature and symptom screening.
- Students will be required to visit the clinic for assessment before calling parents to be picked up. If a student calls his/her parent, the parent will instruct them to report to the school nurse. It is very important that school nurses know the reason a student is being sent home ill. This will aid in keeping everyone as safe as possible.

Student, Teacher and Staff Safety Training

Students, teachers and staff will complete Return-to-School Training that includes:

- Proper use of PPE
- Proper handwashing and use of hand sanitizer techniques
- Communicable exposure guidelines
- Steps to minimize disease spread
- The importance of covering coughs and sneezes with a tissue, and if not available, with an elbow

Off-Campus Student Events

- GISD will continue to pursue virtual activities in lieu of field trips, assemblies and special performances when community levels of COVID-19 are high in

Dallas County. Special performances and off campus field trips will be allowed after approval by administration.

- When participating in off-campus, school-sanctioned activities, students will follow all on-campus, in-person protocols and requirements.

On-Campus Events

- Typical parent meetings, such as meet-the-teacher, open houses, parent conferences, etc. will adhere to all required safety protocols that are currently in place.
- Any extracurricular activities, including campus club meetings, that are approved to be held on campus will adhere to all safety protocols that are currently in place.

RESPOND: Practices to Respond to a Test-Confirmed Case in the School

The response practices outlined on the following pages are in accordance with applicable federal, state and local laws. GISD will continue to notify the local health department, GISD staff and the Texas Department of State Health Services upon receipt of information that there has been a test-confirmed COVID-19 case on campus.

Screening, Isolation and Return to Campus After Exposure

Parents are required to screen their student(s) for fever or COVID-19 symptoms before coming onto Campus. If they have COVID-19 symptoms or are test-confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry as noted below.

Students, staff or household members with the following symptoms, not related to a current known health condition, will not be allowed to enter campus:

- Feeling feverish or a measured temperature greater or equal to 100.0
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea
- Fatigue
- Congestion/runny nose
- Nausea or vomiting

If a student fails screening, a medical doctor's note or other appropriate documentation will be required to return to campus.

All students, staff and visitors who become ill while on campus will be immediately isolated, and the area will be disinfected.

Teachers and staff are required to self-screen for fever or COVID-19 symptoms before coming onto campus each day. Teachers and staff must report to their supervisor if they themselves have COVID-19 symptoms or are test-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, teachers and staff must report to the school system if they have had close contact with an individual who is test-confirmed with COVID-19.

Known Exposure

Vaccinated students/staff with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria:

- Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)
- Staff participates in the districts Rapid Testing Program **Updated 8/26**
- Have remained asymptomatic since the current COVID-19 exposure

Persons who have had COVID-19 within the last three months are not required to quarantine as long as they have remained asymptomatic since current COVID-19 exposure.

Students or employees who have had known close contact to a person who is test-confirmed with COVID-19, will not be allowed to return to work or school until the end of the 10-day self-quarantine period from the last date of exposure. Shortened quarantine of seven days may occur if school is presented with a negative PCR (this is NOT a rapid test) completed on day 5 after exposure.

~~Students or employees who have had known close contact to a person **within** a GUSD facility who is test-confirmed with COVID-19 may participate in the COVID-19 Rapid Testing Program. Health Services staff will determine eligibility based on type of exposure. This program is voluntary. Staff and students who do not want to participate in the testing program will be required to quarantine for the remainder of the 10-day period. Symptom monitoring must continue for the full 14-day incubation period. **Updated 8/13**~~

Close contact is defined as:

- Being directly exposed to infectious secretions (e.g., being coughed on

while not wearing a mask or face shield); or

- Adults-being within six feet for a cumulative duration of 15 minutes. (unmasked or masked)
- Students- being within 1-3 feet for a cumulative duration of 15 minutes. (unmasked or masked)

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are test-confirmed with COVID-19, two days prior to confirming lab tests.

If diagnosed with COVID-19 either by a positive test or assumed positive based on symptoms, the following criteria must be met to return to a GISD facility:

- At least 24 hours have passed since recovery (resolution of fever without the use of fever-reducing medications); **and**
- The individual has improvement in symptoms (e.g., cough, shortness of breath); **and**
- At least 10 days have passed since symptoms first appeared.

If the individual has symptoms that could be related to COVID-19 and wants to return to work or school before completing the above self-isolation period, the individual must either:

- Obtain a medical professional's note clearing the individual for return based on an alternative diagnosis, or
- Return a lab test negative for COVID-19.

If the individual has tested positive for COVID-19 and believes the test was a false positive and wants to return to school before completing the above stay-at-home period, the individual must either:

- Obtain a medical professional's note clearing the individual for return based on an alternative diagnosis, though for health privacy reasons the note does not need to indicate what the alternative diagnosis is, or
- Obtain two PCR acute infection tests (at a physician's office, approved testing location, or other site) at least 24 hours apart that come back negative for COVID-19.

Results from a COVID-19 test administered at home will NOT be accepted.

MITIGATE: Practices to Mitigate the Spread of COVID-19 Inside the School

The mitigation practices that follow utilize best practices and current research in lessening the spread of COVID-19. GISD will implement health and hygiene practices with fidelity.

COVID-19 Color Levels

In collaboration with the Garland Health Department, we have implemented a tricolor level system to alert families of location-based safety measures. If a color level is enacted for their student's campus, families will receive a notification detailing yellow- or red-level restrictions. [See the Color Level Chart](#)

Face Coverings

- Masks are highly encouraged but not required. **Updated 10/27/2021**
- ~~Starting September 1, 2021 students, staff and visitors are required to wear face masks indoors at all GISD schools and facilities, as well as on buses, regardless of vaccination status. This temporary mask requirement is subject to medical, religious and/or philosophical exceptions for students and medical and/or religious exceptions for staff through Tuesday, Oct. 26, or until further guidance is provided.~~ **Updated 10/27/2021**
- ~~Bandanas and other coverings that do not fit snugly against the face, gaiters that are made of thin polyester/fleece material, and masks with vents are not allowed in learning environments or hallways because they do not effectively prevent the spread of respiratory droplets into the air.~~ **Updated 10/27/2021**
- The district will rely on guidance from the Department of State Health Services (DSHS) and the Dallas County and Garland Health Department, as well as executive orders or directives from Governor Greg Abbott, to determine the mandatory use of face coverings.
- The district will alert students, parents/guardians and staff when face coverings must be worn.
- For more information, visit the [Dallas County COVID-19 Health Guidance for the Public](#).
- A facemask will be placed on any student exhibiting respiratory symptoms

to prevent droplet transmission during close contact.



Disinfecting and Hand Sanitizing

- There will be frequent cleaning and disinfecting of high-touch areas, such as desks, light switches, door handles, computers, bathrooms, health clinics, etc., utilizing EPA-approved disinfectants for COVID-19.
- Per CDC guidance, GISD will employ more frequent deep cleaning during moderate to high COVID activity.
- GISD will immediately clean any areas used by an individual who shows COVID-19 symptoms.

- Hand sanitizer stations are located in every classroom and by elevators, entrances and high-traffic areas.



- Students and staff are encouraged to properly use hand sanitizer upon entering and leaving the building, before and after use of communal items

or areas such as elevators, stairwells and lounges, and when entering the classroom.

- Elementary teachers will be encouraged to supervise student handwashing for at least 20 seconds throughout the day, including after using the restroom and before eating.
- Secondary students will be encouraged and provided reminders to wash hands at least two times a day, after using the restroom and before eating.
- Handwashing techniques will be taught as part of the Return-to-School Training for students.
- Soft and porous materials, such as shag type area rugs and seating, will be stored to reduce the challenges with cleaning and disinfecting.

Special Considerations for Students with Respiratory Health Conditions

- Use of aerosolized medication will be avoided as they spread respiratory droplets and are not advised by the CDC.
- Inhalers with spacers will be used to treat asthma whenever possible.
- Students experiencing ongoing asthma-type symptoms will be encouraged to stay home and seek medical care.
- Asthma management training will be provided to families as needed.

Special Considerations for Students with Special Needs

- Students will be provided with instruction and reinforcement on wearing a facemask and/or shield upon request of parent.
- Due to the varied needs of students with special needs, it may be impractical to enforce the wearing of a face covering.
- Social distancing will be adhered to as much as possible.
- Manipulatives that cannot be cleaned and sanitized should not be used.
- Manipulatives that children have placed in their mouths should be set aside until they are cleaned by hand by a person wearing gloves.
 - Clean with water and soap, rinse, sanitize with an EPA-registered

disinfectant, rinse again and air-dry.

- May be cleaned in a dishwasher.
- Enough manipulatives should be available so they can be rotated between cleanings.
- Face shields and gloves should be worn anytime staff are unable to socially distance, i.e., feeding students, diaper changes, hand-over-hand instruction, etc.
- Staff will wash hands prior to diapering, wear gloves and wash hands immediately following changings.
- Surfaces used to change students should be cleaned by a district-approved disinfectant.
- If staff are working closely with a student and there is a possibility of fluid contamination, an isolation gown should be worn.
- Staff are encouraged to protect themselves by wearing an over-large, button-down, long-sleeved shirt.
- Staff with long hair will wear it up, off the collar, in a ponytail or other up-do.
- Staff should wash their hands, neck and anywhere touched by a child's secretions.
- Contaminated clothes should be placed in a plastic bag or washed in a washing machine.
- Students will be monitored when utilizing hand sanitizer.

Communicable Disease Monitoring

- There will be collaboration between nurses, data clerks and attendance clerks to record symptoms when students have called in sick.
- Health Services will be notified of any positive findings immediately so contact tracing can be implemented.
- School nurses will follow up with the employee or parent to determine if the individual will or has been seen by a physician and the plan of care.
- The school nurse must provide return-to-school clearance before the individual is allowed back on campus.
- GISD will maintain ongoing monitoring of local, national and global health

trends.

- GISD will follow up-to-date communications from DSHS, CDC, TEA and the Office of the Governor regarding community-specific communicable disease concerns, planning and interventions.
- Updates to this handbook will be made accordingly.

Other Excludable Conditions

Garland ISD will continue to follow all Board policies and Texas Department of State Health Services and local guidelines concerning communicable disease reporting and exclusion from school. Refer to 25 Tex. Admin. Code § 97.7 for further information.

Notifications

- If an individual who has been in a classroom is test-confirmed to have COVID- 19, parents, teachers and staff of that classroom will receive notification via Skylert messaging on a ~~weekly~~ daily basis. **Updated 9/8/2021**
- Parents and staff must ensure that GISD has a correct phone number on file.
- For those individuals who have had close contact with an individual who is test-confirmed to have COVID-19, additional notification will be sent, along with instructions about self-monitoring or required quarantine.
- Health Services will contact the local health department for any presumed or positive COVID-19 case.

Classroom Configurations and Procedures

- Student desks (or seats at a table if tables are used) will be spread out a minimum of three feet apart when possible. If possible, students' desks will face the same direction rather than facing each other.
- Classroom manipulatives that will be shared amongst students will be cleaned frequently. As feasible, each student will be assigned his/her own supplies.
- Supplies that must be shared will be made of easily cleanable surfaces and

disinfected between uses, e.g., calculators.

Common Areas

- Visual reminders will be displayed for social distancing throughout common areas.
- Used tissues will be thrown in the trash, and hands will be washed immediately with soap and water for at least 20 seconds, or hand sanitizer will be used.



Water Fountains

- Water fountains that have not been retrofitted with bottle-filling stations have been turned off.
- Students are encouraged to bring a clear water container to school each day with their name clearly marked on it.

Ventilation

- All HVAC systems continue to have frequent and timely maintenance
- Highest level of recommended HVAC filters are being used
- HVAC systems run at maximum outside airflow before and after the building is

- occupied
- Buses run with windows open as long as weather permits
- When masking not possible, will consider holding activities outdoors

Transportation

Bus transportation is provided for Special Education students when required by the students ARD and IEP. All general education students will be provided transportation if eligible from the designated transportation areas to each campus or if they are enrolled in an eligible magnet program at one of the many magnet campuses in the district.

Transportation is not guaranteed to your school of choice if you do not reside in a designated transportation area for that campus. Parents can view the transportation areas at the following link [GISD Bus Eligibility Link](#).

- Parents are strongly encouraged to provide transportation to school for their children.
- Parents are required to screen their student for fever and COVID-19 symptoms prior to students entering the bus. Based on the exclusion criteria listed in this document, parents are to notify dispatch and campus if student is ill.
- During transport, drivers will maintain as much social distancing as possible between students. Members of the same family may sit together.
- Seats will be numbered and assigned to students.
- Buses will be loaded from back to front and unloaded front to back.
- Required Bus Sanitation Guidelines:
 - Bus drivers will use an EPA-approved disinfectant on frequently touched surfaces after each morning run, each afternoon run, and as needed.
 - Buses will be disinfected using the EPA-approved antimicrobial misting system on a rotating basis, based on manufacturer specifications.

Student Meals: Breakfast & Lunch

GISD is encouraging cashless payments. Make payments at [PayPAMS](#). Visit our [Temporary Virtual Learning page](#) for more information about curbside meal pickup.

For students receiving on-campus instruction, each campus will establish meal service that meets the following criteria:

- Meal service may include classroom service.
- Disposable food service items will be used to the greatest extent possible.
- Computerized kiosk systems for grab-n-go food service will be used where possible.
- Hands-free transactions with ID badges will be used to the greatest extent possible.
- Breakfast in Class programs will continue.

Recess

- Use of playground equipment is permitted. Use of hand sanitizer before and after use is required. Students will be cohorted.
- Campuses will limit the number of students per recess group by creating a staggered schedule.
- Teachers will monitor students to ensure safety guidelines are followed.
- Movement and brain breaks will be implemented as needed, at the discretion of the campus/teacher.

Specials

- Classroom manipulatives that will be shared amongst students will be cleaned frequently. As feasible, each student will be assigned his/her own supplies.
- Equipment will be disinfected frequently.
- Any activities bringing students into close physical contact will be avoided.

Social Emotional Student Supports

GISD counselors are available to support students academically, socially and emotionally. Counselors are prepared and ready to provide mental health support and resources for families who may be struggling emotionally. These services may be provided remotely or face-to-face. To provide families with free or low-cost face-to-face and telehealth services, Garland ISD has numerous partnerships with local community-based counseling agencies. Access to schedule a meeting with a GISD counselor or to find a list of local counseling-based resources can be found on our district's website. Family resources, such as *Coping With COVID*, *Virtual Counseling*, and *Social Emotional Learning*, can also be found at [GISD Counseling Resources Link](#).

In addition to providing individual and group counseling, the Guidance and Counseling Department also provides behavioral health and wellness-based classroom guidance lessons for all students. These lessons include the following:

- Orientation to the Counseling Program
- Bullying/Cyberbullying Prevention/Harassment
- Violence Prevention/Conflict Resolution
- College, Career, Military Readiness (CCMR)
- Suicide Prevention/Mental Health Safety
- Drug Education Prevention

Social Emotional Learning lessons are offered to GISD students to develop important skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The lessons include remote self-paced learning using the EverFi platform, in conjunction with a synchronous component being utilized by teachers via face-to-face instruction.

Employee Wellness

GISD offers health and wellness resources for employees in the following ways:

- GISD Wellness Program
- Programs offered by independent healthcare professionals
- TRS ActiveCare Wellness
- Employee Assistance Program

Please visit the [GISD Employee Wellness Link](#) or contact the Employee Wellness Department for support and resources at wellness@garlandisd.net or 972-487-3164.

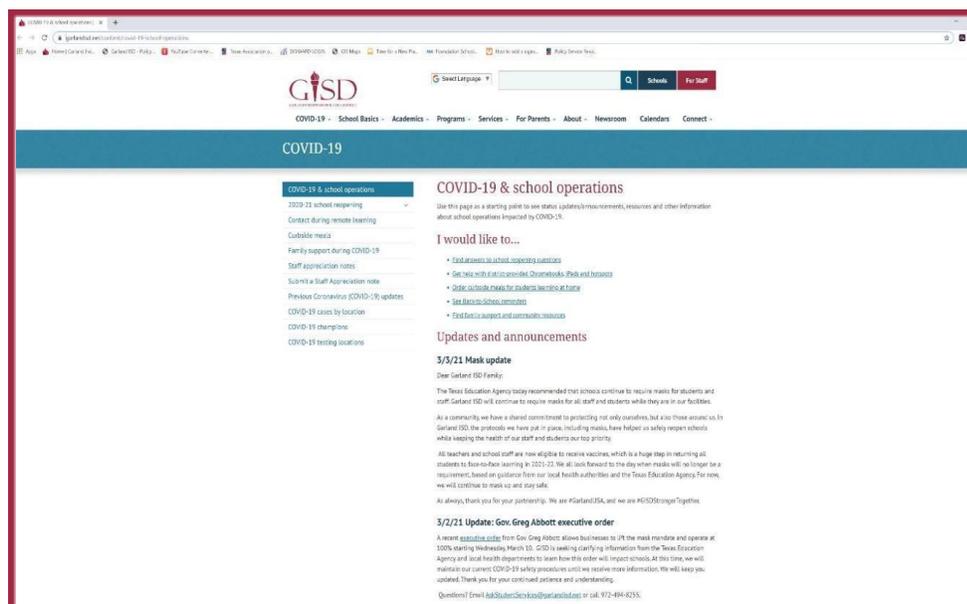
For vaccine information, click here: [City of Garland Vaccination Information](#)

Employee Clinic

The Employee Clinic is currently taking patients by appointment only. Contact the Employee Clinic to make an appointment at 972-487-4567. Visit the [Employee Clinic website](#) for clinic information, FAQs and current clinic protocols. Email the Employee Clinic with additional questions at gisdclinic@garlandisd.net.

More Resources

For more information, including COVID-19 Vaccinations and Temporary Virtual Learning, see the [COVID-19 page on the district website](#).





Return to In-Person Instruction

CHANGES IN GUIDANCE

Changes to Guidebook

- ▶ Plexiglas back in classrooms & cafeteria
- ▶ Notification letters sent out daily to anyone in a classroom with a positive COVID-19 case
- ▶ Students not able to “test out” of quarantine until day 5 after exposure
- ▶ Implemented COVID-19 *Color Levels Chart*
 - Allows responses to be more targeted & carried out promptly



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Conduct a Public Meeting on the Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Elementary & Secondary School Emergency Relief (ESSER) II, and American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III Grant Programs Update

Agenda Section: Public Meeting

Administrator Responsible: Dr. Brent Ringo
Chief Financial Officer

Board Goal Objective:

Not Applicable

Superintendent's Goal:

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

To update the uses of ESSER II and ESSER III funds, the District is required to provide information on the background and uses of CRRSA ESSER II and ARP ESSER III funding.

This agenda item was submitted for discussion to the Finance Committee on December 7, 2021.



Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Elementary & Secondary School Emergency Relief (ESSER) II; and American Rescue Plan (ARP) ESSER III

December 14, 2021



ESSER II Grant Award: \$49,326,902
ESSER III Grant Award: \$110,781,217

ESSER Timeline

- Texas Education Guidance: Ongoing & Changing
 - June 22nd: 1st Public Meeting on ESSER III
 - August 24th: 1st Public Meeting on ESSER II

ESSER Background

- ESSER I (CARES Act) – State Offset/Supplant
 - \$12,417,459
- ESSER II (CRRSA Act) – Deadline to Apply 9/3/2021, State Offset/Supplant potential
 - \$49,326,903
- ESSER III (ARP Act) – Deadline to Apply Before Deadline of ESSER II
 - \$110,781,217 – Expenditure Plan on GISD ESSER Webpage & Presented June 2021

ESSER II Details

- Deadline to Expense funds: September 30, 2023
- Not Required:
 - LEA Use of Funds Plan Not Required: District Developed for Transparency
 - No requirement to present and discuss at Board Meeting: District is for Transparency
- Unallowable Costs:
 - Bonuses, merit pay, or similar expenditures, unless related to disruptions or closures related to COVID-19
 - Subsidizing or offsetting executive salaries and benefits or individuals who are not LEA employees
 - Construction costs without prior written approval from TEA
 - & Many more

Current ESSER II Funding Plan Breakdown

Support	Amount	Percent
HVAC Replacement & Technology Infrastructure for Entire District	\$16,430,745	33.31%
Mental Health/COVID Relief -Local COVID Virus Leave -Mental Health -McKinney Vento Support/Mentoring	\$2,933,406 <i>(10,000) to reallocate</i>	6.07%
Academic & Professional Learning -Substitutes -CCMR -Honors & AP Support -Teacher Leaders -Early Literacy	\$6,863,496	13.91%
Special Education/Dyslexia/504 -Multisensory -Reading -Math -Manipulatives	\$2,763,736	5.60%

ESSER II Funding Plan Breakdown

Support	Amount	Percent
Curriculum Support & Technology -ECHS/PTECH Technology -Data Implementation & Monitoring -Intersession Staffing -Student Populations -Tier I Instructional Supports	\$9,869,423	20.01%
COVID-19 Vaccine & Booster Stipends	\$5,512,500	11.18%
Substitute Retention Stipends	\$380,000	0.77%
Indirect Cost Rate	\$4,513,597	9.15%
Total	\$49,326,903	100%

ESSER III Details

- Assurances of ESSER Grant
- Use of Funds Plan
- Safe Return to In-Person Instruction & Continuity of Services Plan Requirements
- Minimum of 20% of grant on evidence-based interventions, such as summer learning, extended day comprehensive after-school programs, or extended school year programs; Ensure interventions respond to students' academic social and emotional needs
- Expenditures must be federally compliant
 - Vendors
- Review, and amend if needed, every 6-months

ESSER III Details

- Unallowable Costs:
 - Bonuses, merit pay, or similar expenditures, unless related to disruptions or closures related to COVID-19
 - Subsidizing or offsetting executive salaries and benefits or individuals who are not LEA employees
 - Construction costs without prior written approval from TEA
 - & Many more

Required Assurances

E. Required Assurances

1. Select the following checkboxes to indicate your compliance with the required assurances.

- The LEA assures that although funds may be used for one-time or ongoing purposes, the LEA understands the use of the funds for ongoing purposes could result in funding deficits in future years after the funding expires on September 30, 2024. The LEA assures it makes no assumption that the state will provide replacement state funds in future years, and that this fact will be raised and explicitly discussed in a meeting of its governing board.
- The LEA assures that it engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds.
- The LEA assures that it specifically, engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff.
- The LEA assures that it specifically, engaged in meaningful consultation with, and to the extent present in or served by the LEA tribes, civil rights organizations (including disability rights organizations).
- The LEA assures that it engaged in meaningful consultation with stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA assures that its plan for the uses of ARP ESSER III funds is provided in an understandable and uniform format.
- The LEA assures, to the extent practicable, the plan is written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- The LEA assures that the program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds will be posted to the LEA's website within 30 days of receiving its ESSER III Notice of Grant Award.

ESSER III Funding Plan: \$110,781,217

Item	2021-2022	2022-2023	2023-2024	Total	General Fund Offset
Retention Stipend* (\$2,000 FT; \$1,000 PT)	\$16,000,000 (2,100,000) to reallocate	\$16,000,000	\$16,000,000	\$48,000,000	No
High Quality Laptops, Docking Stations, & Dual Monitors for all Professional Campus Staff	\$10,000,000	-	-	\$10,000,000	Yes: Future Fiscal Years
Sanitizing to Prevent COVID19	\$40,000	\$40,000	\$40,000	\$120,000	No
Network WiFi Upgrades at All Locations	\$10,000,000	-	-	\$10,000,000	Yes: Future Fiscal Years
1:1 MS/HS Refresh Plan	\$2,700,000	\$2,700,000	\$2,700,000	\$8,100,000	Yes: 2.7 Million Per Year
20% Evidence Based Interventions (22%)	\$8,866,678 (966,450) to reallocate	\$7,803,257	\$7,754,386	\$24,424,321	Yes: Intersession \$3,772,248 per Year
Indirect Cost Rate	\$4,794,945	\$2,673,437	\$2,668,515	\$10,136,896	Required
TOTAL by Fiscal Year	\$52,401,623	\$29,216,694	\$29,162,901	\$110,781,217	

ESSER II & III Realized Allocated Savings in 2021-22

- ESSER II:
 - Supplemental Pay Reallocation: \$10k
 - Allocated \$14k; expensing \$4k
- ESSER III:
 - Retention Stipend Reallocation: \$2.1 Million
 - Allocated \$16 million
 - Secondary Mentoring Program Reallocation: \$966,450
 - Allocated \$1,638,000
- Total to Reallocate: \$3,076,450

Evidence Based Interventions (Minimum of 20%)

- Total: \$24,544,321 (22% of ESSER Funding)
 - \$521,675 designated for Special Education (2%)
 - \$454,116 designated for ELL (2%)
 - \$682,000 designated for dyslexia (3%)
 - \$2,727,287 designated for curriculum, including Spanish resources (11%)
 - \$3,087,000 designated for high-impact tutoring (13%)
 - \$5,635,500 designated for SEL/Mental Health (22%)
 - \$11,436,743 designated for Intersession (47%)

Next Steps

- Review Input & Determine Reallocations
- Resubmit Grant Applications to the Texas Education Agency
- Review ESSER II & ESSER III Plans every 6-months

Comments & Follow-up





Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Conduct a Public Hearing on School FIRST Rating Report

Agenda Section: Public Hearing

Administrator Responsible: Ms. Allison Davenport
Executive Director of Finance

Board Goal Objective:

Not Applicable

Superintendent's Goal:

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

A financial accountability rating system, School Financial Integrity Rating System of Texas (FIRST) was authorized through Senate Bill (SB) 218 of the 77th Legislature (2001). The primary goal of School FIRST is to improve management of school district's financial resources. Notice of this Public Hearing was published in the Dallas Morning News on Monday, November 29, 2021, as per TEA requirements. Ms. Allison Davenport, Executive Director of Finance, will present the District's rating and give an explanation of this rating. The forum will then be open for public comment.

This agenda item will be submitted for discussion to the Finance Committee on December 7, 2021.



Garland Independent School District



2020 – 2021 Rating Presentation

(Fiscal Year 2019-2020 Data)

Purpose

- Expands the public education accountability system in Texas to the Financial Services.
- Originated by SB875 of the 76th Texas Legislature in 1999.
- Primary goal to improve management of school district's financial resources.

Objectives

- Assess the quality of financial management in Texas public schools.
- Measure and report the extent to which financial resources are allocated for direct instructional purposes.
- Fairly evaluate the quality of financial management decisions.
- Openly report results to the general public.

Ratings

- HB 5 of the 83rd Texas Legislature in 2013 required the Commissioner of Education to include indicators in FIRST to anticipate the future financial solvency of districts.
- The 2020-2021 rating is determined by the scores on 20 indicators.
 - A = Superior 90 - 100
 - B = Above Standard 80 - 89
 - C = Meets Standard 70 - 79
 - F = Substandard Achievement <70

How Ratings Are Assessed

1. Was the Annual Financial Report filed within one month of the November 27th or January 28th deadline depending upon the District's fiscal year end date June 30th or August 31st ?
YES
2. Was there an unmodified opinion in the Annual Financial Report (AFR) on the financial statements as a whole? **YES**
3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? **YES**

How Ratings Are Assessed

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? **YES, Ceiling Failed**
- The timely payment in question was in March 2020 at the beginning of the COVID 19 pandemic and employees were not allowed on site.
 - The payment was made and comptroller allowed the district to take the timely filing discount on March 23, 2020.
 - The District submitted an appeal to TEA with a letter of support from the Texas Comptroller's Office.
 - The appeal was denied by TEA.
 - The district has complied with all sales tax reporting. Districts who do not regularly submit sales tax were not penalized.

How Ratings Are Assessed

5. Was the total unrestricted net position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position greater than zero? **YES**
6. Was the average change in assigned & unassigned fund balances over 3 years less than a 25% decrease or did the current year's assigned & unassigned fund balances exceed 75 days of operational expenditures? **Ceiling Passed**

How Ratings Are Assessed

7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? **10**

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? **10**

9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? **10**

How Ratings Are Assessed

10. Did the school district average less than 10% variance when comparing budgeted revenues to actual revenues for the last 3 fiscal years? **10**

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? **10**

12. Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? **10**

How Ratings Are Assessed

13. Was the school district's administrative cost ratio equal to or less than the threshold ratio?

7.29%

10 of 10 points

$$\left(\begin{array}{l} \text{sum of amounts for} \\ \text{function codes 21 and 41} \end{array} \right) / \left(\begin{array}{l} \text{sum of amounts for function} \\ \text{codes 11, 12, 13, and 31} \end{array} \right) = \text{Administrative Cost Ratio}$$

21-Instructional Leadership
 41-General Administration

11-Instruction
 12-Instructional Resources and Media Services
 13-Curriculum and Instructional Staff Development
 31-Guidance, Counseling and Evaluation Services

Only payroll (excluding TRS On-Behalf), professional and contracted services, supplies and materials, other operating costs are used in the calculation of the administrative cost ratio.

How Ratings Are Assessed

14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? **10**

15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? **5**

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3% of all expenditures by function? **Ceiling Passed**

How Ratings Are Assessed

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? **Ceiling Passed**
18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? **10**
19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end? **5**
20. Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? **Ceiling Passed**

What is GISD's Rating?

- A = Superior
 - *GISD received a YES or the maximum points on all indicators, other than indicator 4.*
 - *The district received the highest rating possible as established under guidelines and rules established by the Texas Education Agency.*

Required Disclosures

- Superintendent's Current Contract

<http://www.garlandisd.net/content/financial-information>

Required Disclosures

Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2020 For the Twelve-month Period Ended June 30, 2020

Description of Reimbursements	Superintendent	Board Member Place 1	Board Member Place 2	Board Member Place 3	Board Member Place 4	Board Member Place 5	Board Member Place 6	Board Member Place 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed	James Miller	Robert Selders	Wesley Johnson
Meals	\$ -	\$ 21.99	\$ 27.16	\$ 21.10	\$ 17.24	\$ -	\$ -	\$ 18.74
Lodging	\$ -	\$ 1,138.90	\$ 3,854.55	\$ 10,236.92	\$ 3,400.44	\$ 650.00	\$ 2,313.28	\$ 663.71
Transportation	\$ 240.35	\$ 197.77	\$ 417.60	\$ 2,597.33	\$ -	\$ -	\$ 991.40	\$ -
Motor Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 1,355.73	\$ 200.00	\$ 200.00	\$ 417.95	\$ -	\$ -	\$ 375.00	\$ 200.00
TOTAL	\$ 1,596.08	\$ 1,558.66	\$ 4,499.31	\$ 13,273.30	\$ 3,417.68	\$ 650.00	\$ 3,679.68	\$ 882.45

Required Disclosures

- Outside compensation and/or fees received by the Superintendent for professional consulting and/or other personal services in fiscal year 2020.

None

Required Disclosures

- Gifts received by the Executive Officer(s) and Board Members (and first degree relatives, if any) in fiscal year 2020.

None

Required Disclosures

- Business transactions between the District and Board Members for fiscal year 2020.

None



2020-2021 FIRST Report

Based upon 2019-2020 Financial Data



Garland Independent School District

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Garland Independent School District
Division of Business Operations

Street Address

Harris Hill Administration Building
501 S. Jupiter RD
Garland, TX
75042

Phone

972-487-3100

FAX

972-485-4922

To the Garland ISD Board of Trustees and the taxpayers for Garland ISD:

The 2021 School FIRST Rating is being presented for your information. FIRST stands for 'Financial Integrity Ratings System of Texas.' It is the annual rating performed by the Texas Education Agency (TEA) to test the financial performance of school districts as required by Title 19, Texas Administration Code, Section 109.

The District is required to hold a public meeting, which can be part of a regular school board meeting, to distribute a financial management report that explain the district's performance under each of the 20 indicators and the resulting district's rating. The 2021 rating is based upon analysis of staff and student data reporting for the 2019-2020 school year, along with financial data for the fiscal year ended June 30, 2020.

For this year's rating, 20 indicators are used to score the districts. A points total in the 90 to 100 range will receive a A = Superior designation. A points total in the 80 to 89 range receives a B = Above Standard designation. A points total in the 70 to 79 range receive a C = Meets Standard while any lesser total is F = Substandard Achievement.

Maintaining the financial health of the District and modeling accountability is imperative. Therefore, we are pleased to report that Garland Independent School District received an "A", or "Superior Achievement" rating from the Texas Education Agency regarding financial operations. Additionally, the District received a score of 95 points.

The Texas Education Agency (TEA) implemented changes to School FIRST over the past few years. The most substantive changes were implemented with this year's rating as the number of financial indicators increased from 15 to 20. New indicators were added that measured the district's performance for three consecutive years beginning with results from fiscal year 2017-2018

Should you have any questions, please feel free to call my office.

Brent Ringo

Chief Financial Officer

Garland Independent School District

EXECUTIVE SUMMARY

Background Information

This is the 19th year of School FIRST (Financial Integrity Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The School FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, as follows:

A for Superior Achievement

B for Above Standard Achievement

C for Meets Standard Achievement

F for Substandard Achievement

Reporting Requirement

Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

- A. The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the State's new Financial Accountability System;
- B. The district's financial management performance under each indicator for the current and previous years' financial accountability ratings;
- C. Additional information required by the Commissioner
 1. A copy of the superintendent's current employment contract. The school district may publish the superintendent's employment contract on the district's Internet site in lieu of publication in the annual financial management report. This must disclose all compensation and benefits paid to the superintendent;
 2. A summary schedule for the fiscal year (12-month period) of total reimbursements received by the superintendent and each board member, including transactions resulting from use of the school district's credit card(s), debit card(s), store-value card(s) and any other instruments to cover expenses incurred by the superintendent and each

board member. The summary schedule shall separately report reimbursements for meals, lodging, transportation, motor fuel, and other items (the summary schedule of total reimbursements is not to include reimbursements for supplies and materials that were purchased for the operation of the district);

3. A summary schedule for the fiscal year of the dollar amount of compensation and/or fees received by the superintendent from another school district or any other outside entity in exchange for professional consulting and/or other personal services. The schedule shall separately report the amount received from each entity;
4. A summary schedule for the fiscal year of the total dollar amount by the executive officers and board members of gifts that had an economic value of \$250 or more in the aggregate in the fiscal year. This reporting requirement only applies to gifts received by the school district's executive officers and board members (and their immediate family as described by Government Code, Chapter 573, Subchapter B, as a person related to another person within the first degree by consanguinity or affinity) from an outside entity that received payments from the school district in the prior fiscal year, and gifts from competing vendors that were not awarded contracts in the prior fiscal year. This reporting requirement does not apply to reimbursement of travel-related expenses by an outside entity when the purpose of the travel is to investigate or explore matters directly related to the duties of an executive officer or board member, or matters related to attendance at education-related conferences and seminars whose primary purpose is to provide continuing education (this exclusion does not apply to trips for entertainment related purposes or pleasure trips). This reporting requirement excludes an individual gift or a series of gifts from a single outside entity that had an aggregate economic value of less than \$250 per executive officer or board member;
5. A summary schedule for the fiscal year of the dollar amount by board members for the aggregate amount of business transactions with the school district. This reporting requirement is not to duplicate the items disclosed in the summary schedule of reimbursements received by board members; and
6. Additional information that the district's board of trustees deems useful. Refer to the Commissioner's Rules Concerning the Financial Accountability Rating System (Chapter 109, Subchapter AA) for more information.

District Ratings

The Texas Education Agency converted the Schools FIRST to a four-tier rating system as shown below.

For 2020-2021 the Garland Independent School District received

a Schools FIRST rating of:

SUPERIOR ACHIEVEMENT

Based upon the 2019-2020 Financial Data

DETERMINATION OF RATING									
A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.								
B.	Determine the rating by the applicable number of points.								
	<table border="1"> <tr> <td>A = Superior Achievement</td> <td>90-100</td> </tr> <tr> <td>B = Above Standard Achievement</td> <td>80-89</td> </tr> <tr> <td>C = Meets Standard Achievement</td> <td>70-79</td> </tr> <tr> <td>F = Substandard Achievement</td> <td><70</td> </tr> </table>	A = Superior Achievement	90-100	B = Above Standard Achievement	80-89	C = Meets Standard Achievement	70-79	F = Substandard Achievement	<70
A = Superior Achievement	90-100								
B = Above Standard Achievement	80-89								
C = Meets Standard Achievement	70-79								
F = Substandard Achievement	<70								
<p>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</p> <p>The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>									
CEILING INDICATORS									
<p>Did the school district meet the criteria for any of the following ceiling indicators 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.</p>									

There are currently four critical error indicators (Yes and No) that result in failure (F) of FIRST. These indicators and descriptions are outlined in the above chart. The default indicators that would result in a substandard achievement include a No answer to any of the four indicators (Questions 1, 2, 3 and 4).

From the financial data submitted for the 2019-2020 fiscal year, the District answered yes to all critical indicators. The complete results to the indicators begin on page 5 of this report.

There are five ceiling indicators. The chart above shows the maximum points and rating for failing to meet a ceiling indicator.

Reporting, Notices and Public Meetings

The Board of Trustees will publish an annual report describing the financial management performance of the district. The report must include the information provided by the Texas Education Agency and any supplemental information as may be determined by the local Board of Trustees. A copy of the report is available, upon request, from the Finance Department and is available on the district's website.

As required by State law, the Board of Trustees shall hold a public meeting within two months of receiving the School FIRST ratings. Notice of the meeting to discuss the school financial accountability rating must be published in a local newspaper. The notice must be no more than thirty days, or less than ten days prior to the scheduled meeting date.

The District has complied with the public hearing notifications in the local newspaper. The date of publication appeared on November 29th. The public meeting was held in conjunction with the regularly called Board of Trustees meeting on December 14, 2021.



Financial Integrity Rating System of Texas

2020-2021 RATINGS BASED ON SCHOOL YEAR 2019-2020 DATA - DISTRICT STATUS DETAIL

Name: GARLAND ISD(057909)	Publication Level 1: 8/4/2021 2:00:38 PM
Status: Passed	Publication Level 2: 8/6/2021 11:10:55 AM
Rating: A = Superior Achievement	Last Updated: 8/6/2021 11:10:55 AM
District Score: 95	Passing Score: 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	6/8/2021 3:19:04 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	6/8/2021 3:19:04 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	6/8/2021 3:19:04 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	7/12/2021 1:52:06 PM	Yes Ceiling Failed
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/28/2021 11:04:15 AM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	6/8/2021 3:19:05 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	6/8/2021 3:19:05 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	6/8/2021 3:19:05 PM	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	7/2/2021 1:10:38 PM	10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.	6/8/2021 3:19:07 PM	10
12	Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.	6/8/2021 3:19:07	10

		PM	
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:07 PM	10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	6/8/2021 3:19:08 PM	10
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:08 PM	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:19:08 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/8/2021 3:19:08 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	6/8/2021 3:19:08 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/8/2021 3:19:08 PM	5
20	<u>Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:19:09 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(95 Ceiling)
			95 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.								
B.	Determine the rating by the applicable number of points.								
	<table border="1"> <tr> <td>A = Superior Achievement</td> <td>90-100</td> </tr> <tr> <td>B = Above Standard Achievement</td> <td>80-89</td> </tr> <tr> <td>C = Meets Standard Achievement</td> <td>70-79</td> </tr> <tr> <td>F = Substandard Achievement</td> <td><70</td> </tr> </table>	A = Superior Achievement	90-100	B = Above Standard Achievement	80-89	C = Meets Standard Achievement	70-79	F = Substandard Achievement	<70
A = Superior Achievement	90-100								
B = Above Standard Achievement	80-89								
C = Meets Standard Achievement	70-79								
F = Substandard Achievement	<70								
<p>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</p> <p>The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>									

CEILING INDICATORS

Did the school district meet the criteria for any of the following ceiling indicators 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating

are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

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THE **TEXAS EDUCATION AGENCY**
 1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

FIRST 5.11.6.0



How Ratings are Assessed

Rating Worksheet

Preliminary ratings are released by Texas Education Agency every calendar year during the summer. The Commissioner's Rules for School FIRST are contained in Title 19, Texas Administrative Code, Chapter 109, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System.

The School FIRST Communications Kit was updated in August 2021 to include changes in the Commissioner's Rule for School FIRST that were implemented by the Texas Education Agency beginning with ratings year 2020-2021 based primarily on data from fiscal year 2020.

The questions a school district must address in completing the worksheet used to assess its financial management system can be confusing to non-accountants. The following is a layman's explanation of what the questions mean—and what your district's answers can mean to its rating.

1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?

A simple indicator. Was your Annual Financial Report filed by the deadline?

2. Review the AFR for an unmodified opinion and material weaknesses.

Was there an unmodified opinion in the

AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)?

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)

This indicator seeks to make certain that your district has timely paid all bills/obligations, including financing arrangements to pay for school construction, school buses, photocopiers, etc.

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas



How Ratings are Assessed

Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

This indicator seeks to make sure the district fulfilled its obligation to the TRS, TWC and IRS to transfer payroll withholdings and to fulfill any additional payroll-related obligations required to be paid by the district.

5. Was the total unrestricted Net Position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Positions greater than zero? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.)

This indicator is not being scored this year due to the impact of accounting changes implemented by the Governmental Accounting Standards Board.

6. Was the average change in (assigned and unassigned) fund balance over 3 years less than a 25% decrease or did the current year assigned and unassigned fund balance exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)?

This indicator measures the percentage change in fund balance to see whether the fund balance is declining too quickly,

and if it is declining, whether sufficient fund balance remains to operate for at least 75 days.?

7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

This indicator measures how long in days after the end of the fiscal year the school district could have disbursed funds for its operating expenditures without receiving any new revenues. Did you meet or exceed the target amount in School FIRST?

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

This indicator measures whether the school district had sufficient short-term assets at the end of the fiscal year to pay off its short-term liabilities. Did you meet or exceed the target amount in School FIRST?

9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?

This indicator simply asks, "Did you spend more than you earned?" (the school district will automatically pass this indicator, if the school district had at least 60 days cash on hand.)



How Ratings are Assessed

10. Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?

This indicator measures how accurately the district forecast projected revenue by comparing budgeted revenue submitted through PEIMS in October of the fiscal year to actual revenue submitted after the close of the fiscal year.

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.)

This question is like asking someone if their mortgage exceeds the market value of their home. Were you below the cap for this ratio in School FIRST? Fortunately, this indicator recognizes that high-growth districts incur additional operating costs to open new instructional campuses.

12. Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?

This indicator asks about the school district's ability to make debt principal and interest payments. Did you meet or exceed the target amount in School FIRST?

13. Was the school district's administrative cost ratio equal to or less than the threshold ratio?

This indicator measures the percentage

of their budget that Texas school districts spent on administration. Did you exceed the cap in School FIRST for districts of your size?

14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)

If the school district had a decline in students over 3 school years, this indicator asks if the school district decreased the number of the staff on the payroll in proportion to the decline in students. (The school district automatically passes this indicator if there was no decline in students.)

15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.

This indicator measures how well the district was able to project average daily attendance for the coming biennium for payment purposes. Projected ADA is compared to actual.

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

This indicator measures the quality of data reported to PEIMS and in your



How Ratings are Assessed

Annual Financial Report to make certain that the data reported in each case “matches up.” If the difference in numbers reported in any fund type is 3 percent or more, your district “fails” this measure. If the district fails this indicator, the maximum points and highest rating the district may receive is 89 points and a B, which is equal to above standard achievement.

17. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)

A clean audit of your Annual Financial Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses create a risk of your District not being able to properly account for its use of public funds and should be immediately addressed. If the district fails this indicator, the maximum points and highest rating the district may receive is 89 points and a B, which is equal to above standard achievement.

18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)

This indicator measures whether the district is complying with laws, rules and regulations related to the expenditure of grant funds, contracts, and other state and federal funds.

19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?

This indicator measures whether the district is complying with legal requirements related to financial transparency by posting all required information.

20. Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)

This indicator measures whether the school board had the opportunity to consider the impact of changes in property value on the finances of the district. If the district fails this indicator, the maximum points and highest rating the district may receive is 89 points and a B, which is equal to above standard achievement.



Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: GARLAND ISD(057909)	Publication Level 1: 8/6/2020 9:26:37 AM
Status: Passed	Publication Level 2: 8/6/2020 11:17:34 AM
Rating: A = Superior	Last Updated: 8/6/2020 11:17:34 AM
District Score: 100	Passing Score: 60

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	3/30/2020 12:57:32 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	3/30/2020 12:57:33 PM	Yes
2.B	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	3/30/2020 12:57:33 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	3/30/2020 12:57:33 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	3/30/2020 12:57:33 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)	3/30/2020 12:57:34 PM	10
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)	3/30/2020 12:57:34 PM	10
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.	3/30/2020 12:57:35 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	3/30/2020 12:57:35 PM	10
10	Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)	3/30/2020 12:57:36 PM	10
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	3/30/2020 12:57:37 PM	10
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student	3/30/2020 12:57:38 PM	10

13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	7/10/2020 3:16:48 PM	10
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	3/30/2020 12:57:40 PM	10
15	Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?	3/30/2020 12:57:40 PM	10
			100 Weighted Sum
			1 Multiplier Sum
			100 Score

DETERMINATION OF RATING

A.	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60
No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.		

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FIRST 5.9.1.0

Required Disclosures

Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2020. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

Garland ISD has posted the superintendent employment contract on the district's website and it will be accessible for at least twelve months. The contract is found on the home page under "About", then click "Financial information".

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period Ended
June 30, 2020

Description of Reimbursements	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed	James Miller	Robert Selders	Wesley Johnson
Meals	\$ -	\$ 21.99	\$ 27.16	\$ 21.10	\$ 17.24	\$ -	\$ -	\$ 18.74
Lodging		1138.90	3854.55	10236.92	3400.44	650	2313.28	663.71
Transportation	240.35	197.77	417.60	2597.33			991.4	
Motor Fuel								
Other	1355.73	200.00	200.00	417.95			375.00	200.00
Total	\$ 1,596.08	\$ 1,558.66	\$ 4,499.31	\$ 13,273.30	\$ 3,417.68	\$ 650.00	\$ 3,679.68	\$ 882.45

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period Ended
June 30, 2020

Name(s) of Entity(ies)	Amount Received
None	\$ -
Total	\$ -

**Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)
(gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)**

For the Twelve-Month Period Ended
June 30, 2020

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed	James Miller	Robert Selders	Wesley Johnson
None	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -							

Business Transactions Between School District and Board Members

For the Twelve-Month Period Ended
June 30, 2020

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed	James Miller	Robert Selders	Wesley Johnson
None	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -							



Garland Independent School District Board of Trustees

Date of Meeting:	<i>December 14, 2021</i>
Agenda Item:	<i>Evidence of Excellence Award</i>
Agenda Section:	<i>Information Items</i>
Administrator Responsible:	Joseph Figarelli <i>Director of Visual and Performing Arts</i> Michelle Cromer <i>Visual and Performing Arts Coordinator</i>
Board Goal Objective:	<i>Superintendent Goal #4 & #6</i>

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

For more than 30 years, the artwork of Garland ISD students has helped ring in the holiday season. Our annual Elementary School Greeting Card Contest is made possible through partnerships with elementary campuses across the district. We thank all of our wonderful schools that participated in this year's event.

The 2021 competition featured 28 schools and submissions that ranged from drawing to painting to watercolor art. As always, our judges had a tough decision choosing the top designs. Visual and Performing Arts is proud to present this year's winners:

Hickman Elementary School

Artist: Andrea Nicole Jimenez-Morales
Art Teacher: Patricia Ballast
Principal: Karla Beltran

Beaver Technology Center

Artist: Jasmine Vazquez Gonzalez
Art Teacher: Dixie Nambo
Principal: Vicki DeVantier

Walnut Glen Academy

Artist: Jacob Ortiz Henao

Art Teacher: Kathleen Hodges

Principal: Lisa Alexander

The winning artist will be present tonight to receive the Evidence of Excellence Award from GISD. Their designs have also been printed on the cover of holiday gift cards the district will send out this month.

Congratulations to all of the students and schools that participated.

Administrative Recommendations:

Provided for your information only.



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021

Agenda Item: Going the Extra Mile (GEM) Recognition

Agenda Section: Information Item

Administrator Responsible: Sherese Nix-Lightfoot, Executive Director of Communications and Public Relations

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information: The Going the Extra Mile (GEM) recognition is a district acknowledgement of those outstanding Garland ISD employees who display superior commitment, innovation, leadership, work ethic, accomplishments and/or initiative.

Garland ISD GEM (Going the Extra Mile) Recognition is open to any GISD employee, and anyone can nominate an employee as a GEM. Those selected are notified and recognized at a GISD Board of Trustees meeting once a month.

Carlina Tesche, Skyward Student Technical Analyst, was nominated by her colleagues for going above every day to ensure the needs of district staff are met daily.

Administrative Recommendation:

Provided for your consideration.



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021

Agenda Item: Introduction of District Administrator

Agenda Section: Information Item

Administrator Responsible: Dr. Gradyne E. Brown
Assistant Superintendent, Human Resources

Summary/Background Information:

The Human Resources Department will be introducing the following new Garland ISD administrators to the Board of Trustees and to the community.

Director, English Language Learners—Tara Sowels
Director, Security—Mark Quinn

Administrative Recommendations:

Provided for your information.



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Trustees' Report

Agenda Section: Discussion Item

Administrator Responsible: Dr. Ricardo López
Superintendent

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Trustees report to other trustees, the administrative staff and the public of activities that impact the Board's governance of the District. Trustees may report on the following subjects:

1. Trustee attendance at recent district and community events.
2. Announcement of upcoming district and community events.
3. Recognition of outstanding performance by district staff and students.
4. Recognition of new programs and special activities.
5. Message from Board President.

Administrative Recommendations:

For discussion.

December 13, 2021 - December 19, 2021

December 2021							January 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4						1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30	31					

Monday, December 13

Tuesday, December 14

11:30am - 1:00pm Sachse Chamber Luncheon (Woodbridge Golf Club - 7400 Country Club Drive Wylie, Texas) ↻

5:00pm - 7:00pm Board Meeting (Board Room) - Mechelle Hogan ↻

Wednesday, December 15

11:00am - 1:00pm Padgett Building Holiday Lunch (Padgett Building)

Thursday, December 16

Friday, December 17

Saturday, December 18

Sunday, December 19

December 20, 2021 - December 26, 2021

December 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Monday, December 20

12:00am Winter Break

Tuesday, December 21

< Winter Break

Wednesday, December 22

< Winter Break

Thursday, December 23

< Winter Break

Friday, December 24

< Winter Break

Christmas Eve (United States)

Christmas Holiday (Observed) (United States)

Saturday, December 25

< Winter Break

Christmas Day (United States)

Sunday, December 26

< Winter Break

December 27, 2021 - January 2, 2022

December 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Monday, December 27

< Winter Break >

Tuesday, December 28

< Winter Break >

Wednesday, December 29

< Winter Break >

Thursday, December 30

< Winter Break >

Friday, December 31

< 12:00am Winter Break

New Year's Eve (United States)

Saturday, January 1

New Year's Day (United States)

Sunday, January 2

January 3, 2022 - January 9, 2022

January 2022							February 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												

Monday, January 3

New Year's Day (Observed) (United States)

Tuesday, January 4

Wednesday, January 5

Thursday, January 6

Friday, January 7

Saturday, January 8

Sunday, January 9

January 10, 2022 - January 16, 2022

January 2022							February 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												

Monday, January 10

Tuesday, January 11

- 11:30am - 1:00pm Sachse Chamber Luncheon (Woodbridge Golf Club 7400 Country Club Drive Wylie, Texas)
- 3:00pm - 3:50pm Facilities Committee Meeting (Board Room) - Mechelle Hogan
- 4:00pm - 5:50pm Finance and Audit Committee Meeting (Board Room)
- 6:00pm - 7:50pm District Affairs Committee Meeting (Board Room)

Wednesday, January 12

- 11:30am - 1:00pm Rowlett Chamber Luncheon (Rowlett Community Centre 5300 Main Street Rowlett, Texas 75088)

Thursday, January 13

Friday, January 14

Saturday, January 15

Sunday, January 16

January 17, 2022 - January 23, 2022

January 2022							February 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												

Monday, January 17

Martin Luther King Day (United States)

Tuesday, January 18

Wednesday, January 19

Thursday, January 20

Friday, January 21

Saturday, January 22

Sunday, January 23

January 24, 2022 - January 30, 2022

January 2022							February 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												

Monday, January 24

Tuesday, January 25

5:00pm - 7:00pm Board Meeting (Board Room) - Mechelle Hogan

Wednesday, January 26

Thursday, January 27

Friday, January 28

Saturday, January 29

Sunday, January 30

January 31, 2022 - February 6, 2022

January 2022							February 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												

Monday, January 31

Tuesday, February 1

Wednesday, February 2

9:00am - 10:00am Council PTA Meeting (Garland/Rowlett Room
Harris Hill Administration Annex)

Thursday, February 3

Friday, February 4

Saturday, February 5

Sunday, February 6

February 7, 2022 - February 13, 2022

February 2022							March 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5			1	2	3	4	5
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28						27	28	29	30	31		

Monday, February 7

Tuesday, February 8

- 11:30am - 1:00pm Sachse Chamber Luncheon (Woodbridge Golf Club 7400 Country Club Drive Wylie, Texas)
- 3:00pm - 3:50pm Facilities Committee Meeting (Board Room) - Mechelle Hogan
- 4:00pm - 5:50pm Finance and Audit Committee Meeting (Board Room)
- 6:00pm - 7:50pm District Affairs Committee Meeting (Board Room)

Wednesday, February 9

- 11:30am - 1:00pm Rowlett Chamber Luncheon (Rowlett Community Centre 5300 Main St Rowlett, Texas 75088)

Thursday, February 10

Friday, February 11

Saturday, February 12

Sunday, February 13

February 14, 2022 - February 20, 2022

February 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Monday, February 14

Valentine's Day (United States)

Tuesday, February 15

Wednesday, February 16

Thursday, February 17

Friday, February 18

Saturday, February 19

Sunday, February 20

February 21, 2022 - February 27, 2022

February 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Monday, February 21

Presidents' Day (United States)

Tuesday, February 22

5:00pm - 7:00pm Board Meeting (Board Room) - Mechelle Hogan 

Wednesday, February 23

Thursday, February 24

Friday, February 25

Saturday, February 26

Sunday, February 27

February 28, 2022 - March 6, 2022

February 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Monday, February 28

6:30pm - 7:30pm MEC Meeting (Zoom/Virtual)

Tuesday, March 1

Wednesday, March 2

9:00am - 10:00am Council PTA Meeting (Garland/Rowlett Room
Harris Hill Administration Annex)

Thursday, March 3

Friday, March 4

Saturday, March 5

Sunday, March 6



Garland Independent School District Board of Trustees

Date of Meeting:	December 14, 2021
Agenda Item:	Superintendent's Report
Agenda Section:	Discussion Item
Administrator Responsible:	Dr. Ricardo López Superintendent
Board Goal Objective:	

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Dr. López will provide an update on District and community events.

Administrative Recommendations:

Provided for your information and discussion.



Garland Independent School District Board of Trustees

Date of Meeting:	December 14, 2021
Agenda Item:	Future Agenda Items
Agenda Section:	Discussion Item
Administrator Responsible:	Dr. Ricardo López Superintendent
Board Goal Objective:	

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

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Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Trustees may submit items to be placed on future Board Meeting agendas.

Administrative Recommendations:

For discussion.



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021
Agenda Item: Human Resources Report
Agenda Section: Consent Agenda
Administrator Responsible: Dr. Gradyne Brown
Assistant Superintendent Human Resources

Board Goal Objective:

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2021-22 school year.

Administrative Recommendations:

Administration recommends approval.

PERSONNEL ADMINISTRATION
RECOMMENDED PROFESSIONAL PERSONNEL

Name	Exp	College	Degree	Job Title	School/Dept.	Effective Date
Arredondo Zaragoza, Edith	0	UNT - Dallas	BA	Teacher - 2nd Grade Bilingual	Southgate Elem.	12/6/2021
Brewer, Faith	0	Dallas Baptist Univ.	BS	Teacher - English	South Garland H.S.	11/29/2021
Disbro, Sarah	0	UT- Arlington	BA	Teacher - Kindergarten	Centerville Elem.	11/29/2021
Dominguez, Carlos	5	Univ. of Puerto Rico	BA	Teacher - Physical Educ.	Handley Elem.	12/6/2021
Kleinhenz, Verallen	0	Univ. of New Mexico	MM	Teacher - Choir	Sellers M.S.	11/29/2021
		Univ. of New Mexico	BM			
LaBeau, Whitney	2	San Joaquin Valley College	AS	Teacher- Health Care Science	South Garland H.S.	12/6/2021
Philips, Coby	0	UT - Dallas	MA	Teacher - Special Educ.	Sachse H.S.	12/6/2021
		UT - Dallas	BA			
Samuel, Christine	0	St. John's Univ. (NY)	MS	Teacher - Science	Rowlett H.S.	12/6/2021
		Touro College (NY)	BA			
Scott, Benjamin	0	Univ. of Houston	BA	Teacher - ESL	Sellers M.S.	11/29/2021
Simmons, Brianna	0	Kennesaw State Univ.	BA	Teacher - Spanish	Lakeview Cent. H.S.	11/29/2021
Trevino, Takesha	0	UT - San Antonio	BA	Teacher - Special Ed.	Steadham Elem.	12/6/2021

PERSONNEL ADMINISTRATION
RECOMMENDED TERMINATIONS, RESIGNATIONS AND RETIREMENTS

<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Arbelaez, Natalia	Teach/4th Grade Bilingual	Northlake Elem.	13 years with GISD	Resignation/ EAD Expiration	12-6-21
Brown, Roslyn A.	Teach/LPAC Lead Secondary	English Lang. Learners	21 years/14 with GISD	Resignation/ Other TX School	12-17-21
Chatman, Cherita C.	Asst. Principal	Hudson M.S.	16 years/7 with GISD	Resignation/ Career Change	6-30-22
Foxx, Joseph L.	Teach/Social Studies/Coach	Sachse H.S.	5 years with GISD	Resignation/ Personal	11-30-21
Hester, Keisha D.	Teach/Special Ed. ALE	Toler Elem.	9 years/2 with GISD	Resignation/ Health Reasons	1-21-22
Hughes, Patrick S.	Teach/Computer Literacy	Bussey M.S.	22 years/13 with GISD	Resignation/ Other TX School	12-17-21
Musgrove, Marsha	Teach/Reassignment Room	South Garland H.S.	33 years/31 with GISD	Retirement	6-10-22
Myrice Webb, Erin S.	Teach/Social Studies	Sachse H.S.	4 years with GISD	Resignation/ Career Change	12-17-21
Ngomo, Sierra D.	Teach/Math	Sachse H.S.	5 years with GISD	Resignation/ Health Reasons	12-17-21
Phillips, LaTavvia S.	Teach/Special Ed. Adapted PE	Special Education	3 years/2 with GISD	Resignation/ Other TX School	12-17-21
Pond, Lauren M.	Behavioral Specialist	Special Education	10 years with GISD	Resignation/ Other TX School	12-17-21
Sappington, Katherine E.	Teach/Special Ed. CBSE Idea B	Abbett Elem.	11 years with GISD	Resignation/ Personal	11-19-21
Scallan, Bobby P.	Teach/Math	North Garland H.S.	48 years/19 with GISD	Resignation/ Personal	1-7-22
Seguin, Laurie A.	Teach/2nd Grade	Armstrong Elem.	2 years with GISD	Retirement	1-14-22
Wall, Michelle L.	Counselor	Garland H.S.	27 years with GISD	Retirement	6-17-22
Professional Resignation/Retirements:		Approved to Date:	121		
		Current:	15		

PERSONNEL ADMINISTRATION
RECOMMENDED TERMINATIONS, RESIGNATIONS AND RETIREMENTS

B. Support Personnel					
<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	
ParaProfessional Resignation/Retirements:		Approved to Date:		5	
		Current:		0	
*Change					
Other TX School - has informed us of taking a position at another Texas school district					
Personal - used at the discretion of the employee and no specific reason given or shared					
Career Change - has informed us of taking a position outside of education					



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of \$170,000 Donation from Community Partner

Agenda Section: Action Items

Administrator Responsible: Matt Yeager
Assistant Superintendent of Technology

Superintendent's Goal:

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Per the CDAP Section 3.6 and CDC Local, cash donations over \$5,000 require Board approval. The Garland ISD Technology Department will receive a donation of \$170,000 from the Garland ISD Education Foundation. The donation will be used to purchase Private Cellular Network equipment and services.

This agenda item will be presented for approval at the December 14, 2021 Board of Trustees Meeting.

Administrative Recommendations:

The administration recommends that the Board of Trustees accepts the donation.

Memo

To: GISD School Board Trustees

From: Matt Yeager, Assistant Superintendent of Technology

CC: Dr. Ricardo López, GISD Superintendent
Dr. Brent Ringo, Chief Financial Officer

Date: December 8, 2021

Subject: Donation from Garland ISD Education Foundation Exceeding \$5000

The Garland ISD Education Foundation (GEF) was established to support the students and staff of the Garland Independent School District, which encompasses the north Texas communities of Garland, Rowlett, and Sachse. The mission of the foundation is to create and foster partnerships with the community to generate funds that support the education of our students to positively impact the future. GEF provided grant funds from their partner, the Commit Partnership to directly support Garland ISD's Private Cellular Network Program to address the connectivity gap within Garland ISD.

Per the CDAP Section 3.6 and CDC Local, cash donations over \$5k require Board approval. The Garland ISD Technology department received a donation of \$170,000 from The Garland ISD Education Foundation. The donation will be used to purchase Private Cellular Network equipment and services.

I recommend that the Board of Trustees accepts the donation.



Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100

RECEIPT OF DONATION

The Garland Independent School District acknowledges and expresses appreciation for the following contribution:

Cash donation in the amount of: _____

Donation of goods: _____

Donation received from: _____

Dates of donation: _____

Valued at: _____

The Garland Independent School District is exempt under Section 115 of the Internal Revenue Code.

Instrumentalities of a political subdivision (including cities and independent school districts) are exempt under section 115 of the Internal Revenue Code and are not required to file Federal Income Tax Return Form 1120, nor Information Return Form 990. Contributions to such organizations are deductible by donors as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devices, transfers of gifts to or for their use are deductible for Federal, estate and gift tax purposes under the provisions of sections 2055, 2106, and 2522 of the Code. Accordingly, independent school districts are not covered by IRS Code Section 501(c)3.

Federal ID number: 75-6001650

Donation Received by:

Date: _____

Signature of Authorized Representative, Garland Independent School District



Garland Independent School District Board of Trustee

Date of Meeting:	December 14, 2021
Agenda Item:	Consider Approval of Local Policies from Update 118
Agenda Section:	Action Item
Administrator Responsible:	Lisa Ray General Counsel

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Summary/Background Information:

Update 118 includes policy revisions in response to the declared catastrophes and to revise state rules and provisions from the 87th Legislative Session that are effective January 1, 2021.

- Activity Funds
- Cybersecurity
- Resignations by Contract Employees
- School Counselor Duties
- Human Sexuality Instruction
- Accelerated Instruction and Retention and Promotion
- School Safety Transfers
- Optional Excused Absences for Students and Attendance for Credit

- Child Abuse and Neglect Reporting
- Student Records

CFD (LOCAL)	ACCOUNTING: ACTIVITY FUNDS MANAGEMENT
CQB (LOCAL)	TECHNOLOGY RESOURCES: CYBERSECURITY
DFE (LOCAL)	TERMINATION OF EMPLOYMENT: RESIGNATION
DP (LOCAL)	PERSONNEL POSITIONS
EHAA (LOCAL)	BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION
EHBC (LOCAL)	SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES
EIE (LOCAL)	ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION
FDE (LOCAL)	ADMISSIONS: SCHOOL SAFETY TRANSFERS
FEA (LOCAL)	ATTENDANCE: COMPULSORY ATTENDANCE
FEC (LOCAL)	ATTENDANCE: ATTENDANCE FOR CREDIT
FFG (LOCAL)	STUDENT WELFARE: CHILD ABUSE AND NEGLECT
FL (LOCAL)	STUDENT RECORDS

Administrative Recommendations:

For your consideration.

**Fiduciary
Responsibility**

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District accounting practices and procedures, and the Texas Education Agency (TEA) *Financial Accountability System Resource Guide*.

**Student Activity
Funds**

The Superintendent shall ensure that student activity accounts are maintained to manage all class funds and other funds raised and collected by student clubs or organizations for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

**Use and
Expenditure**

Funds collected by student groups shall be used only for purposes authorized by the student club or organization. The principal and sponsor shall manage and approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

**District and Campus
Activity Funds**

The Superintendent shall ensure District accounting practices and procedures address the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.

Approval

Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.

Carryover Funds

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If a club or organization ceases to function or exist, the unexpended funds shall be credited to the appropriate administrative activity account.

- Plan** The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.
- Coordinator** The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.
- Training** The Board delegates to the Superintendent the authority to:
1. Determine the cybersecurity training program to be used in the District;
 2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
 3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.
- The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.
- Security Breach Notifications** Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:
1. Written notice.
 2. Email, if the District has email addresses for the affected persons.
 3. Conspicuous posting on the District's websites.
 4. Publication through broadcast media.
- The District shall disclose a breach involving sensitive, protected, or confidential student information as required by law.

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LOCAL)

**General
Requirements**

All resignations shall be submitted in writing to the Superintendent or other person designated by Board action in accordance with this policy. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The Superintendent shall be authorized to accept the resignation of an at-will employee at any time. The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.

Contract Employees

The Superintendent or other person designated by Board action shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The resignation requires no further action by the District and is accepted upon receipt by the Superintendent or other person designated by Board action.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The Superintendent or other person designated by Board action shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

**Withdrawal of
Resignation**

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Superintendent.

PERSONNEL POSITIONS

DP
(LOCAL)

**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.

**Human Sexuality
Instruction**

The following process shall apply regarding the adoption of curriculum materials for the district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

**Accelerated
Learning Committee**

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.

Curriculum Mastery	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
Students Receiving Special Education Services	Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]
Standards for Mastery	In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows: <ol style="list-style-type: none">1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
Prekindergarten and Kindergarten	In prekindergarten and kindergarten, evaluation of student progress shall be based on teacher observation and student performance on grade-level standards (essential knowledge and skills). Students in prekindergarten and kindergarten shall not be retained without parental consent.
Grades 1–5	In grades 1–5, 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) in language arts, mathematics, science, and social studies, and a grade of 70 or above in language arts and mathematics.
Grades 6–8	In grades 6–8, 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 three of the following areas: language arts, mathematics, science, and social studies.
Grades 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
 - a. Attempted murder;
 - b. Indecency with a child;
 - c. Aggravated kidnapping;
 - d. Aggravated assault on someone other than a District employee or volunteer;
 - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
 - f. Aggravated robbery; or
 - g. Continuous sexual abuse of a young child or disabled individual.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a
Violent Criminal
Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

**Additional Transfer
Options**

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

Choice of School
Plan

Transfers shall be made only in compliance with the District's choice of school plan. [See FC(LOCAL)] Transfers may affect a student's school placement in a succeeding school year.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her

child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

**Absences
Considered**

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has attended the required percentage of days under this policy.

**Attendance
Committees**

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The District shall have at least one attendance committee appointed per campus. The principal shall appoint the members in accordance with legal requirements.

When a hearing is required after the end of the second semester, the principal may appoint other District professional personnel to the attendance committee because of contractual limits on the number of days school counselors and teachers are employed.

**Parental Notice of
Excessive Absences**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

**Methods for
Regaining Credit or
Awarding a Final
Grade**

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than seven calendar days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

A student who has lost credit or has not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Personal Illness

The principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations as a condition of classifying an absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent shall develop administrative regulations to document the attendance committee's decision.

Guidelines on Extenuating Circumstances

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]

The attendance committee shall consider whether the reasons for the absences were out of the parent's or student's control and whether documentation for the absence is acceptable.

The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee shall consider the student's unique circumstances and, if necessary, shall impose conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
2. Completing additional assignments, as specified by the committee or teacher.
3. Attending tutorial sessions as scheduled.
4. Completing other instructional programs, as specified by the committee.

5. Taking an examination to earn credit. [See EHDB]

In all cases, the student must earn a passing grade in order to receive credit.

Appeal Process

A parent or student may appeal the decision of the attendance committee to the Board in accordance with FNG(LOCAL).

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

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

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

Training

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

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

**Reporting Child
Abuse and Neglect**

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

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

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

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

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

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

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee

to first report his or her suspicion to a District or campus administrator.

Confidentiality

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

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

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

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The executive director of student services is custodian of all records for currently enrolled students. The executive director of student services is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by an accelerated learning committee convened for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

- c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view

the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

**Transcripts and
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The executive director of student services shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at each campus and in the special education department.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

The District has designated the following categories of information as directory information: student name, address, telephone listing, photograph, place of birth, honors and awards received, dates of attendance, grade level, enrollment status, most recent educational

institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Unless a parent directs otherwise on a form provided by the District, the District shall release designated directory information to organizations or individuals who request the information and meet the specific purpose or group definition outlined below. Additionally, the District is required by law to release designated directory information to military recruiters and institutions of higher education for secondary students, unless a parent directs otherwise on a form provided by the District.

The District shall only release directory information:

1. To military recruiters and institutions of higher education, as required by law; and
2. For school/District-sponsored purposes as defined below.

Under the Elementary and Secondary Education Act of 1965 (ESEA), the District shall provide, on a request made by a military recruiter or an institution of higher education, secondary school students' names, addresses, and telephone listings unless a student's parent has opted out of such disclosures.

For purposes of this policy, "school/District-sponsored purposes" shall include all official District and campus publications, including yearbooks, newsletters, directories, graduation-related documents, as well as announcements related to school/District activities, honors, and awards.

All Other
Purposes/Third-
Party Requesters

For all other purposes, including third-party requesters, directory information shall include student's name only.



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Academic Calendar Recommendations: 2022-23 and 2023-24

Agenda Section: Action Item

Administrator Responsible: Dr. Susanna Russell, Chief Leadership & Academic Officer
Dr. Kimberly Caddell, Assistant Superintendent, C&I
Dr. Babetta Hemphill, Executive Director, Student Services
Dr. Ramona Aguilar, Director, Family & Community Engagement
Michael Bland, Director, Innovation

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE C: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE D: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE E: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE F: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE G: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE H: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Adoption of a school calendar is among the biggest responsibilities that a School Board undertakes. Academic calendars impact the lives of Garland ISD's ~53,000 students, ~7,000 employees, as well as all of their families and our tri-city communities. And while the focus of the academic calendar is on instructional days, the way those instructional days are arranged also impacts those lives beyond the instructional calendar. The 2022-2023 and 2023-2024 calendar recommendations represent the work of a diverse, representative committee who considered student outcomes and district guardrails to generate the recommendations. Those recommendations were then presented to our greater Garland ISD community for their reaction and preference, prior to being vetted

by our District Educational Improvement Council (DEIC). Trustees have been provided with updates on the progress of the Calendar Committee via weekly Insights. Feedback from the development process will be presented to Trustees for their consideration of the recommended calendars.

Administrative Recommendations:

Administration recommends approval.

Memo

To: GISD School Board Trustees

From: Dr. Susanna Russell, Chief Leadership & Academic Officer
Dr. Kimberly Caddell, Assistant Superintendent of Curriculum & Instruction
Dr. Babetta Hemphill, Executive Director of Student Services
Dr. Ramona Aguilar, Director of Family & Community Engagement
Michael Bland, Director of Innovation

CC: Dr. Ricardo Lopez, GISD Superintendent

Date: November 15, 2021

Subject: Academic Calendar Recommendations: 2022-23 and 2023-24

During the Tuesday, December 7, 2021, meeting of the GISD School Board District Affairs Committee, Trustees will receive an administrative recommend to approve the 2022-23 and 2023-24 school calendars, as recommended by the District's Calendar Committee and preferred by our Garland ISD, based on survey responses.

Adoption of a school calendar is among the biggest responsibilities that a School Board undertakes. Academic calendars impact the lives of Garland ISD's ~53,000 students, ~7,000 employees, as well as all of their families and our tri-city communities. And while the focus of the academic calendar is on instructional days, the way those instructional days are arranged also impacts those lives beyond the instructional calendar. The 2022-2023 and 2023-2024 calendar recommendations represent the work of a diverse, representative committee who considered student outcomes and district guardrails to generate the recommendations. Those recommendations were then presented to our greater Garland ISD community for their reaction and preference, prior to being vetted by our District Educational Improvement Council (DEIC). Trustees have been provided with updates on the progress of the Calendar Committee via weekly Insights. Feedback from the development process will be presented to Trustees for their consideration of the recommended calendars.

In advance of the agenda item, we have attached a *preliminary draft* of the presentation to be shared and other available supporting reference documents. Trustees are encouraged to review the [GISD School Calendar Survey Results + Comments](#) in order to preview survey results, as well as provided comments. Additional information will be provided to Trustees in advance of the meeting as it becomes available.

We are looking forward to the opportunity to share the recommended 2022-23 and 2023-24 calendars, answer any questions you may have, and seek your approval of the recommendations.

Calendar Committee Membership

COMMITTEE MEMBER NAME	REPRESENTATION LEVEL	HOME/SCHOOL CITY
COMMUNITY, BUSINESS, or CIVIC LEADER MEMBERS		
Pam Bell		Rowlett
Patricia M. Anthony		Garland
William (Bill) Persefield		Sachse
PARENT MEMBERS		
Archana Webb	Current Student(s): 3-5, 6-8	Rowlett
Brett Holmes	Current Student(s): 9-12	Rowlett
Cindy Medina	Current Student(s): PK-2, 3-5, My child is not yet school-age	Rowlett
Doug Frank	Current Student(s): 3-5	Garland
Engin Ozdemir	Current Student(s): PK-2	Garland
Gerri Goodspeed	Current Student(s): 3-5	Garland
Heather Watson	Current Student(s): 3-5	Sachse
Jennifer Irizarry	Current Student(s): PK-2, 6-8	Rowlett
Jennifer Staten	Current Student(s): 9-12	Wylie/Sachse
Kenyetta Adams	Current Student(s): 6-8	Garland
Shavonda Worsham	Current Student(s): 9-12	Rowlett
Sonia Torrez	Current Student(s): 6-8	Garland
Susan Henderson	Current Student(s): PK-2, 3-5	Rowlett
Tora Adams	Current Student(s): 6-8, 9-12	Garland
Vanessa VanPelt	Current Student(s): PK-2, 3-5	Garland
STUDENT MEMBERS		
Adam Lbayad	Grade: 10	Garland
Hannah Johnson-Doddy	Grade: 11	Garland
Joshua Kubic	Grade: 11	Garland
Brigid Parker	Grade: 7	Garland
Riley Balderson	Grade: 8	Sachse
David Onadeko	Grade: 11	Garland
Jackson Major	Grade: 10	Rowlett
Astoria Kleckner	Grade: 7	Garland
Estrella Aguilar	Grade: 7	Garland
Keiry Guadarrama Bravo	Grade: 8	Sachse
TEACHER MEMBERS		

COMMITTEE MEMBER NAME	REPRESENTATION LEVEL	HOME/SCHOOL CITY
Joshua Diamond	JA - Golden Meadows	Garland
Esther Lemme	JA - Montclair	Garland
Stacey Justus	JA - Park Crest	Garland
Sarah Frawley	JA - Williams	Garland
Deanna Reed-Brown	RM - GHS	Garland
Jenifer Zihlman	RM - GRCTC	Garland
Melanie Fuller	RM - NFHS	Garland
Chris McHenry	RM - RHS	Rowlett
Melody Sawaski	RM - SHS	Sachse
Dawn Shaw	IP - MPA	Garland
Lisa Miller	KW - Steadham	Rowlett
Stacey Gove	KW - Spring Creek	Garland
Jeffery Lawrence	KW - Weaver	Garland
Silvia Valdez	KW - Bradfield	Garland
Laura Garcias	KW - Bradfield	Garland
Helena Rivera Espinosa	KW - Bradfield	Garland
Mindy Ayers	IP - Austin	Garland
Danielle Twitty	IP - Lyles	Garland
Brandi Bassett	IP - Brandenburg	Rowlett
Kristy Roland	IP - Hudson	Sachse
CAMPUS ADMINISTRATION MEMBERS		
Disa McEwen	JA - Parsons - Principal	Garland
Kelly Garcia	KW - Freeman - Principal	Garland
Robin Riley	RM - GHS - Lead Counselor	Garland
Darrin Hemphill	IP - AEC - Principal	Garland
Beatris Martinez	CA - Vial - Principal	Garland
DISTRICT ADMINISTRATION MEMBERS		
D'Ann Linwood	Diagnostician	
Liz Kiertscher	Coordinator - Employee Wellness	
Ron Griffen	Executive Director - Athletics	
Joseph Figarelli	Director - Fine Arts	
Kevin Massey	Administrator - Advanced Academics	

NOTES:

(CA) = representative from Cheryl Alexander's area
(JA) = representative from Dr. Jason Adams' area
(IP) = representative from Ida Perales' area
(KW) = representative from Dr. Kristin Wolfkill's area
(RM) = representative from Ray Merrill's area

Academic Calendar Recommendations

• 2022-2023 and 2023-2024

Presentation to the Garland Independent School District
Board of Trustees, District Affairs Committee
Tuesday, December 7, 2021

Calendar Committee Acknowledgement

Committee Leads

Dr. Susanna Russell
Dr. Babetta Hemphill
Dr. Ramona Aguilar
Dr. Kimberly Caddell
Michael Bland

Subcommittee Facilitators

Paul Gonzalez (Student Subcommittee)
Dr. Gradyne Brown (Parent/Community Subcommittee)
Rod McHenry (Parent/Community Subcommittee)
Matt Yeager (Teacher Subcommittee)
Jimmy Beach (Administrator Subcommittee)
Javier Fernandez (Administrator Subcommittee)

58 Committee Members*

10 Student Representatives from grades 7-11 (17%)
15 Parent Representative: 5 elementary, 5 middle, 5 high (26%)
3 Community Representatives (5%)
20 Teacher Representatives: four per area (34%)
5 Campus Administrative Representatives: one per area (9%)
5 District Administrative Representatives (9%)

*See Board Packet memo for a listing of member names and campus/city representation

Calendar Committee Timelines

Committee Meetings

September 29, 2021
 October 13, 2021
 October 20, 2021
 October 27, 2021
 November 3, 2021

Committee Recommendation Reviews

Community-wide survey:
 November 5 - 15, 2021

District Educational Improvement
 Council (DEIC) review of
 recommendations & community
 feedback: November 17, 2021

Calendar Committee Guardrails

- Minimum of 75,600 minutes of instruction required; no reduction in daily instructional minutes (currently 440 minutes per instructional day)
- Required 180 instructional days for students & 187 contract days for teachers
- Must include **two (2)** bad weather make-up days
 (these are designated as “holidays” unless we have bad weather and need to change them to school days)
- No change to current school start/end times
- Committee members were also encouraged to review guidance from [TEC §25.0811](#), [GISD Board Policy EB\(LEGAL\)](#), [GISD’s District of Innovation status](#), [TEA’s State Testing Calendars](#), and [UIL Guidance](#)

Calendar Committee Representatives

Student Representative:

Joshua Kubic, 11th grade, North Garland High School

Parent Representative:

Jennifer Staten

Teacher Representative:

Melody Sawaski, Sachse High School

Administrator Representative:

Disa McEwen, Principal, Parsons Prekindergarten Center

Interession Considerations

2020-2021 Student Outcomes

- Student participation: 8,724 students/fall (~16% of enrollment) and 11,975 students/spring (~22%)
- Offered face-to-face and remotely (75-84% participated in interession for intervention instruction)
- Student performance executive summaries: [Fall](#) & [Spring](#)
- [STAAR 2021 performance](#) indicates double-digit differences in reading & math performance comparing students who did and did not participate in interession
 - Grades 3-5 STAAR Reading & Math: 54% Approaches for interession participants (71% for non-interession)
 - Grades 6-8 STAAR Reading & Math: 32% Approaches for interession participants (59% for non-interession)

2020-2021 Interession Budget Impact

- **\$3,606,360** cost: \$798,812/fall, \$1,009,161/spring, and \$1,798,387/summer
 - 89% higher than summer programming in 2018-2019
- Estimated PK-5 ADSY funding/reimbursement: ~\$900,000
(subject to change pending TEA calculations)

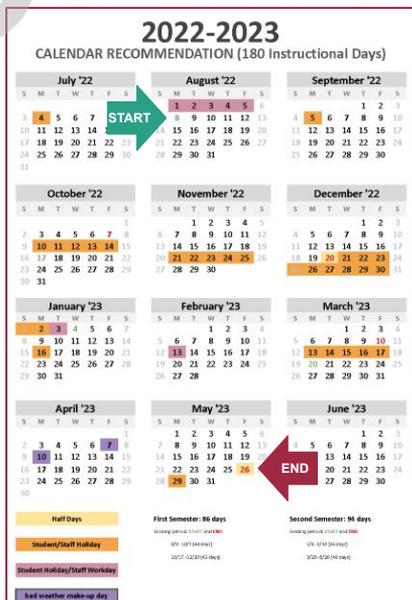
Interession Considerations

2021-2022 Preliminary Fall Student Outcomes

- Student participation: 13,417 students/fall (~25% of enrollment)
- Attendance for 4-5 days: 86% of enrolled elementary students; 71% of enrolled middle school students; 68% of enrolled high school students
- Student Performance (defined as increasing percentage of correct responses from pre to post test)
 - **Reading:** Elementary=49.3%; Middle School=41.3%
 - **Mathematics:** Elementary=58.2%; Middle School=45.0%
 - Student performance executive summary: [Fall](#)

Diverse Community, Shared Vision, Exceptional Education

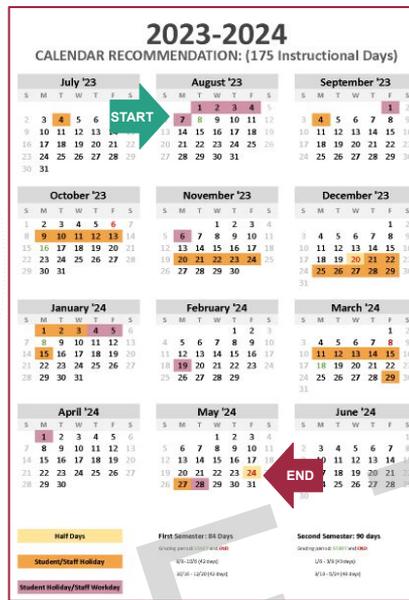
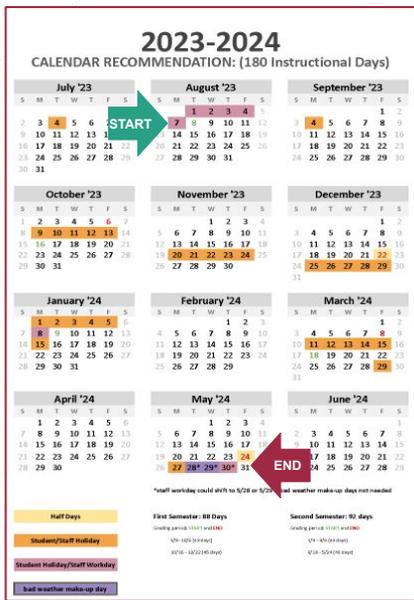
2022-2023 Calendar Committee Recommendations



Diverse Community, Shared Vision, Exceptional Education

2023-2024 Calendar Committee Recommendations

Diverse Community, Shared Vision, Exceptional Education



Community Survey Input

Diverse Community, Shared Vision, Exceptional Education

8,872 unique responses received:

- 11.5% students
- 57.7% parents
- 3.8% community/business members
- 22.9% teachers
- 7.9% paraprofessional/auxiliary staff
- 7.5% administrator/professional staff

Responses received from throughout the tri-cities:

- 65.6% Garland
- 22.4% Rowlett
- 12.0% Sachse

Sixteen percent (16%) provided additional comments; comments varied between affirmative and critical feedback on recommended calendars

2022-2023 Calendar Preference:
176 instructional days

- **72.2% of all responses** (includes responses indicating "either option")
- preference for 176-day calendar based on group association ranged from 65.1% (paraprofessional/auxiliary) to 77.7% (students)

2023-2024 Calendar Preference:
175 instructional days

- **71.8% of all responses** (includes responses indicating "either option")
- preference for 176-day calendar based on group association ranged from 62.5% (paraprofessional/auxiliary) to 76.5% (teachers)

Recurring Themes in Feedback

- Teacher contracts were not extended (187-day), resulting in **fewer days for professional development**
- **Difficulty recruiting** teachers to participate in intersession instruction due to teacher fatigue
- Many of our students with highest academic needs **did not enroll** and/or **did not attend** all available days
- **No breaks for high school students** involved in extracurriculars (e.g., band, athletics, etc.), as well as impact on student participation in summer camps and/or summer employment
- Multiple extended mid-year breaks for majority of students impacts resuming of school procedures and routines
- Extended calendar **does not mirror surrounding districts**, impacting teacher recruitment/retention
- Intersession weeks have **unintended consequences** for families related to **daycare** and **parent custody orders**

Board of Trustees Options

1. Approve the 2022-2023 and 2023-2024 calendars as recommended by the calendar committee and preferred by GISD community survey input:
 - a. 2022-2023 176 INSTRUCTIONAL DAY CALENDAR
 - b. 2023-2024 175 INSTRUCTIONAL DAY CALENDAR
2. Amend the recommended/preferred calendars
For example, Trustees could a) alter specific dates on the calendars, or b) add a fall and spring intersession, which would push the start of school one week earlier and the end of school one week later.

Academic Calendar Recommendations

- **2022-2023 and 2023-2024**

Questions?

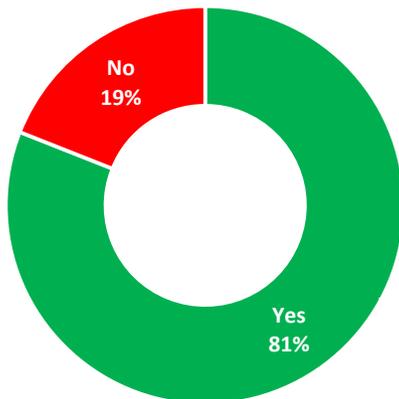
DRAFT

Face-to-Face vs. Remote

- Face-to-Face
 - 4,203 students/48.2%
 - ES: 2,569/56.2%
 - MS: 666/40.1%
 - HS: 968/38.9%
- Remote
 - 4,521 students/51.8%
 - ES: 2,005/51.8%
 - MS: 993/43.8%
 - HS: 1,523/61.1%

Survey Results

- Received Information in a timely manner
 - Teacher: 68% responded Yes
 - Student: 66% responded Yes
 - Parent: 74% responded Yes
- Liked the way the school day was organized (Breakfast/Session 1/Session 2/Lunch)
 - Teacher: 93% responded Yes
 - Student: 77% responded Yes
- Felt that Intersession was beneficial
 - Teachers: 75% responded Yes
 - Student: 79% responded Yes
 - Parents: 83% responded Yes



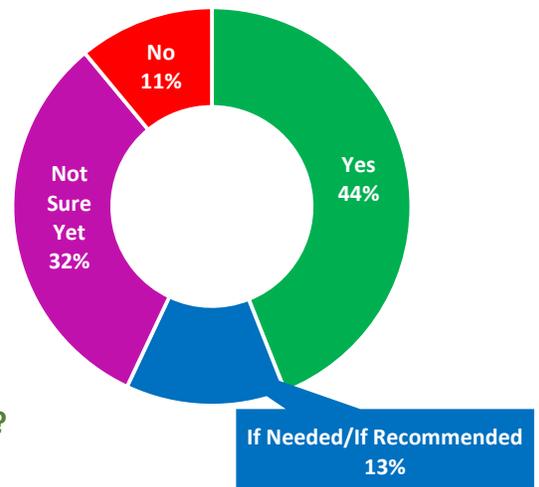
Did you feel Intersession was beneficial?
(Teachers/Students/Parents combined)

Intersession 1 2020-2021 Executive Summary

District Demographics vs. Intersession Demographics

	District Enrollment		Intersession Enrollment	
	N	%	N	%
American Indian	172	0.3%	23	0.3%
Asian	5,100	9.4%	697	8.0%
Black	9,722	18.0%	1,727	19.8%
Hispanic	29,160	54.0%	4,639	53.2%
Multi	1,440	2.7%	228	2.6%
Pacific Islander	48	0.1%	5	0.1%
White	8,362	15.5%	1,405	16.1%
Female	25,955	48.1%	4,055	46.5%
Male	28,049	51.9%	4,669	53.5%
Eco Dis	38,012	70.4%	6,092	69.8%
EL	18,743	34.7%	3,138	36.0%
SpEd	5,436	10.1%	998	11.4%
GT	4,648	8.6%	695	8.0%
Total Enrollment	54,004		8,724	

Will you participate in Intersession 2? (Teachers/Students/Parents combined)



Course Offerings/Enrollments

- Elementary
 - 31 Course Offerings resulting in 8,444 course enrollments taken by 4,574 students
 - 4,713 (55.8%) enrollments face-to-face/3,137 (44.2%) enrollments remote
- Middle School
 - 29 Course offerings resulting in 2,458 course enrollments taken by 1,659 students
 - 991 (40.3%) enrollments face-to-face/1467 (59.7%) enrollments remote
- High School
 - 51 Course Offerings resulting in 3,255 course enrollments taken by 2491 students
 - 1340 (41.2%) enrollments face-to-face/1915 (58.8%) enrollments remote

Face-to-Face vs. Remote
(Intersession 1 vs. Intersession 2)

	Intersession 1		Intersession 2	
	N	%	N	%
Face-to-Face	4,203	48.2%	7,896	65.9%
Remote	4,521	51.8%	4,079	34.1%
Garland ISD	8,724		11,975	

Intersession 2 2020-2021
Executive Summary

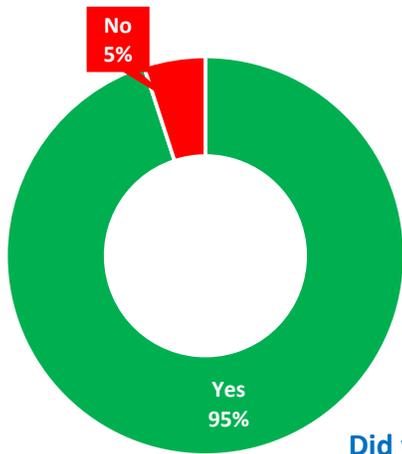
District Demographics vs. Intersession Demographics

	District Enrollment		Intersession 2 Enrollment	
	N	%	N	%
American Indian	174	0.3%	33	0.3%
Asian	5,105	9.5%	910	7.6%
Black	9,743	18.1%	2,247	18.8%
Hispanic	29,101	54.0%	6,934	57.9%
Multi	1,444	2.7%	270	2.3%
Pacific Islander	47	0.1%	7	0.1%
White	8,267	15.3%	1,574	13.1%
Female	25,922	48.1%	5,591	46.7%
Male	27,959	51.9%	6,384	53.3%
Eco Dis	37,871	70.3%	8,722	72.8%
EL	18,989	35.2%	4,592	38.3%
SpEd	5,573	10.3%	1,268	10.6%
GT	4,614	8.6%	863	7.2%
Total Enrollment	53,881		11,975	

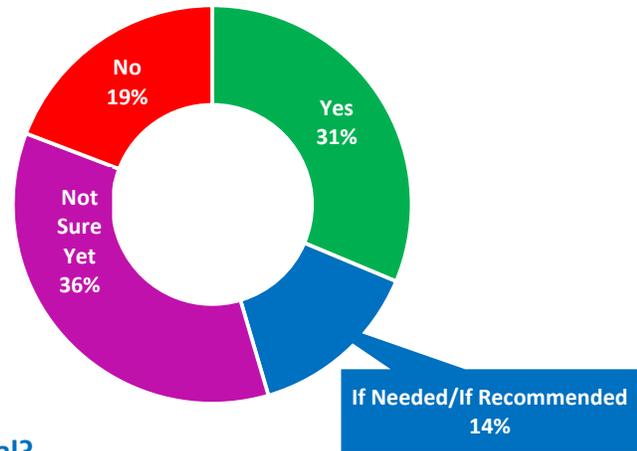
Survey Results

- Received Information in a timely manner
 - Teacher: 93% responded Yes
 - Student: 79% responded Yes
 - Parent: 85% responded Yes
- Liked the way the school day was organized
 - Teacher: 97% responded Yes
 - Student: 79% responded Yes
- Felt that Intersession was beneficial
 - Teachers: 87% responded Yes
 - Student: 83% responded Yes
 - Parents: 88% responded Yes

Will you participate in Intersession 3?
(Teachers/Students/Parents combined)



Did you feel Intersession was beneficial?
(Teachers/Students/Parents combined)



Course Offerings/Enrollments

- Elementary
 - 25 Course Offerings resulting in 9,766 course enrollments taken by 5,673 students
 - 7,916 (81.1%) enrollments face-to-face/1,850 (18.9%) enrollments remote
- Middle School
 - 33 Course offerings resulting in 3,273 course enrollments taken by 1,800 students
 - 2,045 (62.5%) enrollments face-to-face/1,228 (37.5%) enrollments remote
- High School
 - 52 Course Offerings resulting in 6,059 course enrollments taken by 4,502 students
 - 3,081 (50.8%) enrollments face-to-face/2,978 (49.2%) enrollments remote

Garland ISD Spring 2021 STAAR Performance by Intersession Participation*

	N = Total Attended & Tested+	APPROACHES	MEETS	MASTERS
3-5 Math & Reading				
Both	1042	49%	19%	7%
Fall Only	933	53%	26%	11%
Spring Only	1985	57%	30%	13%
All Intersession	3960	54%	26%	11%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
6-8 Math & Reading				
Both	288	30%	5%	3%
Fall Only	572	34%	8%	4%
Spring Only	746	32%	6%	5%
All Intersession	1606	32%	7%	4%

<i>Students Who Did Not Participate in Intersession#</i>		APPROACHES	MEETS	MASTERS
<i>3-5 Math & Reading</i>	<i>N = Tested</i> 6683	71%	42%	24%
<i>6-8 Math & Reading</i>	6746	59%	28%	12%
<i>HS EOC</i>	14328	74%	53%	19%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
3-8 Reading				
Both	1367	47%	18%	6%
Fall Only	1565	51%	22%	9%
Spring Only	2870	54%	27%	12%
All Intersession	5802	50%	23%	9%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
3-5 Reading				
Both	1046	49%	19%	7%
Fall Only	935	53%	26%	11%
Spring Only	1996	57%	30%	13%
All Intersession	3977	54%	26%	11%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
6-8 Reading				
Both	321	39%	13%	5%
Fall Only	630	48%	16%	6%
Spring Only	874	49%	21%	7%
All Intersession	1825	43%	17%	6%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
3-8 Math				
Both	1360	43%	13%	4%
Fall Only	1553	43%	15%	6%
Spring Only	2823	45%	17%	8%
All Intersession	5736	42%	15%	6%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
3-5 Math				
Both	1046	46%	16%	5%
Fall Only	936	48%	20%	9%
Spring Only	1989	50%	21%	11%
All Intersession	3971	48%	19%	9%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
6-8 Math				
Both	314	31%	6%	0%
Fall Only	617	36%	9%	1%
Spring Only	834	34%	8%	1%
All Intersession	1765	31%	7%	1%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
HS EOCs				
Both	1059	54%	30%	6%
Fall Only	1018	59%	38%	10%
Spring Only	3693	58%	34%	10%
All Intersession	5770	58%	34%	9%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
English I				
Both	267	45%	27%	1%
Fall Only	260	50%	37%	3%
Spring Only	846	48%	29%	3%
All Intersession	1373	48%	30%	3%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
English II				
Both	221	46%	32%	4%
Fall Only	187	52%	42%	4%
Spring Only	894	54%	40%	5%
All Intersession	1302	53%	39%	5%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
U.S. History				
Both	160	75%	51%	26%
Fall Only	175	76%	50%	27%
Spring Only	638	80%	51%	29%
All Intersession	973	78%	51%	28%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
Algebra I (MS)				
Both	3	33%	33%	33%
Fall Only	14	79%	50%	36%
Spring Only	46	85%	41%	22%
All Intersession	63	81%	43%	25%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
Algebra I (HS)				
Both	175	41%	7%	1%
Fall Only	166	46%	15%	6%
Spring Only	563	40%	9%	3%
All Intersession	904	42%	10%	3%

	N = Total Attended & Tested	APPROACHES	MEETS	MASTERS
Biology				
Both	236	66%	33%	6%
Fall Only	230	70%	44%	15%
Spring Only	752	69%	37%	11%
All Intersession	1218	69%	38%	11%

*Participation is based on attendance of at least one intervention session during Fall Intersession, Spring Intersession or Both of the 2020-
 + Only students who attended intersession and took a 3-8 Math and/or Reading STAAR test, or an EOC were included in these calculations
 # Students who participated in at least one intervention session during any intersession were excluded from these calculations

Pre- Post-Testing
(Score improvement is defined as receiving a higher score on the post-test over the pre-test)

		Interession 1	
		N	%
Reading	Lower Score	949	25.7%
	Same Score	983	26.6%
	Higher Score	1,765	47.7%
	Garland ISD	3,697	
Math	Lower Score	841	22.2%
	Same Score	813	21.5%
	Higher Score	2,128	56.3%
	Garland ISD	3,782	

Interession 1 2021-22 Executive Summary

District Demographics vs. Interession 1 Demographics

	District Enrollment		Interession 1 Enrollment	
	N	%	N	%
American Indian	162	0.3%	51	0.4%
Asian	5,074	9.4%	808	6.0%
Black	9,888	18.4%	2,628	19.6%
Hispanic	29,153	54.3%	8,136	60.6%
Multi-Race	1,498	2.8%	304	2.3%
Pacific Islander	48	0.1%	12	0.1%
White	7,904	14.7%	1,478	11.0%
Female	25,977	48.3%	6,151	45.8%
Male	27,750	51.7%	7,266	54.2%
Economically Disadvantaged	38,663	72.0%	10,357	77.2%
Emergent Bilingual	19,764	36.8%	5,673	42.3%
Special Education	5,561	10.4%	1,555	11.6%
Gifted & Talented	4,326	8.1%	744	5.5%
Total Enrollment	53,727		13,417	
3+ Days of Interession Attendance			11,096	82.7%

TSIA
(Number/percent of students meeting a math or English Language Arts/Reading (ELAR) CCMR Indicator)

	N	CCMR Met	
	Assessments	N	%
Math	203	45	22.2%
Math (Diagnostic)	163		
ELAR	415	71	17.1%
ELAR (Diagnostic)	342		
Essay	195		
Garland ISD	1,318	116	8.8%

Interession Attendance – Longitudinal

	Interession 1 (fall 2020)		Interession 2 (spring 2021)		Interession 1 (fall 2021)	
	N	%	N	%	N	%
American Indian	18	0.2%	26	0.2%	42	0.3%
Asian	539	6.2%	735	6.1%	701	5.2%
Black	1,271	14.6%	1,707	14.3%	2,160	16.1%
Hispanic	3,610	41.4%	5,484	45.8%	6,662	49.7%
Multi-Race	187	2.1%	215	1.8%	256	1.9%
Pacific Islander	3	0.0%	4	0.0%	10	0.1%
White	1,073	12.3%	1,292	10.8%	1,265	9.4%
Female	3,133	35.9%	4,448	37.1%	5,116	38.1%
Male	3,568	40.9%	5,015	41.9%	5,980	44.6%
Economically Disadvantaged	4,687	53.7%	6,871	57.4%	8,479	63.2%
Emergent Bilingual	2,596	29.8%	3,828	32.0%	4,767	35.5%
Special Education	789	9.0%	1,074	9.0%	1,341	10.0%
Gifted & Talented	462	5.3%	633	5.3%	605	4.5%
Total Enrollment	8,724		11,975		13,417	
3+ Days of Interession Attendance	6,701	76.8%	9,463	79.0%	11,096	82.7%

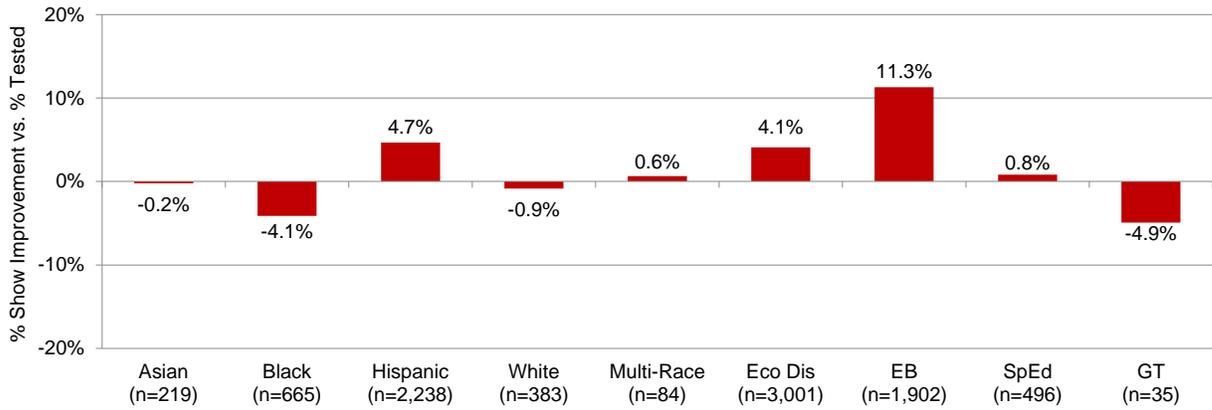
Course Offerings/Enrollments

- Elementary
 - 32 Course Offerings resulting in 11,065 course enrollments taken by 5,838 students
- Middle School
 - 15 Course offerings resulting in 4,503 course enrollments taken by 2,585 students
- High School
 - 21 Course Offerings resulting in 7,129 course enrollments taken by 4,994 students

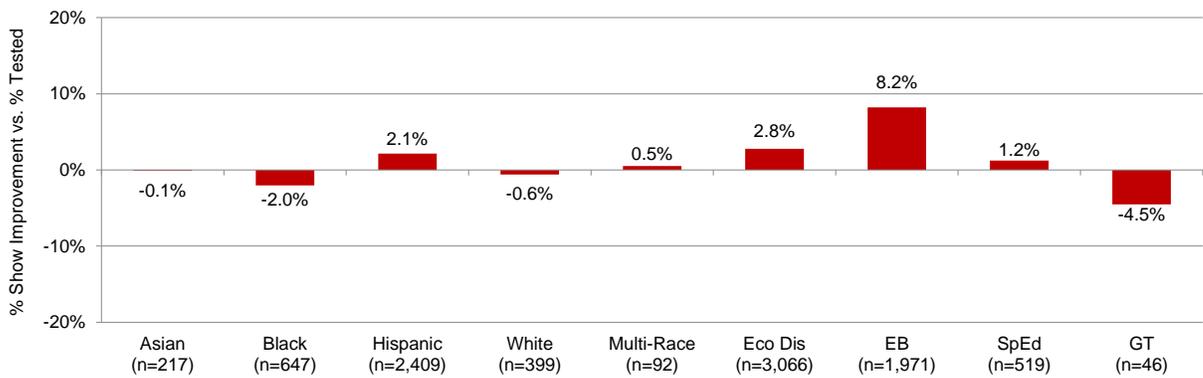
Proportionality

(Percent of students for a given race/ethnicity or student program enrolled in Intersession 1 compared to the percent that grouping is of those showing improvement on the pre- post-testing or met a CCMR indicator on TSIA)

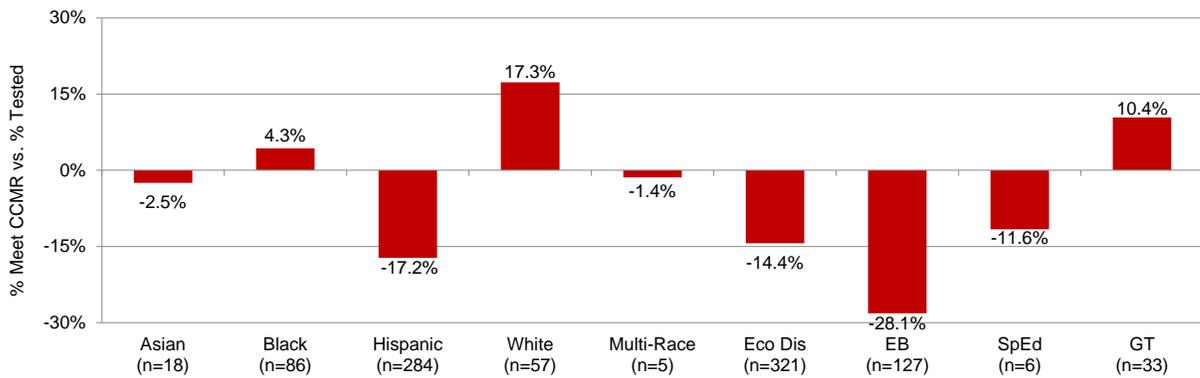
Pre- Post-Test Reading



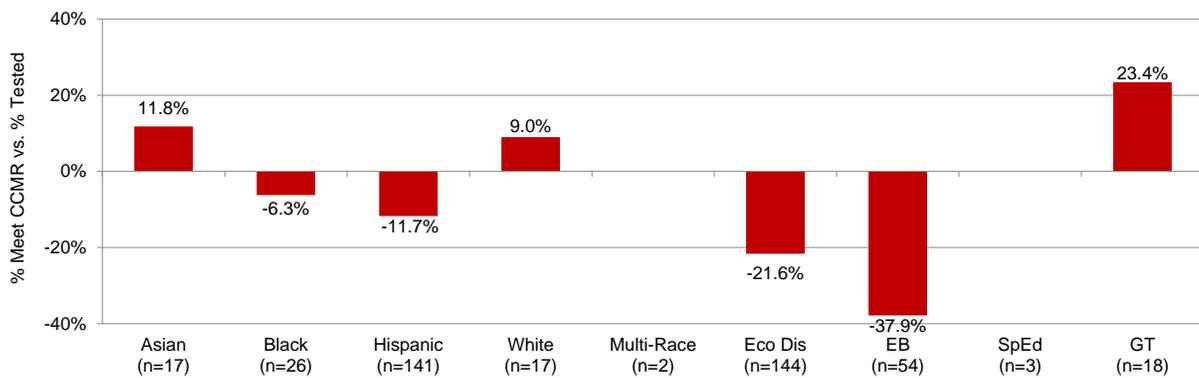
Pre- Post-Test Math



TSIA ELAR CCMR Indicator



TSIA Math CCMR Indicator



2022-2023

CALENDAR RECOMMENDATION (180 Instructional Days)

July '22						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August '22						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '22						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October '22						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November '22						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December '22						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January '23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February '23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March '23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May '23						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June '23						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

HOLIDAYS

- July 4 - Independence Day
- Sept. 5 - Labor Day
- Nov. 24 - Thanksgiving Day
- Dec. 25 - Christmas Day
- Jan. 1 - New Year's Day
- Jan. 16 - Martin Luther King Day
- Apr. 7 - Good Friday
- May 29 - Memorial Day

REQUIREMENTS

- 180 Student Days
- 187 Teacher Days
- Min. 75,600 instructional minutes
- Must include 2 bad weather days
- Must have staggered start times

DAILY SCHEDULE

- PK-5 8:10-3:30 (440 min)
- 6-8 8:50-4:10 (440 min)
- 9-12 7:30-2:50 (440 min)

EARLY RELEASE SCHEDULE

- PK-5 8:10-1:25 (225 min)
- 6-8 8:50-2:05 (315 min)
- 9-12 7:30-12:40 (310 min)

Half Days

Student/Staff Holiday

Student Holiday/Staff Workday

bad weather make-up day

First Semester: 86 days

Grading period: **START** and **END**

8/8-10/7 (44 days)

10/17-12/20 (42 days)

Second Semester: 94 days

Grading period: **START** and **END**

1/4-3/10 (46 days)

3/20-5/26 (48 days)

2022-2023

CALENDAR RECOMMENDATION (176 Instructional Days)

July '22						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August '22						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '22						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October '22						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November '22						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '22						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January '23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

HOLIDAYS

- July 4 - Independence Day
- Sept. 5 - Labor Day
- Nov. 24 - Thanksgiving Day
- Dec. 25 - Christmas Day
- Jan. 1 - New Year's Day
- Jan. 16 - Martin Luther King Day
- Apr. 7 - Good Friday
- May 29 - Memorial Day

REQUIREMENTS

- 187 Teacher Days
- Min. 75,600 instructional minutes
- Needs to include at least 880 minutes above min to account for bad weather make-up
- Must have staggered start times

DAILY SCHEDULE

- PK-5 8:10-3:30 (440 min)
- 6-8 8:50-4:10 (440 min)
- 9-12 7:30-2:50 (440 min)

EARLY RELEASE SCHEDULE

- PK-5 8:10-1:25 (225 min)
- 6-8 8:50-2:05 (315 min)
- 9-12 7:30-12:40 (310 min)

Half Days

Student/Staff Holiday

Student Holiday/Staff Workday

First Semester: 84 days

Grading period: **START** and **END**

8/8-10/7 (43 days)

10/17-12/20 (41 days)

Second Semester: 92 days

Grading period: **START** and **END**

1/5-3/10 (45 days)

3/20-5/25 (47 days)

2023-2024

CALENDAR RECOMMENDATION: (180 Instructional Days)

July '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August '23						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September '23						
S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October '23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November '23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December '23						
S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January '24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February '24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March '24						
S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28*	29*	30*	31

June '24						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

*staff workday could shift to 5/28 or 5/29 if bad weather make-up days not needed

Half Days

Student/Staff Holiday

Student Holiday/Staff Workday

bad weather make-up day

First Semester: 88 Days

Grading period: START and END

8/8- 10/6 (43 days)

10/16 - 12/22 (45 days)

Second Semester: 92 days

Grading period: START and END

1/9 - 3/8 (43 days)

3/18 - 5/24 (49 days)

HOLIDAYS

- July 4 - Independence Day
- Sept. 4 - Labor Day
- Nov. 23 - Thanksgiving Day
- Dec. 25 - Christmas Day
- Jan. 1 - New Year's Day
- Jan. 15 - Martin Luther King Day
- Mar. 29 - Good Friday
- May 27 - Memorial Day

REQUIREMENTS

- 180 Student Days
- 187 Teacher Days
- Min. 75,600 instructional minutes
- Must include 2 bad weather days
- Must have staggered start times

DAILY SCHEDULE

- PK-5 8:10-3:30 (440 min)
- 6-8 8:50-4:10 (440 min)
- 9-12 7:30-2:50 (440 min)

EARLY RELEASE SCHEDULE

- PK-5 8:10-1:25 (225 min)
- 6-8 8:50-2:05 (315 min)
- 9-12 7:30-12:40 (310 min)

2023-2024

CALENDAR RECOMMENDATION: (175 Instructional Days)

July '23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August '23						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September '23						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October '23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November '23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December '23						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January '24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February '24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March '24						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '24						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

HOLIDAYS

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- Dec. 25 - Christmas Day
- Jan. 1 - New Year's Day
- Jan. 15 - Martin Luther King Day
- Mar. 29 - Good Friday
- May 27 - Memorial Day

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EARLY RELEASE SCHEDULE

- PK-5 8:10-1:25 (225 min)
- 6-8 8:50-2:05 (315 min)
- 9-12 7:30-12:40 (310 min)

Half Days

Student/Staff Holiday

Student Holiday/Staff Workday

First Semester: 84 Days

Grading period: **START** and **END**

8/8 - 10/6 (42 days)

10/16 - 12/20 (42 days)

Second Semester: 90 days

Grading period: **START** and **END**

1/8 - 3/8 (43 days)

3/18 - 5/24 (48 days)

CALENDAR SURVEY RESULTS

Responses through November 16, 2021

(reporting complete responses, only)

	COUNT	PERCENTAGE
TOTAL RESPONSES	8,872	--
Students	1,024	11.5%
Parents	5,117	57.7%
Community/Business Members	340	3.8%
Teachers	2,032	22.9%
Paraprofessional/Auxiliary Staff	700	7.9%
Administrator/Professional Staff	669	7.5%

*participants had the opportunity to select multiple roles

2022-2023 CALENDAR RECOMMENDATION									
180 instructional days		176 instructional days		EITHER OPTION		NEITHER OPTION			
N	%	N	%	N	%	N	%		
2,005	22.6%	4,839	54.5%	1,572	17.7%	455	5.1%		
170	16.6%	643	62.8%	153	14.9%	57	5.6%		
1,211	23.7%	2,542	49.7%	1,088	21.3%	275	5.4%		
83	24.4%	170	50.0%	65	19.1%	21	6.2%		
406	20.0%	1,307	64.3%	239	11.8%	79	3.9%		
212	30.3%	318	45.4%	138	19.7%	31	4.4%		
149	22.3%	380	56.8%	116	17.3%	23	3.4%		

2023-2024 CALENDAR RECOMMENDATION									
180 instructional days		175 instructional days		EITHER OPTION		NEITHER OPTION			
N	%	N	%	N	%	N	%		
2,049	23.1%	4,913	55.4%	1,453	16.4%	456	5.1%		
205	20.0%	602	58.8%	159	15.5%	57	5.6%		
1,193	23.3%	2,654	51.9%	985	19.2%	284	5.6%		
81	23.8%	178	52.4%	56	16.5%	24	7.1%		
403	19.8%	1,339	65.9%	215	10.6%	74	3.6%		
233	33.3%	307	43.9%	130	18.6%	29	4.1%		
166	24.8%	377	56.4%	102	15.2%	23	3.4%		

SURVEY LANGUAGE

English Responses	8,401	94.7%
Spanish Responses	418	4.7%
Vietnamese Responses	53	0.6%

1,845	22.0%	4,710	56.1%	1,420	16.9%	425	5.1%
145	34.7%	109	26.1%	151	36.1%	12	2.9%
15	28.3%	20	37.7%	0	0.0%	18	34.0%

1,895	22.6%	4,768	56.8%	1,309	15.6%	428	5.1%
136	32.5%	129	30.9%	142	34.0%	10	2.4%
18	34.0%	16	30.2%	0	0.0%	18	34.0%

CITY OR RESIDENCE/SCHOOL

Garland Responses	5,816	65.6%
Rowlett Responses	1,989	22.4%
Sachse Responses	1,067	12.0%

1,367	23.5%	3,120	53.6%	1,030	17.7%	298	5.1%
427	21.5%	1,107	55.7%	343	17.2%	111	5.6%
211	19.8%	612	57.4%	197	18.5%	46	4.3%

1,393	24.0%	3,178	54.6%	956	16.4%	288	5.0%
436	21.9%	1,121	56.4%	318	16.0%	113	5.7%
220	20.6%	614	57.5%	177	16.6%	55	5.2%

COMMENTS RECEIVED	1,423	16.0%
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Student Responses for Pear Deck Session DEIC Calendar Considerations (actual)

Pear Deck	Name	What do you love about the calendar recommendations?	What additional questions do you have about the calendar recommendations?	Is there additional information you would like shared with Trustees about the calendar recommendations?
11/17/2021	Hawk	I love that it ends before Memorial Day! and all the thought and time that the committee put into planning the calendar. It is not easy!		thank you for allowing community, staff and student voice in this calendar committee decision
11/17/2021	Dog			
11/17/2021	Hummingbird			
11/17/2021	Shark			
11/17/2021	Tiger			
11/17/2021	Woodpecker	Love that intersession would be going away because necessary kids didn't come!		
11/17/2021	Boar	I love that we still have intersession		
11/17/2021	Turkey	More PD/work time for teachers to better help our students. Working smarter...nor harder!		so far so good
11/17/2021	Buffalo	NO INTERSESSION August start date May end date		
11/17/2021	Dinosaur	More time for teacher planning!	Answer 1: How will summer school be offered? Answer 2: When would summer school be?	
11/17/2021	Pufferfish			
11/17/2021	Peacock	Answer 1: Extra planning days for teachers Answer 2: Will enable us to retain our teachers in district		
11/17/2021	Piranha	Fall break :)		
11/17/2021	Fox			
11/17/2021	Vulture			
11/17/2021	Seal	More PD time for staff May end		
11/17/2021	Flying Fish			
11/17/2021	Clownfish		None at the moment!	
11/17/2021	Rooster			

Student Responses for Pear Deck Session DEIC Calendar Considerations (actual)

Pear Deck	Name	What do you love about the calendar recommendations?	What additional questions do you have about the calendar recommendations?	Is there additional information you would like shared with Trustees about the calendar recommendations?
11/17/2021	Seagull	<p>Answer 1: MUCH better for administrators to plan for the up coming year and having time for training.</p> <p>Answer 2: Less loss instructional time for our students with special needs.</p> <p>Answer 3: The student (Joshua) really had great data on</p>		
11/17/2021	Koala	I love the extra PD built in for teachers!	None	Community needs
11/17/2021	Bird	I love more teacher work days!		
11/17/2021	Cat			
11/17/2021	Bear	I love that the calendar recommendations take into account that our families and extracurricular activities are thought of. Also, the planning days would be great to have on campus to work with our teams!	<p>Answer 1: If the calendar recommendation needs to be amended, would that add additional days/time to students and/or teachers?</p> <p>Answer 2: Will our school day be extended 10 more minutes?</p>	I think that we have done an excellent job asking about intersession and PD staffing days.
11/17/2021	Lion			
11/17/2021	Panda	I like that the students get out before Memorial Day.	<p>Answer 1: Is it possible to schedule Election Day as an out of school day?</p> <p>Answer 2: Was a rework of how intercession works considered?</p>	
11/17/2021	Toucan	More PD		
11/17/2021	Fish			
11/17/2021	Elephant	I love that the District is looking for a calendar that benefits the community and the teachers.		
11/17/2021	Camel			
11/17/2021	Stegosaurus	More PD!	None	Nothing currently

Student Responses for Pear Deck Session DEIC Calendar Considerations (actual)

Pear Deck	Name	What do you love about the calendar recommendations?	What additional questions do you have about the calendar recommendations?	Is there additional information you would like shared with Trustees about the calendar recommendations?
11/17/2021	Puffin	I love that the recommendations mirror my own children's school calendar. I love the planning days/less sit and get. I love the shortened calendar to end before Memorial Day. Rather than a full week maybe next time make Fall Break a 4 day weekend.	None	Nothing to add. Committees did a wonderful job!
11/17/2021	Seahorse	Answer 1: Shorter breaks in the middle of the year, kinder teacher here, having the 2 weeks off was like starting ALL over with all of my students. Answer 2: Summers!		
11/17/2021	Pigeon			
11/17/2021	Armadillo	More PD days for teachers!		
11/17/2021	Mountain Goat	I like the removal of intersession and the planning days.		
11/17/2021	Wolf	Love the new view on development days! All teachers I know will absolutely love it!		
11/17/2021	Horse	No intercession	None	None
11/17/2021	Snake			
11/17/2021	Ram			
11/17/2021	Flamingo	Start in Aug. and End in May That PD is not Wednesdays!	could the PD days coordinate with end of the cycle?	Can we have PD days = grading days that coordinate with the end of each cycle?
11/17/2021	Hen	Answer 1: More teacher time! Answer 2: I LOVE FALL BREAK!	Answer 1: Is there intercession and what will it look like? Answer 2: What is the main difference between the two calendars? More PD days?	When the calendar varies greatly from other calendars in the area it can also impact teachers trying to further their career. For example, people logging hours for a Masters.
11/17/2021	Frog	I like the fall break. More planning!	None	
11/17/2021	Squid			
11/17/2021	Tree Frog	August start date and regular end of school date		
11/17/2021	Owl			
11/17/2021	Sabertooth Tiger			

Student Responses for Pear Deck Session DEIC Calendar Considerations (actual)

Pear Deck	Name	What do you love about the calendar recommendations?	What additional questions do you have about the calendar recommendations?	Is there additional information you would like shared with Trustees about the calendar recommendations?
11/17/2021	Butterfly	The planning days will save the district money by not having to hire subs.	Wasn't there a rule at one point that Texas schools could not start before the week of August 26?	
11/17/2021	Hippo			
11/17/2021	Lemur	Planning days, easier start/end dates to adjust to.		
11/17/2021	Crab	Planning days!!		
11/17/2021	Alligator	More planning, no intersession	High school times?	Nothing I can think of at the moment.
11/17/2021	Chameleon		None	
11/17/2021	Goldfish	Answer 1: Fall break Time for teachers to have their planning days Answer 2: No half days mid week Answer 3: Better ability to onboard new employees re: benefits, etc	More of a comment: The calendar was a bit hard to read and understand per your comment	
11/17/2021	Sheep			
11/17/2021	Red Panda	Love the intersession has been removed...just wasn't showing what we expected.	none at this time	
11/17/2021	Deer	PreK teacher loves the new calendar. To many resets this year teaching procedures ect.	no further questions at this time	
11/17/2021	Parrot	Answer 1: I LOVE the extra PD days for teachers but NOT more meetings!! Answer 2: I love that teachers were thought of in the development of the calendar. Providing embedded planning days is amazing! Answer 3: Thank you for including fall break!!	Answer 1: Can we manipulate the days so Winter Break doesn't start the week following the usual beginning date. Answer 2: We lose an entire weekend in our Winter Break since it's not a full two weeks starting on a Monday. Answer 3: I loved the option to teach only specific weeks of Intersession, not the entire time allotted. Will there be options to only teach part of Summer School for teachers that don't want to spend that ho	
11/17/2021	Eagle	Not going back in July or working into June		Please listen to what the committees have said. Teachers have had it hard and these calendars give us some sanity
11/17/2021	Kangaroo	Embedded PD days/instructional planning days during the year sounds great!	What is the likelihood that the trustees will add an intersession?	

Student Responses for Pear Deck Session DEIC Calendar Considerations (actual)

Pear Deck	Name	What do you love about the calendar recommendations?	What additional questions do you have about the calendar recommendations?	Is there additional information you would like shared with Trustees about the calendar recommendations?
11/17/2021	Shrimp			
11/17/2021	Mammoth	So thoughtful! Making PD days for instructional planning, work days, or OP	<p>Answer 1: Who determines how teacher days will be used (planning, work day, PD)? When will we know how days will be designated? Thank you for allowing this flexibility!</p> <p>Answer 2: Who determines how teacher days will be used (planning, work day, PD)? When will we know how days will be designated? Thank you for allowing this flexibility!</p>	
11/17/2021	Donkey	I love all the feedback from all the committee members. Also, planning days and time to work with my team will be so very beneficial!	Do campuses decide which days will be planning times versus teacher training?	none
11/17/2021	Penguin	<p>Answer 1: I love that, while we cannot appease and create the perfect calendar for all 50,000+ people affected, an earnest attempt was made to consider all circumstances</p> <p>Answer 2: What is the best for the most kids. I heard this as the primary topic of conversation repeatedly.</p>		Protect staff PD days!
11/17/2021	Kiwi Bird	Better for parents with younger students who cannot be home alone		
11/17/2021	Zebra			



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Recommended 2022-2023 New Course Offerings

Agenda Section: Action Item

Administrator Responsible: Dr. Kimberly Caddell, Assistant Superintendent, C&I
Tiffany Gilmore, Director, Guidance & Counseling

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE C: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE D: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE E: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE F: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

During this agenda item, school trustees will receive information regarding the new course offering process and recommended new course offerings for the 2022-2023 school year. As required by EH (LOCAL), all courses of study to be added or deleted and any basic alteration of course content must be reviewed by the Superintendent or designee annually, and recommendations shall be submitted to the Board for approval. Course offerings for secondary students shall be listed each year in the middle and high school course guides and in supplementary course bulletins for magnet programs.

Current course guides are maintained on the District's website:

<https://www.garlandisd.net/content/course-guides>

Administrative Recommendations:

Administration recommends approval.

Memo

To: GISD School Board Trustees

From: Dr. Kimberly Caddell, Assistant Superintendent of Curriculum & Instruction
Tiffany Gilmore, Director of Guidance & Counseling

CC: Dr. Ricardo López, GISD Superintendent
Dr. Susanna Russell, GISD Chief Leadership & Academic Officer

Date: November 16, 2021

Subject: Recommended 2022-2023 New Course Offerings

During the upcoming meeting of the District Affairs Committee of the GISD School Board scheduled for Tuesday, December 7, 2021, we will be sharing information requesting Trustee consideration of new secondary course requests for the 2022-2023 school year. As a reminder, the new course request process occurs annually and is presented to Trustees for review and approval as required by EH (LOCAL).

In advance of the presentation, we've prepared the following documents for your review:

- A draft of the presentation to be shared during the meeting;
- A graphical display of the course request process updated in September 2021;
- A choice of subject timeline that shows the process of translating course offerings into student course selections and class schedules; and
- Course request forms for each new course being requested.

The course request forms were updated last year to ensure that new course requesters thought through all considerations related to adding courses, including budgetary implications, justifications for course add, and implications for replacing other outdated courses. We believe these forms will provide Trustees with the information necessary to assist Trustees with making informed decisions about the adoption of new courses.

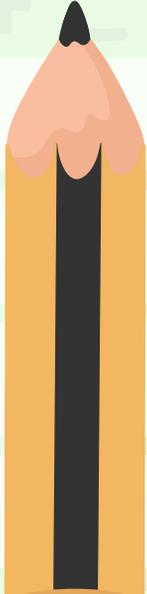
We are looking forward to the opportunity to share this information with you and answer any questions you may have.



Recommended 2022-2023 New Course Offerings

Presentation to GISD School Board
District Affairs Committee
December 7, 2021

Dr. Kimberly Caddell, Assistant Superintendent of C&I
Tiffany Gilmore, Director of Guidance & Counseling



GISD

Course Request Committee

Dr. Kimberly Caddell Assistant Superintendent of C&I	Tiffany Gilmore Director of Guidance & Counseling
Dr. Melissa Hill Director of Teaching & Learning Development	Dr. Erika Crump Director of Career & Technical Education
Joseph Figarelli Director of Fine Arts	Christi Allen Assistant Director of Office of Innovation
Amy Montgomery Director of Data & Administrative Systems	Tamara Stovall Facilitator of Data & Administrative Systems



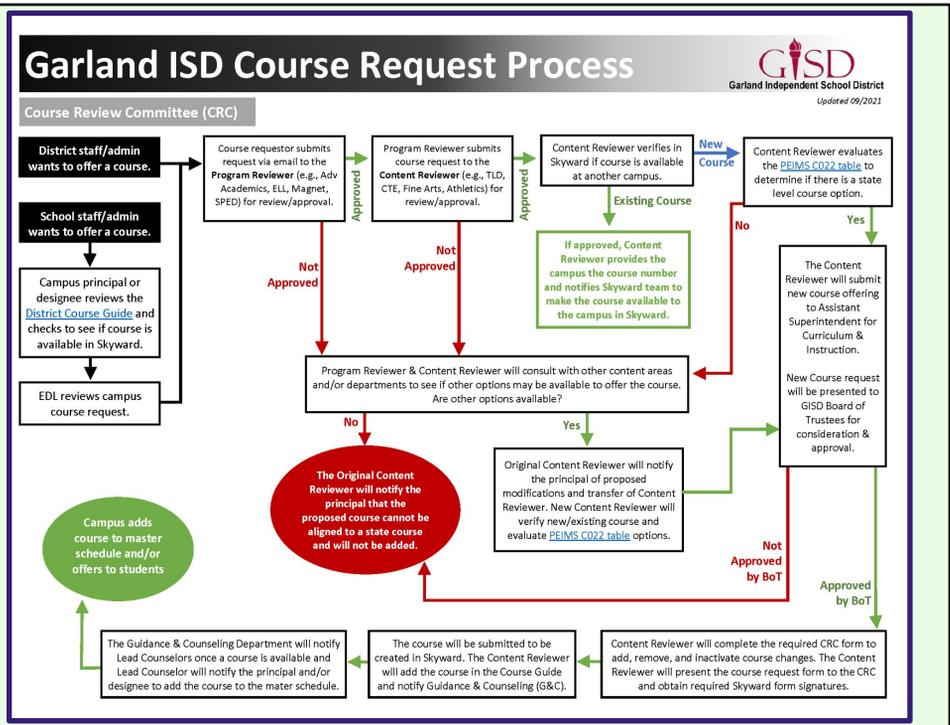
Why new courses?

Board Policy EH (Local)

Curriculum Adoption: All courses of study to be added or deleted and any basic alteration of course content must be reviewed by the Superintendent or designee annually, and recommendations shall be submitted to the Board for approval. Course offerings for secondary students shall be listed each year in the middle and high school course guides and in supplementary course bulletins for magnet programs.



Updated Course Request Process





Recommended 2022-2023 New Course Offerings



Teaching & Learning Development Department

Course Title (PEIMS course code)	Grade Level	Credits	GPA Level	School	Staff Cost	Instructional Materials Cost
Algebraic Reasoning (#03102540)	10-12	1.0	R-Regular (Level 2)	All High Schools	\$0-use current staff	\$0-use existing resources
Introduction to Philosophy - Dual Credit (#03380001)	9-12	0.5	DC-Dual Credit (Level 4)	All High Schools	\$0-use current staff	<i>TBD based on Dallas College textbook and resource decisions</i>
Principles of Microeconomics (#03310301)	9-12	0.5	DC-Dual Credit (Level 4)	All High Schools	\$0-use current staff	<i>TBD based on Dallas College textbook and resource decisions</i>
Health I (<i>#tbd</i>)	9-12	0.5	R-Regular (Level 2)	All High Schools	\$0-use current staff	<i>TBD based on TEA guidance & textbook adoption process</i>
Health II (<i>#tbd</i>)	9-12	0.5	R-Regular (Level 2)	All High Schools	\$0-use current staff	<i>TBD based on TEA guidance & textbook adoption process</i>

Implementation of any course listed is contingent upon course selection by the students, as well as availability of staff and budget to support course.

Teaching & Learning Development Department

Course Title (PEIMS course code)	Grade Level	Credits	GPA Level	School	Staff Cost	Instructional Materials Cost
Lifetime Fitness & Wellness Pursuits (#tbd)	9-12	1.0	R-Regular (Level 2)	All High Schools	\$0-use current staff	TBD based on TEA guidance & textbook adoption process
Lifetime Recreation & Outdoor Pursuits (#tbd)	9-12	1.0	R-Regular (Level 2)	All High Schools	\$0-use current staff	TBD based on TEA guidance & textbook adoption process
Skill-Based Lifetime Activities (#tbd)	9-12	1.0	R-Regular (Level 2)	All High Schools	\$0-use current staff	TBD based on TEA guidance & textbook adoption process
Your Health in the Real World (#tbd)	9-12	0.5	R-Regular (Level 2)	All High Schools	\$0-use current staff	TBD based on TEA guidance & textbook adoption process

Implementation of any course listed is contingent upon course selection by the students, as well as availability of staff and budget to support course.

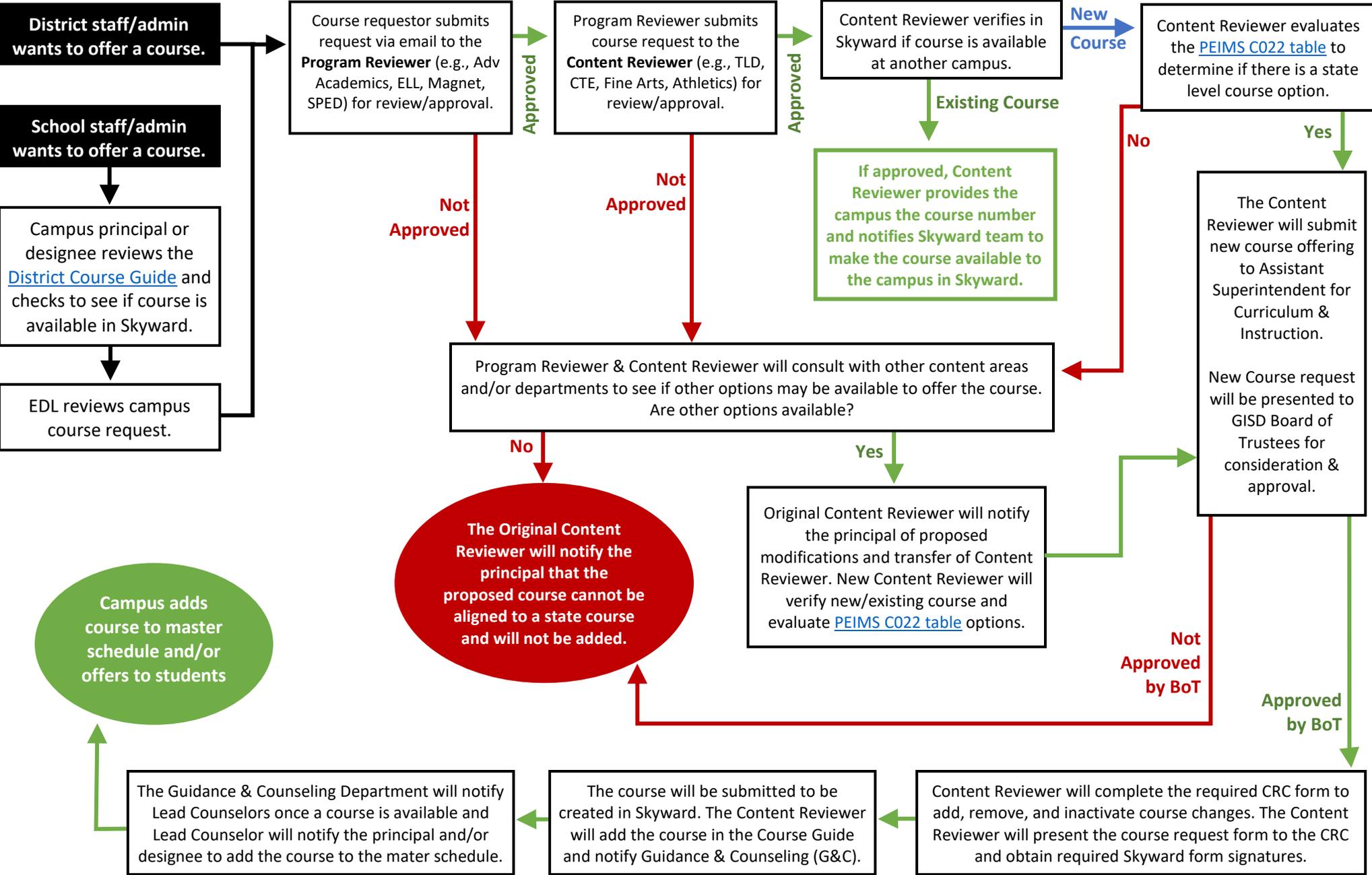


Recommended 2022-2023 New Course Offerings ... Questions?

For more information on GISD secondary courses, see <https://www.garlandisd.net/content/course-guides>

Garland ISD Course Request Process

Course Review Committee (CRC)



Choice of Subject Timeline 2022- 2023

Month	Activity	Due Date(s)	Completed
October	<u>Course Request Window</u> *Course requests will be reviewed by the Content Reviewers, Program Reviewers, and the Course Request Committee for approval. New to district courses will also be reviewed and approved by the GISD Board of Trustees.	October 29, 2021	<input type="checkbox"/>
	Course Requests Presented to District Affairs Committee	December 7, 2021	<input type="checkbox"/>
December	Course Requests Presented to Board of Trustees *If approved, courses will be emailed to the Master Schedule Administrator and Counselor within 2-3 days.	December 14, 2021	<input type="checkbox"/>
	8th Grade Career Assessment & Presentation *Career assessment results will be provided to Office of Innovation for magnet recruitment (G & C Dept./ MS Counseling Task)	December 17, 2022	<input type="checkbox"/>
	5th Grade Career Assessment & Endorsement Presentation *Career assessment results will be provided to the Office of Innovation for magnet recruitment. Assessment results will support creating virtual Career Days. (G & C/ES Counseling Task)	December 17, 2022	<input type="checkbox"/>
	Curriculum Department Final Course Master Updates	December 17, 2022	<input type="checkbox"/>
	Grades 1-12 Choice of School & Magnet Window Opens	January 3, 2022	<input type="checkbox"/>
January	Clone Course Master in Skyward	January 3, 2022	<input type="checkbox"/>
	Department Course Update Videos will be Available for Viewing on the G & C Counseling Site (Principal/Assistant Principal and Counselor Task)	January 13, 2022	<input type="checkbox"/>
	Magnet Window Closes	January 20, 2022	<input type="checkbox"/>
	Choice of Subject Window Opens for Current 6th -7th & 9th -11th graders only *Meet with students to complete career plans for choice of subject and host parent meetings regarding course offerings/endorsements (Counselor Task)	January 21, 2022	<input type="checkbox"/>
	Elementary Teacher Recommendations (Administrator/Teacher Task- Counselor Support)	January 28, 2022	<input type="checkbox"/>
	8th Grade Endorsement Selections & Signatures *8 th Grade Endorsement Selection in Skyward (MS Counselor Task)	January 28, 2022	<input type="checkbox"/>
	HS Career Plan (PGP) Review *Conferences with students to review personal graduation plans/career plans (HS Counselor Task)	January 28, 2022	<input type="checkbox"/>
	Course Review Meeting *Annual meeting to discuss special population intervention, referrals & scheduling e.g. SPED, ELL, Intervention- (Principal/Assistant Principal and Counselor Task)	January 28, 2022 8:30am-12pm Secondary 1:00pm - 2:30pm Elem.	<input type="checkbox"/>



Choice of Subject Timeline 2022- 2023

Month	Activity	Due Date(s)	Completed
February	Elementary Teacher Recommendations (Administrator/Teacher Task)	February 4, 2021	<input type="checkbox"/>
	Grades 1-12 Choice of School Window Closes	February 20, 2022	<input type="checkbox"/>
March	Skyward Next Year Enrollment Process Window during Intersession	March 7-11, 2022	<input type="checkbox"/>
	Choice of Subject Window Opens for Current 5th & 8th graders 8th Grade students must complete a HS Career Plan (PGP) *Conferences with students/families to review personal graduation plans/career plans (parent signature required)	March 21, 2022	<input type="checkbox"/>
April	Convert Career Plans to Course Requests (District Skyward Team Task) *Request can be made to convert prior to deadline	April 8, 2022	<input type="checkbox"/>
	Choice of Subject Window Closes for All *Master Schedule Administrators will be able to see enrollment on or before April 26th	April 14, 2022	<input type="checkbox"/>

Preliminary 9-12 grade course request counts can be provided to the Master Schedule Administrator upon request to the Skyward team throughout the entire choice of subject process.

Please click [here](#) for a more detailed MS & ES timeline.



**GARLAND INDEPENDENT SCHOOL DISTRICT
CURRICULUM & INSTRUCTION**

**COURSE REQUEST FORM
2022-2023**

Course Requester Name: _____ Campus/Department: _____

Did you review the current GISD [Course Guide](#) and [Course Request Process](#)? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No (proceed with form)

Course Title:		Course PEIMS#:	
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 (check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)			
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0			
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input type="checkbox"/> B (basic) <input type="checkbox"/> R (regular) <input type="checkbox"/> H (honors)		<input type="checkbox"/> DC (dual credit) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> IB (international baccalaureate)	
Brief Course Description: (as noted by TEA)			
Description of Required Materials & Resources:			
Projected Material & Resource Cost: \$	Program Reviewer(s): <input type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other:	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other:	
Projected Staffing Cost: \$			
Justification & Additional Info: (e.g., will other courses be eliminated to add this course?)			

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

	<i>Kimberly Webb</i>	
Course Requester(s) Print Name	Course Requester(s) Signature	Date
EDL Print Name	EDL Signature	Date
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
Content Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
Dr. Kimberly Caddell		11/8/2021
C&I Assistant Superintendent	Signature (if signed, will be presented to BoT)	Date



**GARLAND INDEPENDENT SCHOOL DISTRICT
CURRICULUM & INSTRUCTION**

**COURSE REQUEST FORM
2022-2023**

Course Requester Name: John Hatch Campus/Department: T&LD

Did you review the current GISD Course Guide and Course Request Process? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No (proceed with form)

Course Title: Introduction to Philosophy - Dual Credit		Course PEIMS#: 3380001
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 (check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)		
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input checked="" type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0		
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input checked="" type="checkbox"/> DC (dual credit) <input type="checkbox"/> B (basic) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> R (regular) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> H (honors) <input type="checkbox"/> IB (international baccalaureate)		
Brief Course Description: (as noted by TEA) A study of the major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics may include theories of reality, theories of knowledge, theories of value and their practical application.		
Description of Required Materials & Resources: Textbook and resources will be determined by the instructor and Dallas College.		
Projected Material & Resource Cost: \$	Program Reviewer(s): <input checked="" type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other: _____	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other: _____
Projected Staffing Cost: \$		
Justification & Additional Info: (e.g., will other courses be eliminated to add this course?) This course is needed to complete the course offerings for our P-Tech programs and to fulfill the upcoming MOU with Dallas College.		

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

<u>John Hatch</u>		<u>Oct 19, 2021</u>
Course Requester(s) Print Name	Course Requester(s) Signature	Date
<u>Kevin Massey</u>	EDL Signature	Date
EDL Print Name	EDL Signature	Date
<u>John Hatch</u>		<u>Oct 19, 2021</u>
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
<u>Dr. Kimberly Caddell</u>		<u>November 8, 2021</u>
Content Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
C&I Assistant Superintendent	Signature (if signed, will be presented to BoT)	Date



**GARLAND INDEPENDENT SCHOOL DISTRICT
CURRICULUM & INSTRUCTION**

**COURSE REQUEST FORM
2022-2023**

Course Requester Name: John Hatch Campus/Department: T&LD

Did you review the current GISD Course Guide and Course Request Process? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No (proceed with form)

Course Title: Personal Financial Literacy		Course PEIMS#: Pending SBOE	
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 (check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)			
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input checked="" type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0			
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input type="checkbox"/> B (basic) <input checked="" type="checkbox"/> R (regular) <input type="checkbox"/> H (honors)		<input type="checkbox"/> DC (dual credit) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> IB (international baccalaureate)	
Brief Course Description: This course is currently being developed by the SBOE. It will be a combination of PFL and traditional economics, with an emphasis on PFL. It is scheduled to be implemented in the 2022-2023 school year, and students will be able to use it to fulfil their economics graduation requirement. NOTE - this course will be different from the PFL course we have in place now.			
Description of Required Materials & Resources: The SBOE is developing resources for this course. Additionally, we will be able to use a combination of resources that we already own or have access to.			
Projected Material & Resource Cost: \$50,000 (new resources)	Program Reviewer(s): <input type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other:	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other:	
Projected Staffing Cost: \$ No change - existing economics teachers will shift to teach this class.			
Justification & Additional Info: (e.g., will other courses be eliminated to add this course?)	I suggest that we replace the PFL course we have now with this one once it is developed by SBOE. We may need to keep the old PFL in place until the new one is created.		

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

<u>John Hatch</u>		<u>11/19/2021</u>
Course Requester(s) Print Name	Course Requester(s) Signature	Date
EDL Print Name	EDL Signature	Date
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
Content Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
<u>Dr. Kimberly Caddell</u>		<u>Nov. 19, 2021</u>
C&I Assistant Superintendent	Signature (if signed, will be presented to BoT)	Date



Course Requester Name: John Hatch Campus/Department: T&LD

Did you review the current GISD Course Guide and Course Request Process? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No (proceed with form)

Course Title: Principles of Microeconomics - Dual Credit		Course PEIMS#: 3310301
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <small>(check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)</small>		
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input checked="" type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0		
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input checked="" type="checkbox"/> DC (dual credit) <input type="checkbox"/> B (basic) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> R (regular) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> H (honors) <input type="checkbox"/> IB (international baccalaureate)		
Brief Course Description: Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade. <small>(as noted by TEA)</small>		
Description of Required Materials & Resources: Textbook and resources will be determined by the instructor and Dallas College.		
Projected Material & Resource Cost: \$	Program Reviewer(s): <input checked="" type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other: _____	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other: _____
Projected Staffing Cost: \$		
Justification & Additional Info: This course is needed to complete the course offerings for our P-Tech programs and to fulfill the upcoming MOU with Dallas College. <small>(e.g., will other courses be eliminated to add this course?)</small>		

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

<u>John Hatch</u>		<u>Oct 19, 2021</u>
Course Requester(s) Print Name	Course Requester(s) Signature	Date
<u>Kevin Massey</u>		
EDL Print Name	EDL Signature	Date
<u>John Hatch</u>		<u>Oct 19, 2021</u>
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
<u>Dr. Kimberly Caddell</u>		<u>November 8, 2021</u>
C&I Assistant Superintendent	Signature (if signed, will be presented to BoT)	Date



**GARLAND INDEPENDENT SCHOOL DISTRICT
CURRICULUM & INSTRUCTION**

**COURSE REQUEST FORM
2022-2023**

Course Requester Name: LeeAnn Stephenson Campus/Department: TLD / HPE

Did you review the current GISD Course Guide and Course Request Process? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No (proceed with form)

Course Title: Health II		Course PEIMS#:	
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 (check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)			
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input checked="" type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0			
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input type="checkbox"/> B (basic) <input checked="" type="checkbox"/> R (regular) <input type="checkbox"/> H (honors)		<input type="checkbox"/> DC (dual credit) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> IB (international baccalaureate)	
Brief Course Description: (as noted by TEA) The Health II course equips students to gain an understanding of health information and skills through six strands: physical health and hygiene, mental health and wellness, healthy eating and physical activity, injury, violence prevention, and safety, alcohol, tobacco, and other drugs, and reproductive and sexual health. These strands teach health literacy and essential skills including decision making, problem solving, goal setting, maintaining healthy relationships, seeking help and support, and recognizing social, environmental, media, and genetic influences on health.			
Description of Required Materials & Resources: Undetermined (will be recommended to the Board according to the adoption calendar)			
Projected Material & Resource Cost: \$ TBA	Program Reviewer(s): <input type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other:	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other:	
Projected Staffing Cost: \$ TBA			
Justification & Additional Info: (e.g., will other courses be eliminated to add this course?) Yes, new TEA adopted course will replace one or all of the previous high school health course(s) (Health Education)			

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

<u>LeeAnn Stephenson</u>		<u>10/29/2021</u>
Course Requester(s) Print Name	Course Requester(s) Signature	Date
_____	_____	_____
EDL Print Name	EDL Signature	Date
_____	_____	_____
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
_____	_____	_____
Content Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
<u>Dr. Kimberly Caddell</u>		<u>11/02/2021</u>
C&I Assistant Superintendent	Signature (if signed, will be presented to BoT)	Date



**GARLAND INDEPENDENT SCHOOL DISTRICT
CURRICULUM & INSTRUCTION**

**COURSE REQUEST FORM
2022-2023**

Course Requester Name: LeeAnn Stephenson Campus/Department: TLD / HPE

Did you review the current GISD Course Guide and Course Request Process? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No *(proceed with form)*

Course Title: Lifetime Fitness & Wellness Pursuits		Course PEIMS#:
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 (check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)		
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input type="checkbox"/> 0.5 <input checked="" type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0		
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input type="checkbox"/> B (basic) <input checked="" type="checkbox"/> R (regular) <input type="checkbox"/> H (honors)		<input type="checkbox"/> DC (dual credit) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> IB (international baccalaureate)
Brief Course Description: (as noted by TEA) The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness. Students will leave this course equipped with the skills to build a comprehensive fitness plan and achieve lifelong wellness.		
Description of Required Materials & Resources: Undetermined (will be recommended to the Board according to the adoption calendar)		
Projected Material & Resource Cost: \$ TBA	Program Reviewer(s): <input type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other:	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other:
Projected Staffing Cost: \$ TBA		
Justification & Additional Info: (e.g., will other courses be eliminated to add this course?) Yes, new TEA adopted course will replace one or all of the previous high school physical education courses (Foundations of Personal Fitness, Adventure & Outdoor Education, Aerobic Activities, Individual Sports, and Team Sports)		

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

<u>LeeAnn Stephenson</u>		<u>10/29/2021</u>
Course Requester(s) Print Name	Course Requester(s) Signature	Date
_____	_____	_____
EDL Print Name	EDL Signature	Date
_____	_____	_____
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
_____	_____	_____
Content Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
<u>Dr. Kimberly Caddell</u>		<u>11/02/2021</u>
C&I Assistant Superintendent	Signature (if signed, will be presented to BoT)	Date



**GARLAND INDEPENDENT SCHOOL DISTRICT
CURRICULUM & INSTRUCTION**

**COURSE REQUEST FORM
2022-2023**

Course Requester Name: LeeAnn Stephenson Campus/Department: TLD / HPE

Did you review the current GISD Course Guide and Course Request Process? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No (proceed with form)

Course Title: Lifetime Recreation & Outdoor Pursuits		Course PEIMS#:
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 (check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)		
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input type="checkbox"/> 0.5 <input checked="" type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0		
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input type="checkbox"/> B (basic) <input checked="" type="checkbox"/> R (regular) <input type="checkbox"/> H (honors)		<input type="checkbox"/> DC (dual credit) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> IB (international baccalaureate)
Brief Course Description: (as noted by TEA) Lifetime Recreation & Outdoor Pursuits provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenging activities. Students will experience opportunities that enhance self-worth and support community engagement. Students will leave this course equipped with the skills to participate in activities that also promote physical literacy, promote respect for and connections to nature and the environment, and that can be enjoyed for a lifetime.		
Description of Required Materials & Resources: Undetermined (will be recommended to the Board according to the adoption calendar)		
Projected Material & Resource Cost: \$ TBA	Program Reviewer(s): <input type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other:	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other:
Projected Staffing Cost: \$ TBA		
Justification & Additional Info: (e.g., will other courses be eliminated to add this course?) Yes, new TEA adopted course will replace one or all of the previous high school physical education courses (Foundations of Personal Fitness, Adventure & Outdoor Education, Aerobic Activities, Individual Sports, and Team Sports)		

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

<u>LeeAnn Stephenson</u>		<u>10/29/2021</u>
Course Requester(s) Print Name	Course Requester(s) Signature	Date
_____	_____	_____
EDL Print Name	EDL Signature	Date
_____	_____	_____
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
_____	_____	_____
Content Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
<u>Dr. Kimberly Caddell</u>		<u>11/02/2021</u>
C&I Assistant Superintendent	Signature (if signed, will be presented to BoT)	Date



**GARLAND INDEPENDENT SCHOOL DISTRICT
CURRICULUM & INSTRUCTION**

**COURSE REQUEST FORM
2022-2023**

Course Requester Name: LeeAnn Stephenson Campus/Department: TLD / HPE

Did you review the current GISD Course Guide and Course Request Process? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No (proceed with form)

Course Title: Skill-Based Lifetime Activities		Course PEIMS#:
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 (check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)		
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input type="checkbox"/> 0.5 <input checked="" type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0		
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input type="checkbox"/> B (basic) <input checked="" type="checkbox"/> R (regular) <input type="checkbox"/> H (honors)		<input type="checkbox"/> DC (dual credit) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> IB (international baccalaureate)
Brief Course Description: (as noted by TEA) The Skill-Based Lifetime Activities course teaches basic skills, enhances knowledge about sports, exercise, and other forms of physical activity. Students will demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students will participate in a minimum of one meaningful lifelong activity from each of the following categories during the course: Targeting, Striking/Fielding, Fitness, Rhythmic, and Innovative/International Games/Activities.		
Description of Required Materials & Resources: Undetermined (will be recommended to the Board according to the adoption calendar)		
Projected Material & Resource Cost: \$ TBA	Program Reviewer(s): <input type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other:	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other:
Projected Staffing Cost: \$ TBA		
Justification & Additional Info: (e.g., will other courses be eliminated to add this course?) Yes, new TEA adopted course will replace one or all of the previous high school physical education courses (Foundations of Personal Fitness, Adventure & Outdoor Education, Aerobic Activities, Individual Sports, and Team Sports)		

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

<u>LeeAnn Stephenson</u>		<u>10/29/2021</u>
Course Requester(s) Print Name	Course Requester(s) Signature	Date
_____	_____	_____
EDL Print Name	EDL Signature	Date
_____	_____	_____
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
_____	_____	_____
Content Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
<u>Dr. Kimberly Caddell</u>		<u>11/02/2021</u>
C&I Assistant Superintendent	Signature (if signed, will be presented to BoT)	Date



**GARLAND INDEPENDENT SCHOOL DISTRICT
CURRICULUM & INSTRUCTION**

**COURSE REQUEST FORM
2022-2023**

Course Requester Name: LeeAnn Stephenson Campus/Department: TLD / HPE

Did you review the current GISD Course Guide and Course Request Process? Yes, continue No, stop and review

Is this course currently offered in GISD? Yes, but not at this campus No (proceed with form)

Course Title: Your Health in the Real World		Course PEIMS#:
Grade Level: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 (check all that apply) <input type="checkbox"/> Other, please specify: _____ (if course is offered in a grade range, please indicate range)		
Earned HS Course Credit: <input type="checkbox"/> 0.0 <input checked="" type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0		
GPA Level: <input type="checkbox"/> NGP (does not receive grade points) <input type="checkbox"/> B (basic) <input checked="" type="checkbox"/> R (regular) <input type="checkbox"/> H (honors)		<input type="checkbox"/> DC (dual credit) <input type="checkbox"/> AP (advanced placement) <input type="checkbox"/> IntH (international honors) <input type="checkbox"/> IB (international baccalaureate)
Brief Course Description: The Your Health in the Real World course helps students to understand how to navigate the health care system. This course empowers students and their families to sustain or improve their quality of life as it relates to their own health and the health of their community. Students will understand health care terminology related to insurance and public health, and acquire the knowledge and skills needed to utilize community, state, and federal health care services and related resources.		
Description of Required Materials & Resources: Undetermined (will be recommended to the Board according to the adoption calendar)		
Projected Material & Resource Cost: \$ TBA	Program Reviewer(s): <input type="checkbox"/> Advanced Academics <input type="checkbox"/> ELL <input type="checkbox"/> Magnet <input type="checkbox"/> SPED <input type="checkbox"/> Other:	Content Reviewer(s): <input type="checkbox"/> Athletics <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Fine Arts <input type="checkbox"/> Other:
Projected Staffing Cost: \$ TBA		
Justification & Additional Info: (e.g., will other courses be eliminated to add this course?) Yes, new TEA adopted course will replace one or all of the previous high school health course(s) (Principles of Health Science and Health Science)		

Signatures below indicate that the course request has followed the course request process and is being submitted for district-level approval. All signatures must be included, as appropriate, in order for the requested course to be submitted to the GISD Board of Trustees for consideration and approval.

<u>LeeAnn Stephenson</u>		<u>10/29/2021</u>
Course Requester(s) Print Name	Course Requester(s) Signature	Date
_____	_____	_____
EDL Print Name	EDL Signature	Date
_____	_____	_____
Program Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
_____	_____	_____
Content Reviewer Print Name, if appropriate	Program Reviewer Signature	Date
<u>Dr. Kimberly Caddell</u>		<u>11/02/2021</u>
C&I Assistant Superintendent	Signature (If signed, will be presented to BoT)	Date



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Student Services Clinic and Garland Health Department MOU

Agenda Section: Action Items

Administrator Responsible: Dr. Babetta Hemphill
Executive Director of Student Services

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

The Garland ISD Student Services Clinic and the Garland Health Department will partner to immunize students who are eligible for the Texas Vaccine for Children Program (TVFC) in grades PK-12. The conditions of the partnership are stipulated by the Memorandum of Understanding.

Administrative Recommendations:

The administration recommends that the Board of Trustees approves the Memorandum of Understanding between Garland Health Department and the Garland ISD Student Services Clinic.

Memo

To: GISD School Board Trustees

From: Dr. Babetta Hemphill, Executive Director of Student Services and School Choice

CC: Dr. Ricardo López, GISD Superintendent
Dr. Susanna Russell, Chief Leadership and Academic Officer

Date: December 14, 2021

Subject: Student Services Clinic and Garland Health Department MOU

The Garland ISD Student Services Clinic collaborated with the Caring Foundation, a philanthropic group within Blue Cross Blue Shield, for more than 14 years. We assisted thousands of students during this period and helped families save over one million dollars in immunization expenses. Because of our partnership, children received the required immunizations and were able to learn in a Garland ISD classroom. At the same time, we assisted the district with enrollment and funding by enrolling student in school immediately. The collaboration ended in September when the Caring Foundation could not find a provider to support the program in the Garland area.

Thankfully, the Garland Health Department has agreed to be the provider for the Student Services Clinic. The Garland Health Department, as part of the Department of State Health Services Immunization Unit, is charged with eliminating the spread of vaccine, preventable diseases by increasing vaccine coverage for Texans, raising awareness of the diseases that vaccines prevent, and educating the public about vaccine safety.

This collaboration is intended to enhance the health status of students in the tri-cities by providing vaccinations to any Texas Vaccine for Children Program (TVFC) eligible PK-12th grade student, whose parents or legal guardians have signed the required written consent. Thus supporting their academic achievement.

The Student Services Clinic and the Garland Health Department are very excited to work together to improve the health status of our community. We look forward to a long and healthy collaboration.



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of Budget Transfers and Amendments to the 2021-2022 General Fund

Agenda Section: Action Item

Administrator Responsible: Mrs. Brandy Mayo
Executive Director of Budget

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown are the transfers and amendments proposed for approval and their respective impacts on the general fund.

This agenda item was reviewed during the Finance Committee Meeting on December 7, 2021.

Administrative Recommendations:

Provided for your consideration.



**BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2021-22
December 14, 2021**

REVENUES:

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
57 Local Revenue	\$ 220,814,473	\$ 221,728,361	\$ -	\$ 13,813	\$ 221,742,174
58 State Revenue	283,757,343	264,187,343			264,187,343
59 Federal Revenue	9,000,000	16,400,000			16,400,000
Total Revenues	\$ 513,571,816	\$ 502,315,704	\$ -	\$ 13,813	\$ 502,329,517

EXPENDITURES:

11 Instruction	\$ 319,755,544	\$ 327,328,467	\$ 14,860		\$ 327,343,327
12 Instructional Resources and Media Services	7,826,046	8,132,341			8,132,341
13 Curriculum Development and Instructional Staff Development	15,596,228	16,732,517	(127,600)		16,604,917
21 Instructional Leadership	8,470,547	7,472,738	57,800		7,530,538
23 School Leadership	33,580,856	34,001,978	6,600		34,008,578
31 Guidance, Counseling and Evaluation	26,600,828	26,592,026	(8,180)		26,583,846
32 Social Work Services	491,210	491,210			491,210
33 Health Services	8,417,693	8,711,681			8,711,681
34 Student Transportation	16,234,639	16,303,903	(2,500)	\$ 13,813	16,315,216
35 Food Service	379,779	379,779			379,779
36 Extracurricular Activities	12,822,417	12,991,184			12,991,184
41 General Administration	18,475,461	18,703,453	53,800		18,757,253
51 Facilities Maintenance & Operations	48,599,006	47,201,109	2,500		47,203,609
52 Security and Monitoring Services	7,282,629	7,464,385	540		7,464,925
53 Data Processing Services	15,259,057	16,003,492			16,003,492
61 Community Services	1,792,660	1,795,224	2,180		1,797,404
71 Debt Service - Principal on Long-Term Debt	482,517	482,517			482,517
72 Debt Service Interest on Long-Term Debt		-			-
73 Bond Issuance Cost and Fees		-			-
81 Facilities Acquisition and Construction		13,727			13,727
95 Juvenile Justice Program	36,000	36,000			36,000
99 Other Intergovernmental Charges	897,947	897,947			897,947
Total Expenditures	\$ 543,001,064	\$ 551,735,678	\$ -	\$ 13,813	\$ 551,749,491

Excess(Deficiency) Revenues Over(Under) Expenditures \$ (29,429,248) \$ (49,419,974) \$ - \$ - \$ (49,419,974)

Other Resources \$ - \$ - \$ - \$ - \$ -

Other Financing Sources (Uses) \$ - \$ - \$ - \$ - \$ -

Net Change in Fund Balance \$ (29,429,248) \$ (49,419,974) \$ - \$ - \$ (49,419,974)



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2021-22
December 14, 2021**

Budget Transfers

Expenditures

	Increase	Decrease	Net
11 Instruction	\$ 24,000	\$ 9,140	\$ 14,860
13 Curriculum Development and Instructional Staff Development		127,600	(127,600)
21 Instructional Leadership	57,800		57,800
23 School Leadership	6,600		6,600
31 Guidance, Counseling and Evaluation		8,180	(8,180)
34 Student Transportation		2,500	(2,500)
41 General Administration	53,800		53,800
51 Facilities Maintenance & Operations	2,500		2,500
52 Security and Monitoring Services	540		540
61 Community Services	2,180		2,180
Total Expenditures	\$ 147,420	\$ 147,420	\$ -

Budget neutral transfers to realign expenditures

Budget Amendments

	Increase	Decrease	Net
57 Local Revenue	\$ 13,813	\$ -	\$ 13,813
Total	\$ 13,813	\$ -	\$ 13,813

Increasing local revenue for insurance claim funds received for school bus repairs.

Expenditures

	Increase	Decrease	Net
34 Student Transportation	\$ 13,813	\$ -	\$ 13,813
Total Expenditures	\$ 13,813	\$ -	\$ 13,813

Increasing Function 34 for insurance claim funds received for school bus repairs.



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of \$10,000 Donation from
Community Partner

Agenda Section: Action Item

Administrator Responsible: Dr. Babetta Hemphill
Executive Director of Student Services

Superintendent's Goal:

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Per the CDAP Section 3.6 and CDC Local, cash donations over \$5k require Board approval. The Garland ISD FACE Department will receive a donation of \$10,000 from Spring Creek Church located at 2660 Belt Line Road, Garland, TX 75044. The donation will be used to purchase supplies for students identified under the McKinney-Vento Act and students who are in Foster Care.

This agenda item was presented to the Finance Committee on December 7, 2021.

Administrative Recommendations:

The administration recommends that the Board of Trustees accepts the donation.

Memo

To: GISD School Board Trustees

From: Dr. Babetta Hemphill, Executive Director of Student Services and School Choice

CC: Dr. Ricardo López, GISD Superintendent
Dr. Susanna Russell, Chief Leadership and Academic Officer

Date: November 9, 2021

Subject: Donation from Community Partner Exceeding \$5000

Spring Creek Church, located at 2660 Belt Line Road, in Garland, has been a committed partner since the 2019 school year. According to Spring Creek, "life at Springcreek is made of communities. It looks like people growing in their faith together, connecting and living life with one another, and serving in His kingdom, both locally and globally. Our hope is that you will find a community that supports you in your faith journey."

Spring Creek Church is interested in donating \$10,000 for the GRS Giving Room for resources and supplies designated for our McKinney Vento and Foster families.

Per the CDAP Section 3.6 and CDC Local, cash donations over \$5k require Board approval. The Garland ISD FACE Department will receive a donation of \$10,000 from Spring Creek Church located at 2660 Belt Line Road, Garland, TX 75044. The donation will be used to purchase supplies for students identified under the McKinney-Vento Act and students who are in Foster Care.

I recommend that the Board of Trustees accepts the donation.



Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100

RECEIPT OF DONATION

The Garland Independent School District acknowledges and expresses appreciation for the following contribution:

Cash donation in the amount of: _____

Donation of goods: _____

Donation received from: _____

Dates of donation: _____

Valued at: _____

The Garland Independent School District is exempt under Section 115 of the Internal Revenue Code.

Instrumentalities of a political subdivision (including cities and independent school districts) are exempt under section 115 of the Internal Revenue Code and are not required to file Federal Income Tax Return Form 1120, nor Information Return Form 990. Contributions to such organizations are deductible by donors as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devices, transfers of gifts to or for their use are deductible for Federal, estate and gift tax purposes under the provisions of sections 2055, 2106, and 2522 of the Code. Accordingly, independent school districts are not covered by IRS Code Section 501(c)3.

Federal ID number: 75-6001650

Donation Received by:

_____ Lakisha Culpepper _____ Date: TBD pending Board Approval

Signature of Authorized Representative, Garland Independent School District



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of \$5,285 Donation from
Community Partner

Agenda Section: Action Items

Administrator Responsible: Dr. Babetta Hemphill
Executive Director of Student Services

Superintendent's Goal:

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Per the CDAP Section 3.6 and CDC Local, cash donations over \$5,000 require Board approval. The Garland ISD Student Services Department will receive a donation of \$5,285 from the Garland Education Foundation. The donation will be used to purchase a freezer to store COVID vaccines and frozen vaccines.

This agenda item was presented to the Finance Committee on December 7, 2021.

Administrative Recommendations:

The administration recommends that the Board of Trustees accepts the donation.

Memo

To: GISD School Board Trustees

From: Dr. Babetta Hemphill, Executive Director of Student Services and School Choice

CC: Dr. Ricardo López, GISD Superintendent
Dr. Brent Ringo, Chief Financial Officer
Dr. Susanna Russell, Chief Leadership and Academic Officer

Date: November 30, 2021

Subject: Donation from Garland ISD Education Foundation Exceeding \$5000

The Garland ISD Education Foundation (GEF) was established to support the students and staff of the Garland Independent School District, which encompasses the north Texas communities of Garland, Rowlett, and Sachse. The mission of the foundation is to create and foster partnerships with the community to generate funds that support the education of our students to positively impact the future. In October GEF provided grant funds from their partner, the Garland Housing Foundation Corporation, to purchase a freezer for the Garland ISD Enrollment Center Clinic. Securing a medical-grade sub-zero freezer was the first step clinic staff needed to take to provide the COVID-19 vaccine at the Student Services Center. This donation and the pending MOU for our new partnership with the Garland Health Department will allow the Enrollment Center Clinic to administer the COVID-19 vaccine and all other required vaccines for the students in Garland, Rowlett and Sachse.

Per the CDAP Section 3.6 and CDC Local, cash donations over \$5k require Board approval. The Garland ISD Enrollment Center Clinic received a donation of \$5,285 from The Garland Education Foundation. The donation was used to purchase medical-grade sub-zero freezer.

I recommend that the Board of Trustees accepts the donation.



Garland Independent School District
501 S. Jupiter Rd.
Garland, TX 75042
972-487-3100

RECEIPT OF DONATION

The Garland Independent School District acknowledges and expresses appreciation for the following contribution:

Cash donation in the amount of: _____

Donation of goods: _____

Donation received from: _____

Dates of donation: _____

Valued at: _____

The Garland Independent School District is exempt under Section 115 of the Internal Revenue Code.

Instrumentalities of a political subdivision (including cities and independent school districts) are exempt under section 115 of the Internal Revenue Code and are not required to file Federal Income Tax Return Form 1120, nor Information Return Form 990. Contributions to such organizations are deductible by donors as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devices, transfers of gifts to or for their use are deductible for Federal, estate and gift tax purposes under the provisions of sections 2055, 2106, and 2522 of the Code. Accordingly, independent school districts are not covered by IRS Code Section 501(c)3.

Federal ID number: 75-6001650

Donation Received by:

Date: _____

Signature of Authorized Representative, Garland Independent School District



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021
Agenda Item: Consider Approval of Disposal of iPads
Agenda Section: Action Item
Administrator Responsible: Mr. Mark A. Booker
Executive Director of Purchasing

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

The Technology Department recommends that 9,500 1:1 iPads be declared surplus property. Administration is requesting board approval to dispose of 9,500 1:1 iPads pursuant to Policy CI Local.

This agenda item was reviewed during the Finance Committee Meeting on December 7, 2021.

Administrative Recommendations:

Provided for your information.



Department of Purchasing

MEMORANDUM

DATE: November 1, 2021
TO: Dr. Brent Ringo, Chief Financial Officer
FROM: Mark A. Booker ^{Mar}, Director of Purchasing
SUBJECT: Approval from Board of Trustees to Dispose of iPads

The administration is requesting board approval to dispose of 9,500 1:1 iPads pursuant to Policy CI Local. The request from Technology Department is attached for your review and consideration. It is requested that the Board of Trustees approved this action on December 14, 2021.



Garland Independent School District

Date: October 15, 2021

To: Mark Booker Executive Director of Purchasing

From: Matt Yeager, Assistant Superintendent of Technology

RE: Recommendation to Declare 1:1 iPads as Surplus Property for Sale

Action Required

Approve Sale of Surplus 1:1 iPads

Material/Service

Sale of Remaining 9,500 Surplus 1:1 iPads

Purpose

Upon approval and declaration by the Board of Trustees, the District will begin a phased competitive sale process of surplus iPads. Phases will be in direct alignment and support of the Ready 1:1 HS program requirements.

Board Goal Objective

Not applicable

Superintendent's Goal

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of Recommendation for Salary Schedule Addendum School Action Fund Principal Fellow Stipend

Agenda Section: Action Item

Administrator Responsible: Dr. Gradyne E. Brown
Assistant Superintendent, Human Resources

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets GradeLevel performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Levelperformance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS)

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by MeetsGrade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets GradeLevel performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as

measured by AP exams with qualifying criterion scores.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district, finances, operations, and personnel.

Summary/Background Information:

The School Action Fund Grant (SAF) provides funding for Principal Fellow stipends for principals for each of the six SAF schools. The principals will develop, plan, and implement an Effective Schools Framework-aligned school model that includes high-quality instructional materials, high-dosage tutoring, extended day or year, and student diagnostic assessments. Principals will work with a TEA-vetted technical assistance provider to ensure adequate resources and autonomies necessary to implement the model with fidelity. SAF schools include Coyle Middle School, Lyles Middle School, Couch Elementary School, Club Hill Elementary School, Handley Elementary School, and Southgate Elementary School.

The attached exhibit shows the amount and cost of the stipends.

This agenda item was presented to the Finance Committee on December 7, 2021.

Administrative Recommendations:

Administration recommends approval.

Exhibit

Salary Schedule Addendum—December 14, 2021

School Action Fund Principal Fellow Stipend

Entrepreneurial school leaders of targeted schools will lead a community-driven design process and implement a whole school redesign that reimagines the school and addresses circumstances created by the COVID-19 pandemic. The school leader will develop, plan, and implement an Effective Schools Framework-aligned school model that includes high-quality instructional materials, high-dosage tutoring, extended day or year, and student diagnostic assessments. The school leader will work with a TEA-vetted technical assistance provider to ensure adequate resources and autonomies necessary to implement the model with fidelity. Targeted schools are Coyle MS, Lyles MS, Couch Elementary, Club Hill Elementary, Handley Elementary, and Southgate Elementary.

Cost: \$72,000

Number of Principal Fellows: 6

Stipend: \$12,000

Funding Source: School Action Fund Grant



Garland Independent School District Board of Trustees

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of Purchase of Book Fairs
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Dr. Kim Caddell
Assistant Superintendent of Curriculum and Instruction

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment Systems TELPAS.

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of student in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCMR-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Summary/Background Information:

Shown is the recommendation of the bids for book fairs for the District, discussed in the December 7, 2021 Finance Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Scholastic Book Fairs

The estimated total amount of the bid is not to exceed \$375,000. Potential funding is indicated below.

Campus Activity Funds (461)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Book Fairs** from the company or companies listed below provides the best value to the Garland Independent School District.

Scholastic Book Fairs

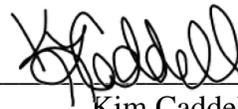
NOT TO EXCEED AMOUNT:

\$375,000

Procurement Method:	Interlocal Contract Buyboard
Contract Number:	314-21
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(461 Campus Activity Funds)



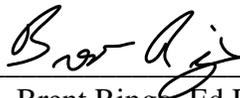
Mark A. Booker
Executive Director of Purchasing



Kim Caddell, Ed.D.
Assistant Superintendent of
Curriculum and Instruction

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: October 28, 2021

To: Misty Roberts, Buyer

From: Jeanine Boyett, Library Coordinator

RE: Recommendation to Award Contract 314-21 Book Fairs

Action Required

New Award

Material/Service

Book Fairs

Purpose

Book fairs serve as a fundraiser for the schools while placing additional books in the hands of our students. Book fairs bring parents, grandparents, and community members into the schools to purchase quality-reading materials for the student's home libraries. A percentage of the proceeds are returned to the school in the form of books or cash to purchase additional books for library shelves.

Board Goal Objective

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System TELPAS.

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Recommended Amount

\$375,000 – 461 Campus Activity Funds



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021
Agenda Item: Consider Approval of Recommended Contractor for Org #916 Harris Hill Renovation Project Eighteen (18) Months
Agenda Section: Action Item
Administrator Responsible: Mr. Paul Gonzales
Executive Director of Facilities and Maintenance

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown are the bids for Competitive Sealed Proposal #499-15-22 for Org #916 Harris Hill Renovation Project. It is staff's recommendation that the contractor be awarded as indicated below.

The CORE Group dba CORE Construction

The not to exceed amount is \$10,667,000. Potential funding is indicated below.

2014 Bond Authorization (681) – 30%

**Interest Earnings from the Proceeds of the Series 2015
Bond Issue from 2014 Bond Authorization (681) – 70%**

This agenda item was presented to the Facilities Committee and the Finance Committee for review on December 7, 2021.

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Org #916 Harris Hill Renovation Project** from the company or companies listed below provides the best value to the Garland Independent School District.

The CORE Group dba CORE Construction

NOT TO EXCEED AMOUNT:

\$10,667,000

Procurement Method:	Competitive Sealed Proposal
Contract Number:	499-15-22
Contract Term:	Eighteen (18) Months
Potential Funding Source:	2014 Bond Authorization (681) - 30% Interest Earnings from the Proceeds of the Series 2015 Bond Issue from 2014 Bond Authorization (681) - 70%



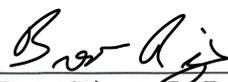
Mark A. Booker
Executive Director of Purchasing



Paul Gonzales
Executive Director of
Facilities and Maintenance

Attest:

I have examined the information provided by staff in recommending the award above.


Brent Ringo, Ed.D.
Chief Financial Officer

Garland Independent School District

CSP# 499-15-22
 ORG #916 HARRIS HILL RENOVATION
 PROJECT

Date - Nov 9 2021

**CSP Evaluation Overall Scoring and
 Ranking Summary**

OVERALL RANK >>>
 Base Bid

6	3	1	8	4	5	2	7
\$10,190,000	\$9,970,333	\$9,641,000	\$12,267,493	\$10,750,000	\$9,670,000	\$8,923,000	\$13,855,194
Proposer# 1	Proposer# 2	Proposer# 3	Proposer# 4	Proposer# 5	Proposer# 6	Proposer# 7	Proposer# 8
Key Construction Texas LLC	Gilbert May, Inc. dba Phillips/May Corp	Northridge Construction Group, LLC	DMI Corp	The CORE Group dba CORE Construction	ICI Construction, Inc	Ratcliff Constructors, L.P.	3i Contracting LLC

CRITERIA#	CRITERIA DESCRIPTION	MAXIMUM POINTS	POINTS SCORED							
1	Purchase Price	40.00	34.32	35.31	36.78	25.01	31.81	36.65	40.00	17.89
2	Quality and Reputation of Contractor	33.00	28.60	30.20	31.00	21.00	30.73	25.00	26.53	23.67
3	Execution	25.00	21.67	23.00	24.33	9.33	25.00	23.00	23.67	23.00
4	Financial Strength	2.00	N/A	1.00	1.00	N/A	1.00	N/A	1.00	N/A

TOTAL SCORE for All Criterias =	100.00	84.59	89.51	93.11	55.34	88.54	84.65	91.20	64.56
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**RANKING AFTER INTERVIEWS WITH TOP 4
 RANKED**
 The District solicited 391 suppliers and received 8 responses to this competitive solicitation.

Gilbert May, Inc. dba Phillips/May Corp	Northridge Construction Group, LLC
4	2

The CORE Group dba CORE Construction
1

Ratcliff Constructors, L.P.
3



MEMORANDUM

DATE: November 10, 2021

TO: Mark Booker, Executive Director of Purchasing

FROM: Paul Gonzales, Executive Director of Facilities and Maintenance

RE: CSP #499-15-22 for Org #916 Harris Hill Renovation Project

After reviewing the CSP #499-15-22 Org #916 Harris Hill Renovation Project, it is staff's recommendation that the bid be awarded as indicated below.

The CORE Group dba CORE Construction

The original proposal amount was \$10,750,000 but after negotiations the revised not to exceed amount is \$10,667,000. Potential funding is indicated below.

2014 Bond Authorization (681) – 30%

Interest Earnings from the Proceeds of the Series 2015 Bond Issue from 2014 Bond Authorization (681) – 70%

cc: Javier Fernandez
Nancy Nunez



MEMORANDUM

DATE: November 9, 2021

TO: Mr. Paul Gonzales

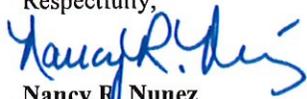
RE: CSP #499-15-22 Org #916 Harris Hill Renovation Project

The process of the evaluation committee was followed:

1. The evaluation committee of 4 members met with completed Non-disclosure Agreements and confirmed there is no Conflict of Interest. The proposals were issued to each member on November 2, 2021.
2. Each member evaluated the proposals independently using the evaluation criteria provided the contractors in the front end document.
3. Each member's evaluation was assigned an Evaluator number to remain anonymous.
4. The CSP indicated there would be interviews on November 9, 2021 with the top ranked firms. Four (4) firms were brought in and the same questions asked of each. The committee members re-scored based on clarifications and information provided. Their Schedule of Values and phasing plan were reviewed with their key personnel and mechanical lead.
5. Final scores were consolidated with the approved rubrics for pricing and financial data.
6. The Director of Risk Management reviewed the section regarding OSHA standards and worker's comp.
7. Purchasing confirmed the reference checks and scored based on the feedback from the references provided.
8. Eight (8) firms submitted proposals and 4 of the 8 qualified for DNBI reports. The information has been included in their scores based on their DNBI rating.
9. No records were found for any of the 5 firms on the debarred listing for Federal contracts in the System for Award Management (SAM) which consolidates CCR/FedReg, ORCA, and EPLS.
10. The results of the committee members' reviews resulted in a top ranked firm.
11. Based on clarifications and the evaluation criteria, the four (4) top ranked firms with points for pricing and Dunn and Bradstreet reports are:
 1. The CORE Group dba CORE Construction
 2. Northridge Construction Group, LLC
 3. Ratcliff Constructors, L.P.
 4. Gilbert May, Inc. dba Phillips/May Corporation
 5. ICI Construction, Inc.
 6. Key Construction Texas, LLC
 7. 3i contracting, LLC
 8. DMI Corp

12. The top ranked firm provides the best value to the district to meet the needs in CSP #499-15-22. Recommend Board approval to begin negotiations with the top ranked firm in accordance with Government Code Title 10 Chapter 2269.155. Also, request approval for negotiations to proceed with the 2nd ranked firm if negotiations with the top ranked firm are unsuccessful.

Respectfully,



Nancy R. Nunez
Garland ISD - Purchasing
Construction Bond Specialist
(972) 487-4132 office
NRNunez@garlandisd.net



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of Increase in Awarded Amount for Maintenance General Trades Merchandise and Services
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Paul Gonzales
Executive Director of Facilities and Maintenance

Board Goal Objective:

Not Applicable.

Superintendent’s Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrated effective planning and management of the district administration, finance, operations, and personnel.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for maintenance general trades merchandise and services for the District, discussed in the December 7, 2021 Finance Committee Meeting. It is staff’s recommendation that the bid be increased as indicated below.

See Attached List

Original Amount: (March 23, 2021)	\$ 2,000,000
Increase Amount:	\$ 500,000

The estimated total amount of the bid is not to exceed \$2,500,000. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Maintenance General Trades Merchandise and Services** from the company or companies listed below provides the best value to the Garland Independent School District.

See Attached List

ORIGINAL AMOUNT: **\$ 2,000,000**
(March 23, 2021)

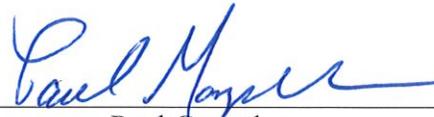
INCREASE AMOUNT: **\$ 500,000**

NOT TO EXCEED AMOUNT: **\$ 2,500,000**

Procurement Method:	Request for Proposal
Contract Number:	215-21
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(199 General Fund)



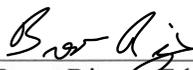
Mark A. Booker
Executive Director of Purchasing



Paul Gonzales
Executive Director of
Facilities and Maintenance

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringe, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: October 13, 2021

To: Janet Fuller, Buyer

From: Edmund Lee, Coordinator of Facility and Maintenance Business Operations *Lee*

RE: Recommendation to Increase Contract 215-21 Maintenance General
Trades Merchandise and Services

Action Required

Increase

Material/Service

General Trade Maintenance Merchandise and Services.

Purpose

The following agreement will be use to address district wide work-orders and allow for the procurement of General Trade Materials, Service transactions and Covid 19 supplies. Due to an increase in HVAC work-orders and the recent winter storm repairs, we are requesting additional funding to assist with any unforeseen repairs.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Recommended Amount

\$500,000 – 199 General Fund

RFP 215-21 MAINTENANCE GENERAL TRADES MERCHANDISE AND SERVICES

Awarded Suppliers

CABINETS AND HARDWARE SUPPLIES

Mavich LLC

DOORS: METAL, SOLID CORE, STAINLESS STEEL

Door Industry Inc
Eastern Plumbing Supply
Mavich LLC

KEYS, LOCKS, DOOR CLOSERS, HANDLES, STOPS

Centar Industries Inc
Door Industry Inc
Independent Hardware Inc
Mavich LLC

WELDING PRODUCTS AND SERVICE

Mitchell Welding Supply

STONEMASONRY SUPPLIES

Mavich LLC

FLOORING AND SUPPLIES

Mavich LLC

CONCRETE SUPPLIES

Cooper Concrete
Eastern Plumbing Supply

RESTROOM PARTITIONS AND PARTS

Centar Industries Inc
Mavich LLC
Michael Wiethorn

CAFETERIA SEATS AND PARTS

Centar Industries Inc

PORCELAIN SURFACE WHITEBOARDS

Centar Industries Inc
Michael Wiethorn
Mavich LLC

CLASSROOM FLAGS AND BRACKETS

Centar Industries Inc

LANDSCAPING EQUIPMENT AND PARTS

American Tool & Fastener
Deen Implement Co
Irrigators Supply
Mavich LLC
Richardson Saw and Lawn Mower Company Incorporated
Four Brothers Outdoor Power

The District solicited 412 suppliers and received 34 responses.

RFP 215-21 MAINTENANCE GENERAL TRADES MERCHANDISE AND SERVICES

Awarded Suppliers

IRRIGATION EQUIPMENT AND PARTS

Irrigators Supply
Site One Landscape Supply LLC

MOTOR AND HYDRAULIC OIL, ANTIFREEZE, CLEANERS

Mavich LLC
Nuco Industries Inc
Winfield Solutions LLC

COMPRESSOR EQUIPMENT AND SERVICES

Johnson Supply and Equipment Corporation
Tech Plan
Texas Airsystems LLC
United Mechanical

HVAC EQUIPMENT, PARTS AND SERVICES

Central Engineering and Supply
Entech Sales and Service
Johnson Supply and Equipment Corporation
Mavich LLC
Texas Airsystems LLC
United Mechanical

ELECTRICAL EQUIPMENT AND SUPPLIES

Crawford Electric Supply Company Inc
Entech Sales and Service

PLUMBING SUPPLIES

Eastern Plumbing Supply
United Mechanical
Winston Water Cooler Inc

FLOOR CLEANING EQUIPMENT AND SUPPLIES

Mavich LLC
Wedge Supply Inc

FENCING SUPPLIES

Mavich LLC

Playground Equipment and Services

Total Recreation Products Inc

LANDSCAPING PLANTS, SUPPLIES AND SERVICES

Covington Landscape and Nursery
Site One Landscape Supply LLC

SAND AND GRAVEL

Cleaner Image*
Winfield Solutions LLC

The District solicited 412 suppliers and received 34 responses.

*Indicates New Award

RFP 215-21 MAINTENANCE GENERAL TRADES MERCHANDISE AND SERVICES

Awarded Suppliers

PLAYGROUND MULCH MATERIAL

Bailey Bark Material Incorporated

Soil Express LTD

HOTSY POWER WASHER REPAIR

North Texas Sales & Distribution LLC

LUMBER

International Architectural Metals Inc*

The District solicited 412 suppliers and received 34 responses.

*Indicates New Award



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of Increase in Awarded Amount for Career and Technical Education Auto Collision Repair Technology Merchandise & Services First of Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Dr. Erika Crump
Director of Career and Technical Education

Board Goal Objective:

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent’s Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for career and technical education auto collision repair technology merchandise & services for the District, discussed in the December 7, 2021 Finance Committee Meeting. It is staff’s recommendation that the bid be increased as indicated below.

Curran Collision Center DBC Industrial English Collision Center	English Color & Supply Preston Hicks
Original Amount: (March 31, 2021)	\$ 74,999
Increase Amount:	\$ 75,001

The estimated total amount of the bid is not to exceed \$150,000. Potential funding is indicated below.

- General Fund (199) – 85%**
- Career and Technical – Basic Grant (244) – 5%**
- Campus Activity Funds (461) – 5%**
- Student Activity Account (865) – 5%**

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Career and Technical Education Auto Collision Repair Technology Merchandise & Services** from the company or companies listed below provides the best value to the Garland Independent School District.

Curran Collision Center
DBC Industrial
English Collision Center

English Color & Supply
Preston Hicks

ORIGINAL AMOUNT: **\$ 74,999**
(March 31, 2021)

INCREASE AMOUNT: **\$ 75,001**

NOT TO EXCEED AMOUNT: **\$ 150,000**

Procurement Method:	Request for Proposal	
Contract Number:	32-20-03	
Contract Term:	First of four (4) annual renewal options.	
Potential Funding Source:	(199 General Fund)	85%
	(244 Career and Technical – Basic Grant)	5%
	(461 Campus Activity Funds)	5%
	(865 Student Activity Account)	5%



Mark A. Booker
Executive Director of Purchasing



Erika Crump, Ed.D.
Director of Career and
Technical Education

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringe, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: October 14, 2021

To: Mark A. Booker, Executive Director of Purchasing

From: Erika Crump, Director of Career and Technical Education

RE: Recommendation to Increase RFP 32-20-03 Career and Technical Education Auto Collision Repair Technology Merchandise & Services

Action Required

Increase

Material/Service

Equipment, Supplies & Services to sustain and support state-of-the-art instruction in the automotive/manufacturing Programs of Study

Purpose

Equipment, supplies and services used in CTE Automotive and manufacturing classes with industry-caliber equipment/supplies

Board Goal Objective

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Recommended Amount

\$75,001 - 199 General Fund 85%, 244 Career and Technical - Basic Grant 5%, 461 Campus Activity Funds 5%, 865 Student Activity Account 5%



**Garland Independent School District
Board of Trustees**

Date of Meeting: December 14, 2021

Agenda Item: Consider Approval of Increase in Awarded Amount for Sign Making Equipment and Supplies
Second of Two (2) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Keith Hopson
Coordinator Printing Services

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrated effective planning and management of the district administration, finance, operations, and personnel.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for sign making equipment and supplies for the District, discussed in the December 7, 2021 Finance Committee Meeting. It is staff's recommendation that the bid be increased as indicated below.

	Janus Signs Signwarehouse
Original Amount: (May 22, 2020)	\$ 74,999
Increase Amount:	\$ 60,000

The estimated total amount of the bid is not to exceed \$134,999. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Sign Making Equipment and Supplies** from the company or companies listed below provides the best value to the Garland Independent School District.

Janus Signs
Signwarehouse

ORIGINAL AMOUNT: **\$ 74,999**
(May 22, 2020)

INCREASE AMOUNT: **\$ 60,000**

NOT TO EXCEED AMOUNT: **\$ 134,999**

Procurement Method:	Request for Bid
Contract Number:	291-19-01
Contract Term:	Second of two (2) annual renewal options.
Potential Funding Source:	(199 General Fund)



Mark A. Booker

Executive Director of Purchasing



Keith Hopson

Coordinator Printing Services

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.

Chief Financial Officer



Garland Independent School District

Date: October 29, 2021

To: Diane Fields, Buyer

From: Keith Hopson, Print Shop Coordinator

RE: Recommendation to Increase Contract 291-19-01 Sign Making Equipment and Supplies

Action Required

Increase

Material/Service

Printing Services Supplies and Equipment.

Purpose

Provide Supplies, Equipment and Services for Print Shop. One of the awarded vendors on this contract (Janus Signs) did not respond to previous RFP/RFB solicited for Maintenance Department. Because of this, the District will need to utilize Janus Signs through this contract, which will require a higher contract spend.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Recommended Amount

\$60,000 – 199 General Fund