

# Garland Independent School District

## Board of Trustees

### Regular Meeting

Tuesday, August 22, 2023

#### Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance
- III. 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>.
- IV. Information Items
  - A. Evidence of Excellence
    - 1. Recognize Sachse Track and Field State Recognitions - **Jason Wheeler** 4
    - 2. Recognize Fine Arts State Competition Recognitions - **Joseph Figarelli** 5
    - 3. Recognize the Garland High School Step Team - **Joseph Figarelli** 6
  - B. Going the Extra Mile (GEMs)
    - 1. Recognize Going the Extra Mile (GEM) Recipient Cadeal Lacen - **Jason Wheeler** 7
  - C. Introduction of District Administrators - **Dr. Gradyne E. Brown** 9
  - D. Receive Safety and Security Audit Report - **Mr. Mark Quinn** 10
- V. Discussion Items
  - A. Learning Recovery Audit: Learning Recovery Analysis Assessment Audit Interim Results - **Dr. Ricardo Lopez, Wesley Johnson, David Osman (Gibson Consulting)** 11
  - B. Discuss and Identify Board Priorities for the 2023-2024 School Year - **Mrs. Linda Griffin** 79
  - C. Trustees' Report 80
    - 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	
D. Superintendent's Report	88
E. Future Agenda Items	90
VI. Consent Agenda - Consider approval of	
A. Human Resources Report	92
B. Consider Approval of Budget Transfers and Amendments to the 2023-2024 General Fund – <b>(Finance, Facilities and Operations Committee)</b>	102
C. Consider Approval of Resolution of the Procurement Delivery Method for the Bond 2023 – <b>Javier Fernandez (Board Bond Committee)</b>	105
D. Consider Approval of Public Information Request Calendar – <b>Lisa Ray (Academic and District Affairs Committee)</b>	107
E. New Bids	
1. Contract #221-23-01 - Consider Approval to Award Construction Management Software and Related Services – <b>Javier Fernandez (Board Bond Committee)</b>	111
F. Renewal Bids <b>(Finance, Facilities and Operations Committee)</b>	
1. Contract#55-22 - Consider Approval of Purchase of Liability (General, Professional, Employee Benefit) and Workers Compensation Third Party Administration Services – <b>John King</b>	114
2. Contract#325-19-13 - Consider Approval of Purchase of PSAT-SAT Materials and Services – <b>Dr. Jason Adams</b>	118
3. Contract#361-16-21- Consider Approval of Purchase of Hazardous Materials Consulting Services – <b>Frank Bayardo</b>	122
4. Contract#397-21-04 - Consider Approval of Purchase of Educational Software, Licenses, Subscriptions, Hardware and Services – <b>Mark A. Booker</b>	126
VII. Action Item (Non Consent)	
A. Consider Approval of the 2023-24 Student Code of Conduct – <b>Dr. Babetta Hemphill (Academic and District Affairs)</b>	131
B. Consider Approval of Endorsement for TASB Board of Directors Region 10, Position D - <b>Mrs. Linda Griffin</b>	197
C. Consider Approval of Local Policies from TASB Update 121 - <b>Lisa Ray</b>	205
D. Consider Approval of Resolution Concerning Waiver of Local Board Policy to Require Two Readings of Policy before Adoption - <b>Lisa Ray</b>	252
E. Consider Approval of Revisions to DH(LOCAL) - <b>Lisa Ray</b>	255
F. Consider Approval of Revisions to CKED(LOCAL) - <b>Dr. Shelley Garrett, Lisa Ray</b>	261

G. Discuss and Adopt Resolution to Declare a Good Cause  
Exception for House Bill 3 Armed Security Officer Requirement - **Dr.**  
**Shelley Garrett**

264

VIII. 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 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.

1. Consultation and deliberation regarding Safety and Security Audit.

B. 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.

C. 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 delegation of limited authority to Superintendent to purchase real property on behalf of the District.

2. Consultation and deliberation regarding the procedures for conducting a Level III hearing pursuant to Board Policy DGBA(LOCAL).

3. Hear, Consider and Deliberate on Level III Employee Grievance Appeal of Lisa Chambless.

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

A. Consideration and possible action regarding delegation of limited authority to Superintendent to purchase real property on behalf of the District.

B. Consider, Discuss and Take Action on Level III Employee Grievance Appeal of Lisa Chambless.

X. Adjournment



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023  
**Agenda Item:** Evidence of Excellence  
**Agenda Section:** Information Items  
**Administrator Responsible:** Jason Wheeler  
Executive Director of Communications  
**Board Goal Objective:** Superintendent Goal #4 & #6

### **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:**

To honor UIL State Track and Field participants and medalists from Sachse High School.

Sachse High School's Hannah Lowe took home third place in the 6A girls 100-meter dash. Along with Lowe, Sachse's Favor Anyanwu reached the state finals in the girls 6A shot put this season, after winning the event at state last year. Anyanwu placed ninth overall with a distance of 38-11.25.

### **Administrative Recommendations:**

Provided for your information only.



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	August 22, 2023
<b>Agenda Item:</b>	Evidence of Excellence
<b>Agenda Section:</b>	Information Items
<b>Administrator Responsible:</b>	Joseph Figarelli Director of Fine Arts
<b>Board Goal Objective:</b>	Superintendent Goal #4 & #6

### **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:**

Solo and Ensemble events in band, choir and orchestra are scheduled in all UIL Music Regions. Students earning a Division One Rating at the region competition are eligible to advance to the UIL State Solo and Ensemble Contest traditionally hosted in Austin on Memorial Day weekend. At state, students perform in front of a judge for a rating. First division is gold, second division is silver, and third division is bronze. Congratulations to the following students for receiving a gold medal at the prestigious UIL State Solo and Ensemble Contest.

### **Administrative Recommendations:**

Provided for your information only.



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023  
**Agenda Item:** Evidence of Excellence  
**Agenda Section:** Information Items  
**Administrator Responsible:** Joseph Figarelli  
Director of Fine Arts  
**Board Goal Objective:** Superintendent Goal #4 & #6

### **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:**

Theta Nu Sigma Step Program representing Garland High School competed in the Youth Step USA National Competition on May 27, 2023. The event was held in Newark, New Jersey where the best step programs in the nation competed for the national title. Our students placed first in the coed category to win the distinction of National Champions. It is also noteworthy to add that they placed 2nd overall with the most points scored during the competition.

### **Administrative Recommendations:**

Provided for your information only.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** August 22, 2023  
**Agenda Item:** Going the Extra Mile (GEM) Recognition  
**Agenda Section:** Information Item  
**Administrator Responsible:** Jason Wheeler  
Executive Director of Communications

**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 acknowledgment 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.

Cadeal Lacen, Recovery Specialist Liason, was nominated for going above and beyond in her new position. She played a key role in assisting with the 90% attendance and loss of credit process and work with the at risk students.

**Administrative Recommendation:**

Provided for your consideration.



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	August 22, 2023
<b>Agenda Item:</b>	Introduction of District Administrators
<b>Agenda Section:</b>	Information Item
<b>Administrator Responsible:</b>	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.

Principal Garland High School – Duke Barnett  
Principal South Garland High School – Adrian Leday  
Principal Coyle Middle School – Cherelle Wilson  
Principal Abbett Elementary School – Stefani Blackman  
Principal Back Elementary – Carolyn Lee  
Principal Beaver Elementary – Jai Garcia  
Principal Pearson Elementary – Charla McClure  
Principal Southgate Elementary – Jairo Casco  
Principal Steadham Elementary – Antonio Martinez  
Principal Walnut Glen Elementary – Jenny Thomason  
Principal Watson Elementary – Gina Makidon  
Principal Weaver Elementary – Ashlie Wreyford  
Principal Williams Elementary – Angie Ariza

### **Administrative Recommendations:**

Provided for your information.



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** Receive Safety & Security Audit Report

**Agenda Section:** Information Item

**Administrator Responsible:** Mr. Mark Quinn, Director of Security

### **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 top priority of Garland ISD is keeping students and staff safe every day. The State of Texas mandates that at least once every three years, each school district shall conduct a safety and security audit of the district's facilities and campuses. Garland ISD follows safety and security audit procedures developed by the Texas School Safety Center.

This audit helps us identify how campuses can improve safety for students and provides us with an opportunity to create a safer learning environment.

We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Safety & Security Audit will be discussed in the executive session and with the Safety and Security Committee. Garland ISD is committed to providing a safe and secure learning environment for our students and staff.

#### **Administrative Recommendations:**

Provided for your information.



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	August 22, 2023
<b>Agenda Item:</b>	Learning Recovery Audit: Learning Recovery Analysis Assessment Audit Interim Results
<b>Agenda Section:</b>	Discussion Item
<b>Administrator Responsible:</b>	Dr. Ricardo López, Superintendent Wesley Johnson, Internal Audit Advisory Group Chair David Osman, Gibson Consulting

### **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 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 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'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.

**Summary/Background Information:**

Gibson conducted a Learning Recovery Analysis to assess the degree to which students in Garland ISD are recovering from pandemic-related disruptions to learning. Specifically, Gibson sought to understand if students enrolled in the District after March 2020 had similar rates of academic growth in comparison to their historical peers in Garland ISD, before the pandemic. The purpose of this agenda item will be to share independent review findings.

**Administrative Recommendations:**

Provided for your consideration and discussion.

# Garland Independent School District Learning Recovery Audit

# Agenda

---

- Objectives
- Learning Recovery Analysis: Findings
- Assessment Audit: Findings and Recommendations
- Questions
- Next Steps

# What these Studies Examined

---

- **Learning Recovery Analysis**

- Examined the degree to which Garland ISD students have grown at similar rates to their pre-pandemic peers.
- This analysis helps to answer if students in Garland ISD are on track to return to pre-pandemic learning rates.
- No recommendations provided.

- **Assessments Audit**

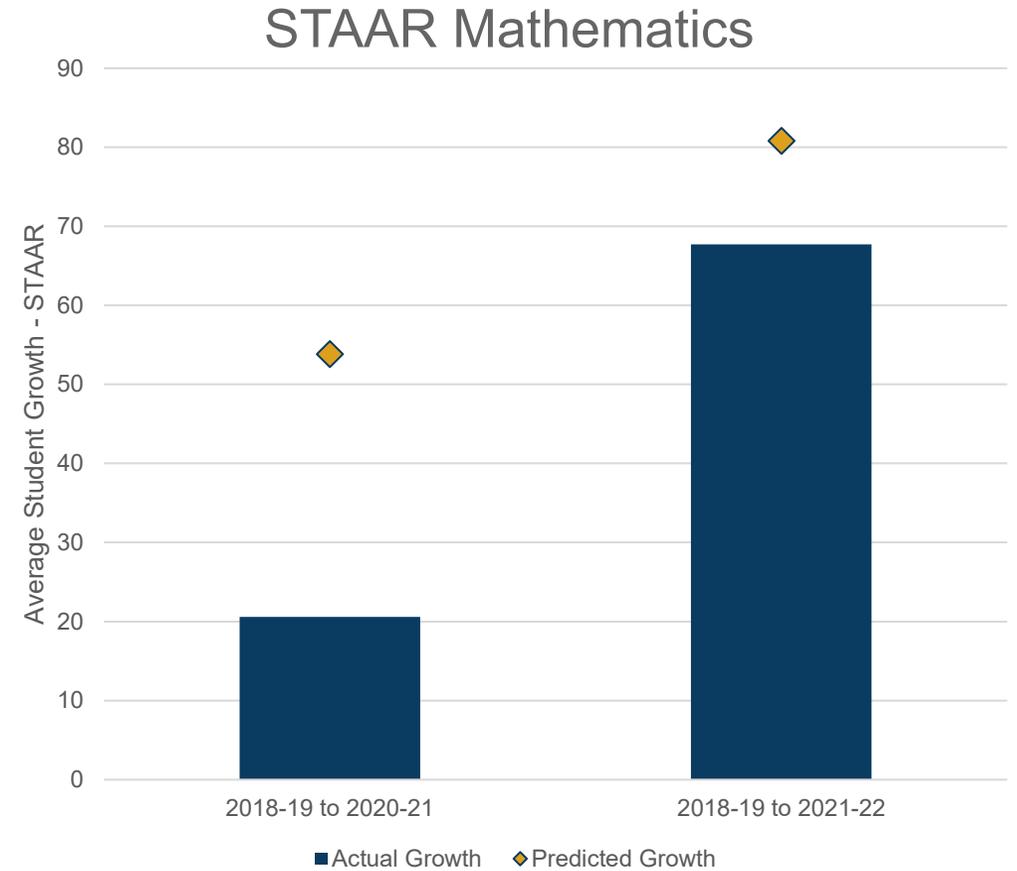
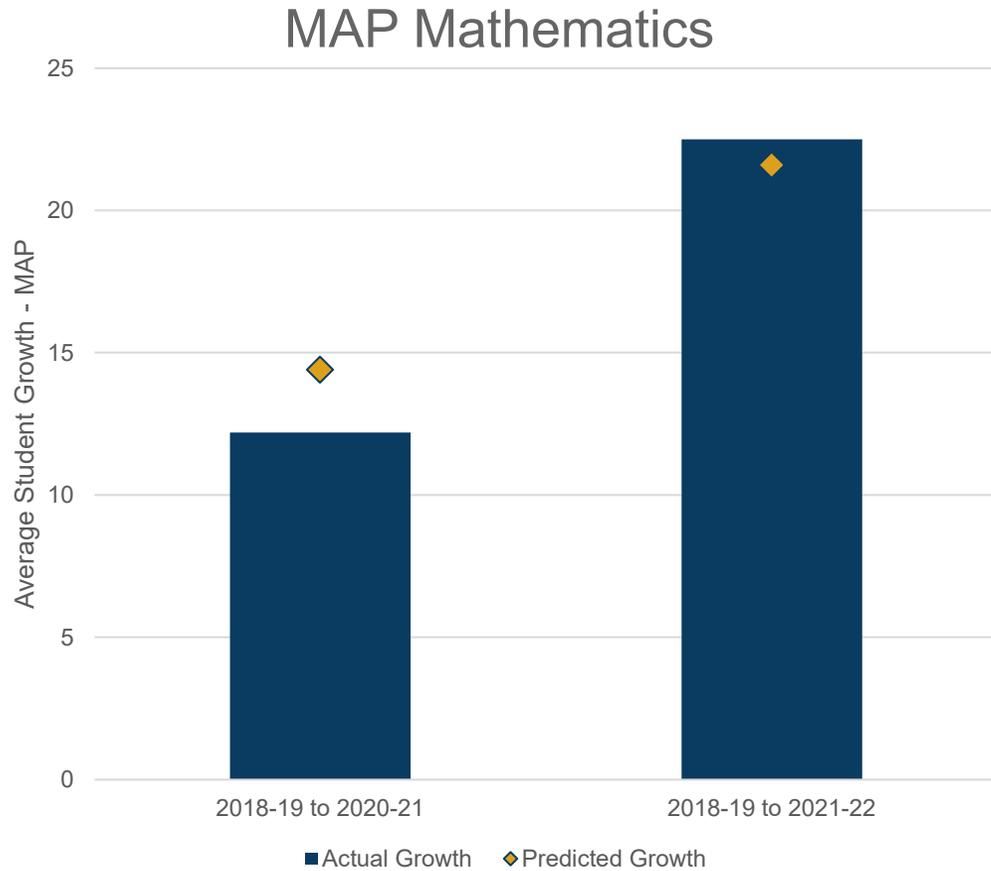
- Systematically explored the assessments system in Garland ISD.
- Identified how assessments were designed to be used and how they were used in practice.
- Recommendations provided to better align the assessments system with best practices for data collection and use.

# Learning Recovery Analysis: Executive Summary

---

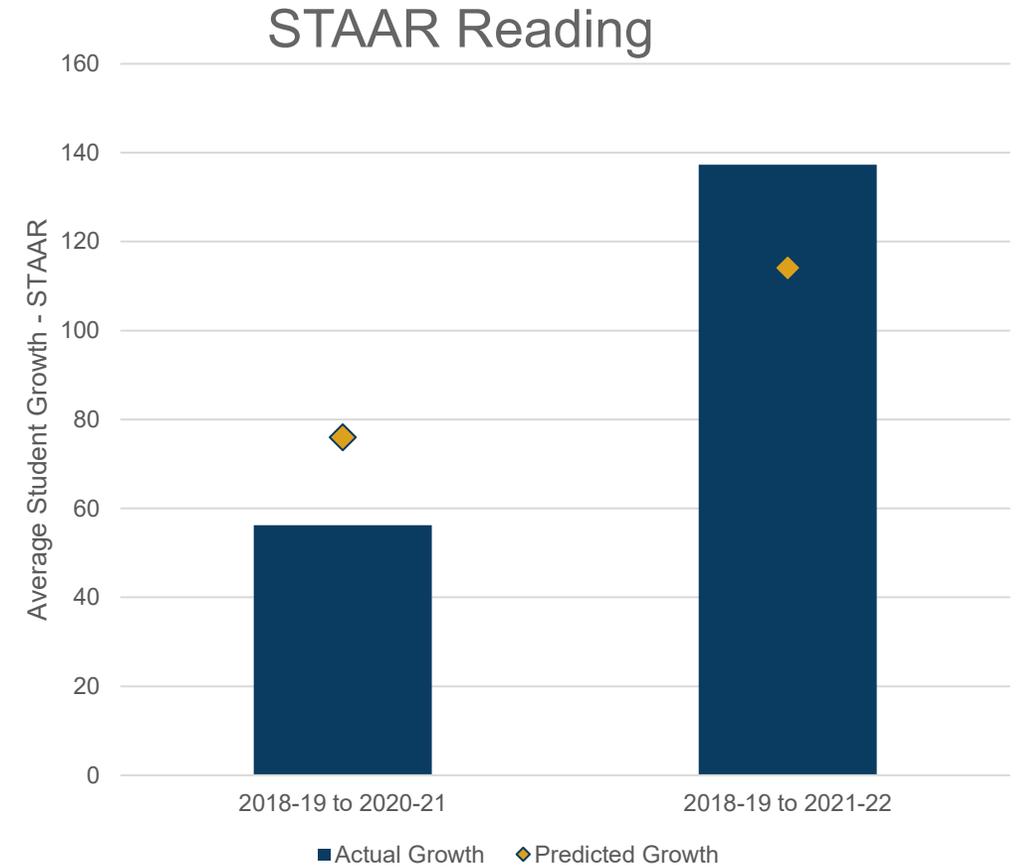
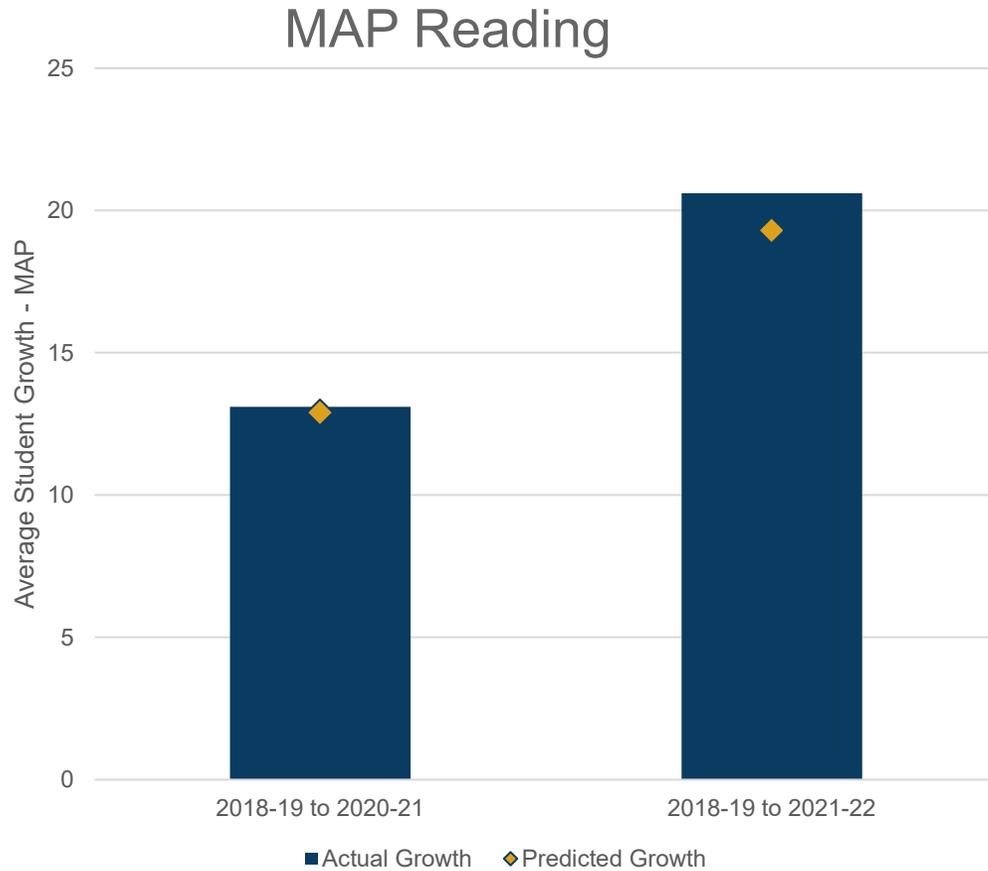
- After seeing decelerated growth in the first year after the onset of the pandemic (i.e., 2020-21), students in Garland ISD, on average, returned to pre-pandemic growth rates by 2021-22.
- Recovery efforts seem to be effectively supporting students in recovering from pandemic-related disruptions in Spring 2020 and throughout the 2020-21 school year.

# Predicted and Actual Student Growth in Math



Note. Total number of students was 13,371 (Grades 3-8; MAP) and 6,667 (Grades 6-8; STAAR). Grade 8 STAAR Mathematics growth rates were only estimated for students who were assessed by Grade 8 STAAR Mathematics and do not include Grade 8 students assessed by STAAR Algebra I End-of-Course.

# Predicted and Actual Student Growth in Reading



Note. Total number of students was 9,859 (MAP) and 8,104 (STAAR).

# Assessments Audit: Executive Summary

---

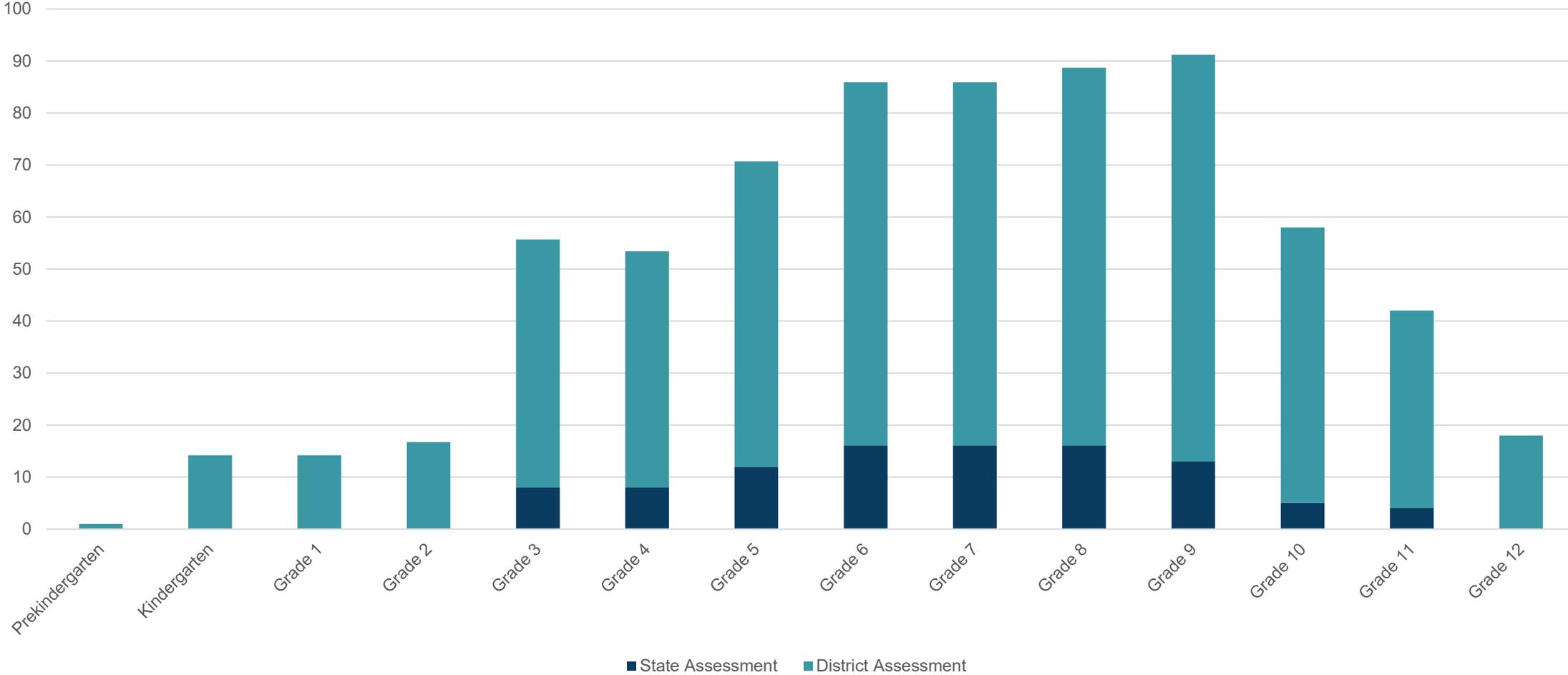
- To support students in recovering from pandemic-related disruptions, educators in Garland ISD have heavily relied on the use of assessment data, a best practice. Assessment data use is endemic in Garland ISD and has likely played a key role in supporting students in recovering from pandemic-related disruptions.
- Students in Garland ISD participate in an inordinate number of assessments – likely more than necessary for teachers, school leaders, district leaders, board members, and parents to make effective decisions about student learning and system change.
- There are ways in which the assessment system in Garland ISD can be adjusted to create a more effective and more efficient system.

# Assessments Audit Methodology

---

- Data Collection Methods
  - District staff interviews and focus groups
  - Principal and assistant principal interviews and focus groups
  - Teacher focus groups
  - Document analysis

# Hours Dedicated to Assessment, 2022-23



# Recommendations

---

- **Recommendation 1:** Gather consensus across stakeholders regarding an assessment strategy for each grade level that maximizes benefits and minimizes costs.
- **Recommendation 2:** Continue the practice of developing a testing calendar prior to the start of the school year and follow through without making changes.
- **Recommendation 3:** Assign a point person responsible for all District assessments to make key decisions regarding assessments.
  
- **Management Response: Agree**

# Purposes of Assessments

---

## Instruction

- Identify content for whole-group reteaching
- Identify content for small group reteaching
- Assign students to small groups for reteaching
- Backwards design instructional content
- Determine success of teaching practices
- Identify content-specific expertise across teachers

## Identification

- Identify students for gifted and talented services
- Identify students for special education services (including dyslexia)
- Identify students for magnet programming
- Identify students for advanced course enrollment

## Monitor system-level progress and allocate resources

- Monitor school effectiveness
- Monitor district effectiveness
- Identify teachers in need of additional support
- Identify schools in need of additional support

# Purposes of Assessments

---

- **Recommendation 4:** Provide school-based staff with consistent and regular communication about the explicit purposes of each assessment.
  
- **Management Response: Agree**

# Instruction

- To guide reteaching of specific content
- To identify specific students in need of short-term support
- To backwards design instructional lesson planning
- To evaluate teaching practices

Assessment	Use for Instruction in Garland ISD	Grade
<b>CIRCLE</b>	Evaluate student performance in broad subject areas (e.g., phonological awareness). Assign students to instructional groups for the purposes of differentiated instruction.	PK
<b>Curriculum Based Assessments (CBAs)</b>	Evaluate student mastery of individual standards. Results in identification of individual students who need additional support (in class and outside of class). Evaluate Tier I curriculum via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers. Assist in planning upcoming units to align curriculum to what is taught in CBAs. Assign students to instructional groups for the purposes of differentiated instruction.	K – 12
<b>Extended Constructed Response (ECR)</b>	Evaluate student mastery of standards as assessed in a STAAR-like written response format.	6 – 8
<b>Measures of Academic Progress (MAP)</b>	Evaluate student performance in broad subject areas (e.g., reading comprehension). Assign students to instructional groups for the purposes of differentiated instruction.	K – 8
<b>mCLASS Texas</b>	Evaluate student performance in reading-related areas (e.g., phonological awareness). Assign students to instructional groups for the purposes of differentiated instruction.	K – 5
<b>Power Demonstration of Learning (PDOL)</b>	Evaluate student-level mastery of individual standards. Results in identification of individual students who need additional support (in class and outside of class). Evaluate Tier I curriculum via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers. Assign students to instructional groups for the purposes of differentiated instruction.	6 – 8
<b>STAAR Interim</b>	Evaluate student-level mastery of individual standards. Results in identification of individual students who need additional support (in class and outside of class). Evaluate Tier I curriculum via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers. Assign students to instructional groups for the purposes of differentiated instruction.	3 – EOC

# Instruction

---

- **Recommendation 5:** Reduce the number of District-required assessments designed to guide teachers' instructional practices.
- **Recommendation 6:** Revise how CBA data are collected and analyzed at the District level to more clearly align with a focus on guiding educators' classroom instruction.
- **Recommendation 7:** End the practice of using STAAR Interim data to identify deficits in specific knowledge, skills, or state standards.
  
- **Management Response: Agree**

# Identification

- Identify students for gifted and talented services
- Identify students for special education services (including dyslexia)
- Identify students for magnet programming
- Identify students for advanced course enrollment

Assessment	Use for Identification	Grade
CIRCLE	Identify students who may be effectively served by intervention services.	PK
CogAT	Identify students who may be effectively served by gifted and talented programming.	K, 1, 5
Curriculum Based Assessments (CBAs)	Identify students who may be effectively served by the Garland ISD Afterschool Program.	K – 12
MAP	Identify students who may be effectively served by intervention services.	K – 8
mCLASS Texas	Identify students who may be effectively served by intervention services.	K – 5
PSAT	Identify students who may be successful in advanced courses.	8, 9, 10
SAT	Identify students who may be successful in advanced courses.	11
STAAR	Identify students in need of intervention services. Identify students who may be successful in advanced courses.	3 - EOC

# Identification

---

- **Recommendation 8:** Eliminate the use of PSAT in Grades 8 and 9.
- **Recommendation 9:** Utilize data to identify students who may be successful in advanced courses.
- **Recommendation 10:** Continue the use of MAP to identify students in need of additional services.
  
- **Management Response #8: Partially Agree**
- **Management Response #9/#10: Agree**

# System-Level Progress Monitoring and Resource Allocation

- Monitor school effectiveness
- Monitor District effectiveness
- Identify teachers in need of additional support
- Identify schools in need of additional support

Assessment	Use for System-Level Progress Monitoring	Grade
CIRCLE	Evaluate school performance throughout the year. Measure in Teacher Incentive Allotment calculations.	PK
Curriculum Based Assessments (CBAs)	Create District-wide curricular alignment in unit scheduling. Evaluate school performance throughout the year. Evaluate student group performance throughout the year. Allocate District-level resources to schools throughout the year. Evaluate quality of District-level curriculum. Evaluate school performance throughout the year.	K – 12
MAP	Evaluate school performance in September and January. Measure in Teacher Incentive Allotment calculations. Allocate District-level resources to schools in September and January.	K – 8
STAAR/EOC	Evaluate school performance in May.	3 – EOC
STAAR Interim	Evaluate school performance in December and February.	3 – EOC

# System-Level Progress Monitoring and Resource Allocation

---

- **Recommendation 11:** End the practice of using CBAs to monitor system-level progress.
- **Recommendation 12:** Consider reducing the administration of STAAR Interim to once per year.
- **Recommendation 13:** Reduce the number of assessments from which data are reported to the Board of Trustees.
  
- **Management Response: Agree**

# Questions and Answers

# Next Steps

---

- Identify psychometric properties of assessments from two assessment suites:
  - CBAs
  - MAP
- Psychometric properties to be explored:
  - Predictive validity in relation to STAAR
  - Cut score analysis
- Analysis to be completed in November

# Learning Recovery Audit: Learning Recovery Analysis Assessment Audit Interim Results

Prepared for:  
Garland Independent School District

June 2023

Submitted By:  
Gibson Consulting Group, Inc.  
P.O. Box 163356  
Austin, Texas 78716  
512.328.0884  
[www.gibsonconsult.com](http://www.gibsonconsult.com)

# GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

## Table of Contents

<b>Executive Summary .....</b>	<b>1</b>
<b>Chapter 1: Learning Recovery Analysis .....</b>	<b>3</b>
Chapter Summary.....	3
Methodology .....	3
Findings .....	4
<b>Chapter 2: Assessments Audit.....</b>	<b>10</b>
Introduction .....	10
Framework Guiding the Assessments Audit .....	11
Methodology .....	12
Assessments in Garland ISD.....	13
<b>Appendix A: Learning Recovery Analysis Methods.....</b>	<b>A-1</b>
<b>Appendix B: Interview and Focus Group Participants.....</b>	<b>B-1</b>

# Executive Summary

---

The impacts of the COVID-19 pandemic were pronounced in US schools, and students grew at a slower pace during the 2019-20 and 2020-21 school years (Kuhfeld & Lewis, 2022). However, many students are recovering from pandemic-influenced schooling and have caught up to, or even surpassed, prepandemic rates of learning. To determine the degree to which students in Garland Independent School District (Garland ISD) have academically recovered from pandemic-influenced schooling, Garland ISD procured the services of Gibson Consulting Group (Gibson) to research the longitudinal growth rates of Garland ISD students in reading and mathematics, as assessed by Measures of Academic Progress (MAP) assessments and the State of Texas Assessments of Academic Readiness (STAAR).

As seen in this research study, student assessments are the primary tool that educators, policy makers, and researchers use to systematically evaluate student learning and adjust instruction to improve student learning. Because of this, assessment data is a meaningful tool for responding to pandemic-related learning loss. However, the collection of assessment data comes at cost for school systems, educators, and students. Because the benefits of assessment use are so great, and the costs can be high, it is important to periodically audit a district's assessment system. The Assessments Audit described in this report provides an inventory of the assessments system in Garland ISD and specific recommendations for ways to reduce the burden of assessments on students and educators while retaining a powerful assessment system that can effectively guide teacher, school, and district-wide decision making.

## What This Study Examined

This study was designed in two parts: an analysis of Garland ISD students' learning recovery after school closures in 2019-20 and 2020-21 (Learning Recovery Analysis), and a comprehensive review of the assessments system within Garland ISD (Assessments Audit).

### *Learning Recovery Analysis*

The Learning Recovery Analysis examined the degree to which Garland ISD students have grown at similar rates to their pre-pandemic peers. This analysis helps to answer if students in Garland ISD are on track to return to pre-pandemic learning rates.

### *Assessments Audit*

The Assessments Audit systematically explored the assessments system in Garland ISD. In this analysis, Gibson sought to identify how assessments were designed to be used and how they were used in practice. After a comprehensive review of the assessments system, Gibson provides recommendations to better align the assessments system with best practices for data collection and use.

## Key Findings

### *Learning Recovery Analysis*

After seeing decelerated growth in the first year after the onset of the pandemic (i.e., 2020-21), students in Garland ISD, on average, returned to pre-pandemic growth rates by 2021-22. Recovery efforts seem to be effectively supporting students in recovering from pandemic-related disruptions in Spring 2020 and throughout the 2020-21 school year.

### *Assessments Audit*

To support students in recovering from pandemic-related disruptions, educators in Garland ISD have heavily relied on the use of assessment data, a best practice. Assessment data use is endemic in Garland ISD and has likely played a key role in supporting students in recovering from pandemic-related disruptions.

Students in Garland ISD participate in an inordinate number of assessments – likely more than necessary for teachers, school leaders, district leaders, board members, and parents to make effective decisions about student learning and system change.

There are ways in which the assessment system in Garland ISD can be adjusted to create a more effective and more efficient system. This report provides several recommendations that may support the District in crafting an assessment system that is more effective and efficient.

# Chapter 1: Learning Recovery Analysis

## Chapter Summary

Gibson conducted a Learning Recovery Analysis to assess the degree to which students in Garland ISD are recovering from pandemic-related disruptions to learning. Specifically, Gibson sought to understand if students enrolled in the District after March 2020 had similar rates of academic growth in comparison to their historical peers in Garland ISD, before the pandemic.

In the first year after the onset of the pandemic (i.e., 2020-21), students in Garland ISD, on average, experienced decelerated growth. However, by the next year (i.e., 2021-22), students returned to, or accelerated past, pre-pandemic growth rates. Recovery efforts in the District appear to be fruitful and are, on average, supporting students in effectively recovering from the pandemic-related disruptions that occurred in Spring 2020 and throughout the 2020-21 school year.

This chapter summarizes findings from the Learning Recovery Audit. Results are also available in the form of a data dashboard, which is publicly available at the website provided below.

**Learning Recovery Results Dashboard:** <http://www.garland.gibsonsurveys.com/>

## Methodology

School operations, and students' lives more broadly, were significantly impacted by the COVID-19 pandemic. Garland ISD schools operated in fundamentally different ways during the pandemic.

Research from schools across the US indicates that many students' academic growth was negatively affected by the pandemic. When analyzing a nationally representative sample of students, Kuhfeld and Lewis (2022) found that US students were not on pace with typical (i.e., pre-pandemic) learning pace in 2020-21 in reading and mathematics. Findings from this nationally representative sample indicated that students were especially behind in their mathematics learning, in comparison to pre-pandemic students. These same researchers uncovered some relatively good news, however, as students in 2021-22 were beginning to close the gap between their pace of learning in reading and mathematics in comparison to pre-pandemic students. In other words, students in 2021-22 were beginning to recover from the negative effects of the pandemic. However, their pace of learning had not yet caught them up with pre-pandemic students. Depending on the grade and subject, Kuhfeld and Lewis estimated that it would take most students between two and five years to catch up to the pace of learning set by students pre-pandemic.

Given the negative effects of the pandemic on students across the US, this study sought to explore the effects of the pandemic on students in Garland ISD, specifically. The data presented in this report examines changes in assessment performance that may have been due to the pandemic. It also maps the magnitude of these changes across school levels, grade-levels, test types, and student demographic groups.

Gibson employed regression-based statistical modeling techniques to project how Garland ISD students in 2020-21 and 2021-22 would have performed on Northwest Evaluation Association's (NWEA) Measures of

Academic Progress (MAP) and State of Texas Assessments of Academic Readiness (STAAR) Reading and Math had they followed the pre-pandemic growth trajectories of comparable students in Garland ISD (i.e., 2015-16 to 2018-19). Gibson then compared Garland ISD students' actual MAP and STAAR performance in 2020-21 and 2021-22 to students' projected pre-pandemic growth trajectories to estimate how the pandemic may have influenced students' performance.

Another way to think about this analysis is that pre-pandemic Garland ISD students and current Garland ISD students are in a metaphorical race. Estimates presented in this report represent the degree to which pre-pandemic students performed in this metaphorical race in comparison to current students over the course of three years. The statistical modeling techniques enable Gibson to say, also, that the differences in students' growth are above and beyond any demographic differences (including previous academic performance) that may contribute to differences. In this way, this study provides an apples-to-apples comparison of pre-pandemic students and current students within Garland ISD.

A detailed technical description of Gibson's analytic approach is described in Appendix A.

## Findings

The comparison of students' academic growth trends indicated that students in the post-pandemic period (i.e., from 2018-19 through 2021-22) grew at rates comparable to students in the pre-pandemic period (i.e., from 2015-16 through 2018-19). However, growth rates in the post-pandemic period were less stable than in the pre-pandemic period. Student growth was particularly accelerated during the 2021-22 school year, possibly indicating that Garland ISD's response to pandemic-related academic struggles has been effective. The remainder of this section describes these findings in greater detail.

### Mathematics

By 2021-22, students in Garland ISD outpaced the growth rates of their pre-pandemic peers, on average, in mathematics by 4% as measured by MAP, and underperformed their pre-pandemic peers by 16%, on average, as measured by STAAR.

Based on average pre-pandemic trends, Garland ISD students who were in Grades 3 to 8<sup>1</sup> in 2021-22 were expected to grow 21.6 scale score points on MAP from 2018-19 through 2021-22. Instead, these Garland ISD students grew an average of 22.5 scale score points during the four-year period. These students' recovery was not consistent across post-pandemic years, however. In the first year of the pandemic (i.e., growth from 2018-19 to 2020-21), Garland ISD students underperformed in comparison to pre-pandemic trends; however, by 2021-22 students had surpassed pre-pandemic trends (Figure 1).

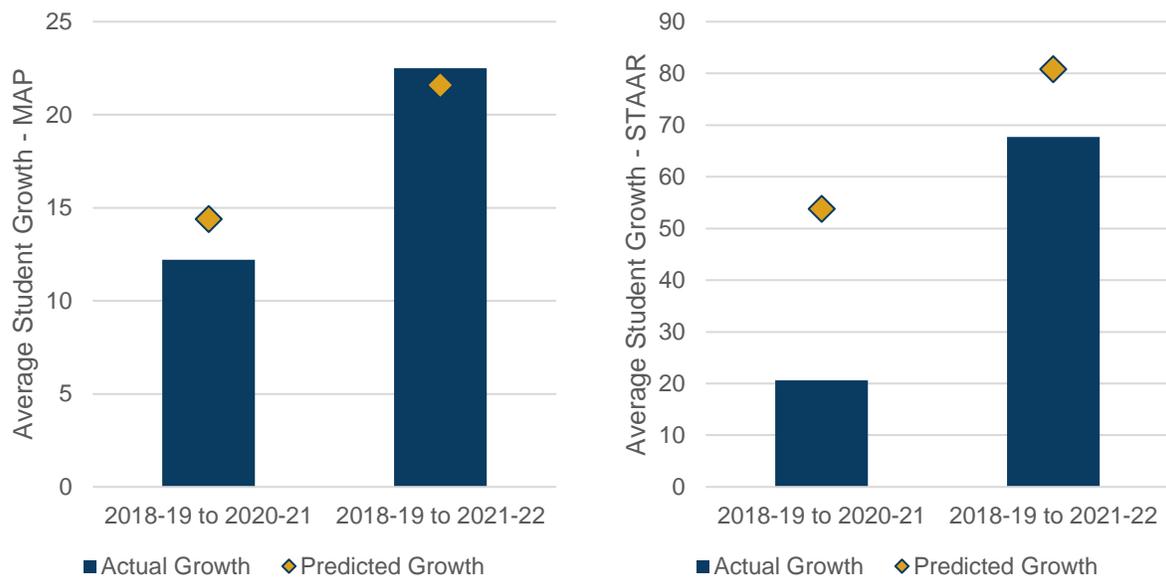
---

<sup>1</sup> Analyses of MAP data were limited to students who had MAP data in the first year of the study (i.e., 2018-19 for the post-pandemic cohort; 2015-16 for the pre-pandemic cohort). Because students in Kindergarten through Grade 2 in the last year of the study were not yet in Kindergarten in the first year of the study, no MAP data was collected from these students and they were excluded from the study. Garland ISD does not require the MAP for students above Grade 8, therefore students in Grades 9 through 12 were excluded from the study.

As measured by STAAR, Garland ISD students across Grades 6 through 8<sup>2</sup> were expected to grow 80.8 scale score points during the three-year period. Instead, students grew 67.7 scale score points on STAAR from 2018-19 through 2021-22. Students underperformed predicted growth by 33.2 scale score points in 2020-21 and performed above predicted growth in 2021-22 by 10.1 scale score points in 2021-22, resulting in a difference of 13.1 scale score points across the three-year period.

If Garland ISD students continue growth rates on STAAR that were seen in 2021-22 during the 2022-23 school year, it is likely that students will perform at pre-pandemic performance as measured by STAAR by 2022-23 (Figure 1).

**Figure 1. Predicted and Actual Student Growth in Mathematics on MAP and STAAR**



Note. Total number of students was 13,371 (Grades 3-8; MAP) and 6,667 (Grades 6-8; STAAR). Grade 8 STAAR mathematics growth rates were only estimated for students who were assessed by Grade 8 STAAR Mathematics and do not include Grade 8 students assessed by STAAR Algebra I End of Course.

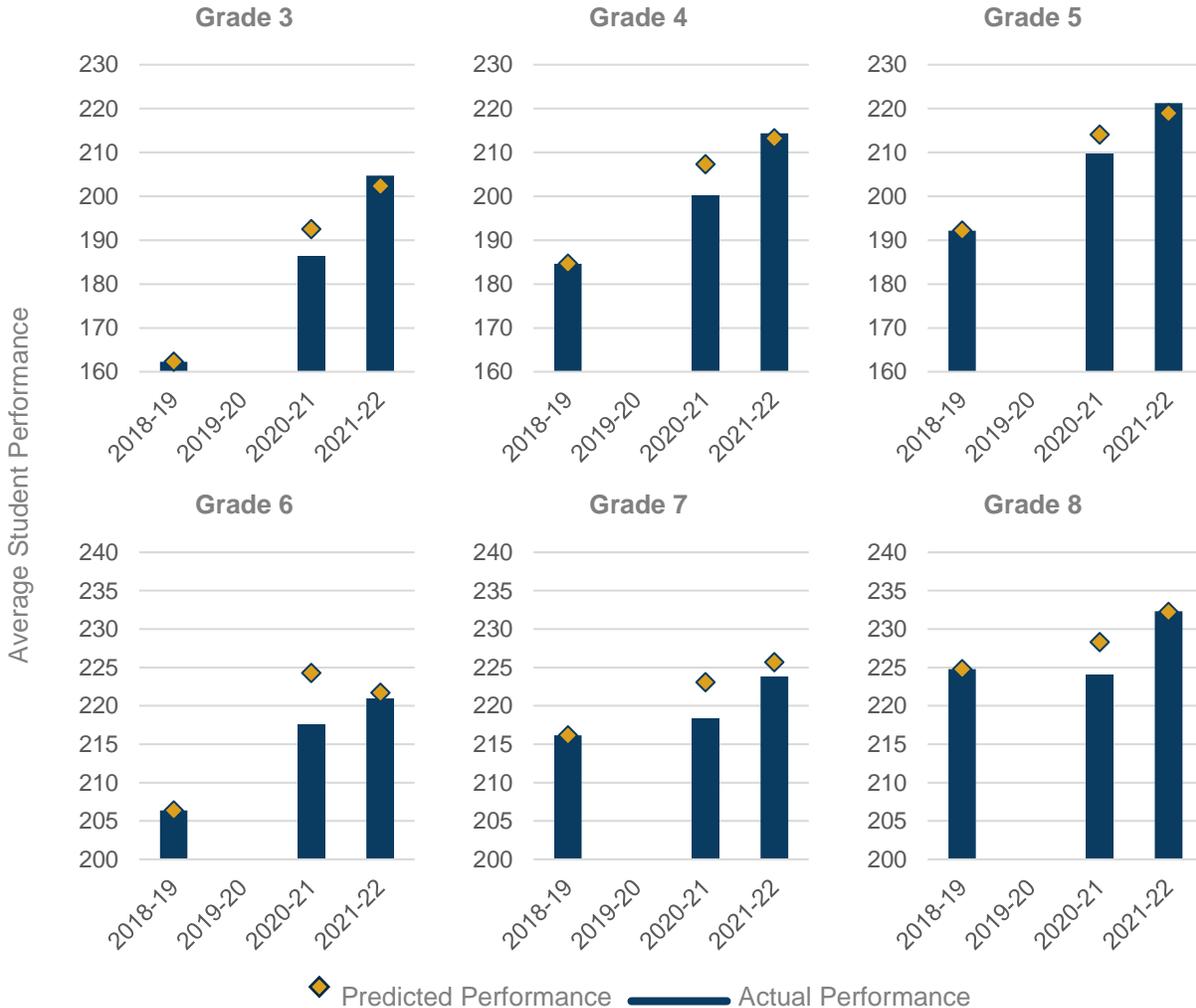
Source. Gibson's analysis of Garland ISD student data

When disaggregating growth rates and performance on MAP and STAAR by student grade level in 2021-22 (i.e., students' grade level at the end of the analysis), interesting trends emerge.

<sup>2</sup> Analyses of STAAR data were limited to students who had STAAR data in the first year of the study (i.e., 2018-19 for the post-pandemic cohort; 2015-16 for the pre-pandemic cohort). STAAR is offered to students in Grades 3 through 8. Because students in Kindergarten through Grade 5 in the last year of the study were not yet in Grade 3 in the first year of the study, no STAAR data was collected from these students and they were excluded from the study. STAAR is not offered to students above Grade 8 and STAAR End-of-Course test scores cannot be psychometrically equated to Grade 3 through 8 STAAR scores, therefore students in Grades 9 through 12 were excluded from the study. Grade 8 students who participated in STAAR End-of-Course Algebra I were excluded from the study for the same reason.

As measured by MAP, students in elementary school in 2021-22 (i.e., Grades 3 through 5) remained close to pre-pandemic trends in 2020-21 and outpaced pre-pandemic peers by 2021-22 (Figure 2). Students in middle school in 2021-22 were less close to pre-pandemic trends as measured by MAP in 2020-21. By 2021-22, these students were closer to pre-pandemic trends, but students in Grades 6 and 7 in 2021-22 remained behind pre-pandemic trends (Figure 2).

**Figure 2. MAP Mathematics Growth Rates Disaggregated by 2021-22 Student Grade Level**

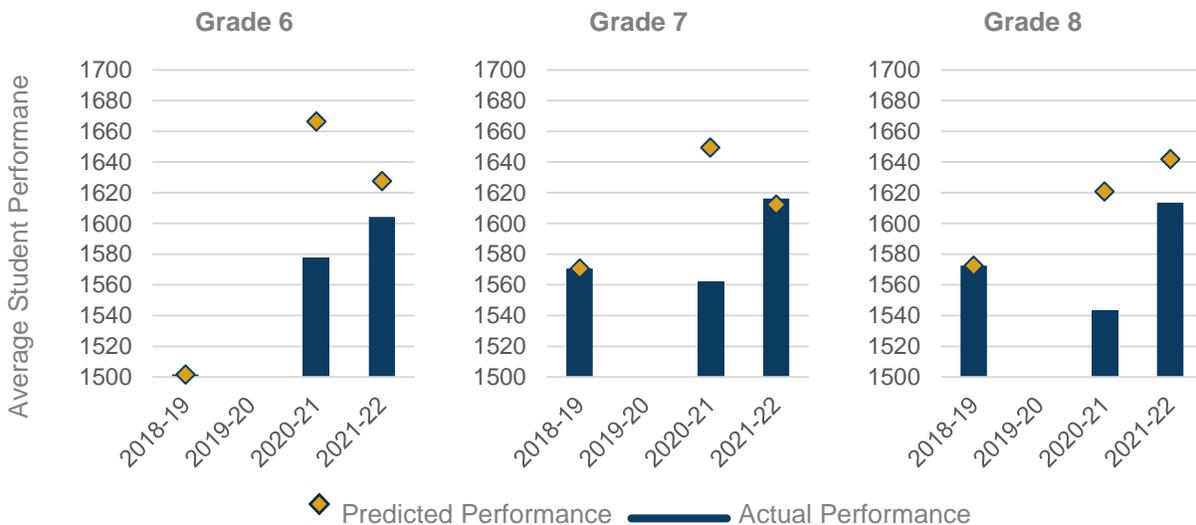


Note. Total number of students was 13,371. Dashed line indicates missing data from end-of-year 2019-20.

Source. Gibson's analysis of Garland ISD student data

Analysis of STAAR growth trends was limited to students in Grades 6 through 8, because these students were the only students in Garland ISD in 2021-22 who had participated in STAAR testing prior to the onset of the pandemic (i.e., they were in Grade 3 or above in 2018-19) and had also participated in STAAR testing in 2021-22 (i.e., they were in Grade 8 or below in 2021-22). While the analytic sample used to calculate STAAR growth rates was different than the analytic sample presented in the MAP analysis described above, a broadly similar trend appears across the two analyses.<sup>3</sup> Garland ISD students underperformed pre-pandemic projections in 2020-21 and performed closer to pre-pandemic projections by 2021-22.

**Figure 3. STAAR Mathematics Growth Rates Disaggregated by 2021-22 Student Grade Level**



Note. Total number of students was 6,667. Grade 8 growth rates were only estimated for students who were assessed by Grade 8 STAAR Mathematics and do not include Grade 8 students assessed by STAAR Algebra I End of Course. Dashed line indicates missing data from end-of-year 2019-20.

Source. Gibson's analysis of Garland ISD student data

## Reading

By 2021-22, students in Garland ISD outpaced the growth rates of their pre-pandemic peers in reading by 7% as measured by MAP and by 20% as measured by STAAR.

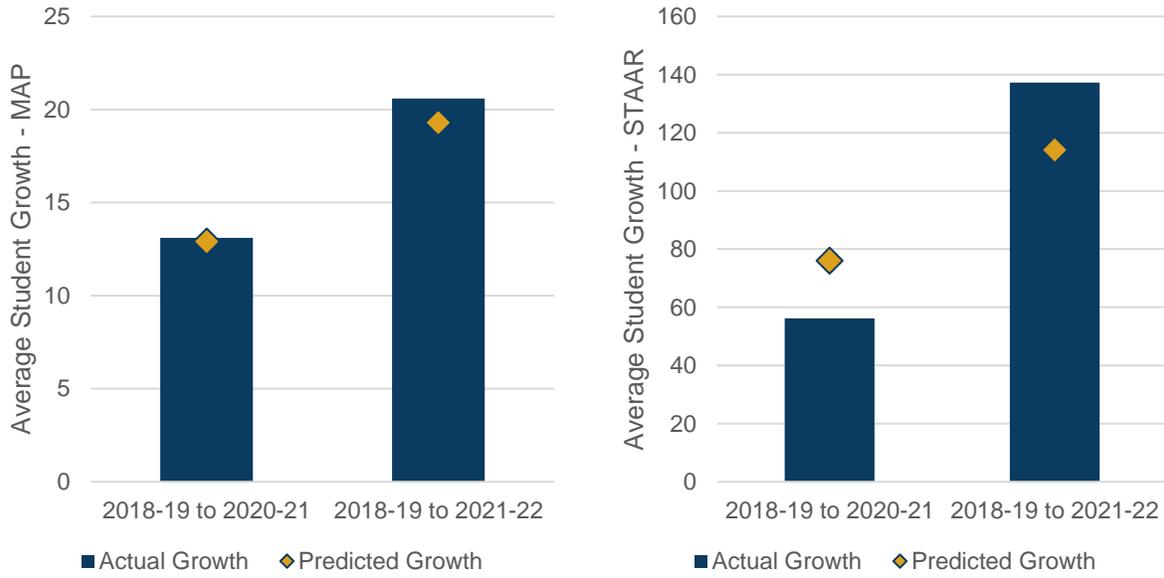
Based on average pre-pandemic trends, Garland ISD students in Grades 3 to 8<sup>4</sup> were expected to grow 19.3 scale score points on MAP from 2018-19 through 2021-22. Instead, students grew 20.6 scale score points during the four-year period. As with mathematics, students' post-pandemic growth was not consistent across the post-pandemic period. From 2018-19 to 2020-21, the first year in which post-pandemic data were available, Garland ISD students underperformed on MAP in comparison to pre-pandemic trends; however, by 2021-22 students had surpassed pre-pandemic trends.

<sup>3</sup> Analysis did not include students in Grade 8 who participated in STAAR End-of-Course Algebra I.

<sup>4</sup> See Footnote 1.

As measured by STAAR, Garland ISD students across Grades 6 through 8<sup>5</sup> were expected to grow 114.1 scale score points during the four-year period (i.e., 2018-19 through 2021-22). Instead, students grew 137.3 scale score points. As seen in other analyses, Garland ISD students underperformed predicted growth by 19.8 scale score points in 2020-21 and performed above predicted growth by 43.2 scale score points in 2021-22, resulting in a difference of 23.2 scale score points across the four-year period (Figure 4).

**Figure 4. Predicted and Actual Student Growth in Reading on MAP and STAAR**



Note. Total number of students was 9,859 (MAP) and 8,104 (STAAR).

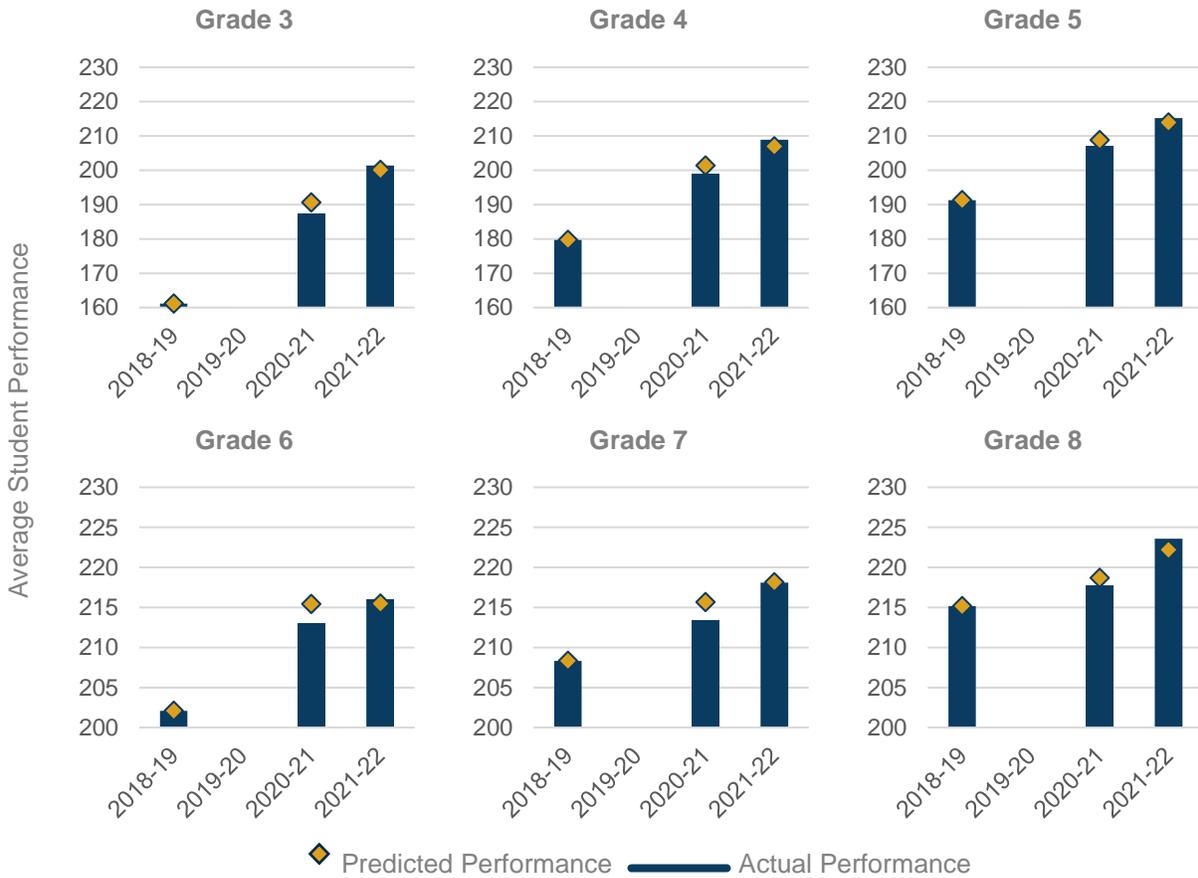
Source. Gibson's analysis of Garland ISD student data

When disaggregating reading results on MAP and STAAR by student grade level in 2021-22, a similar trend across grade levels appears.

On average, Garland ISD students generally performed below pre-pandemic trends in 2020-21, but performed above pre-pandemic trends in 2021-22. This trend was consistent across grades and reading assessments (Figures 5 and 6).

<sup>5</sup> See Footnote 2.

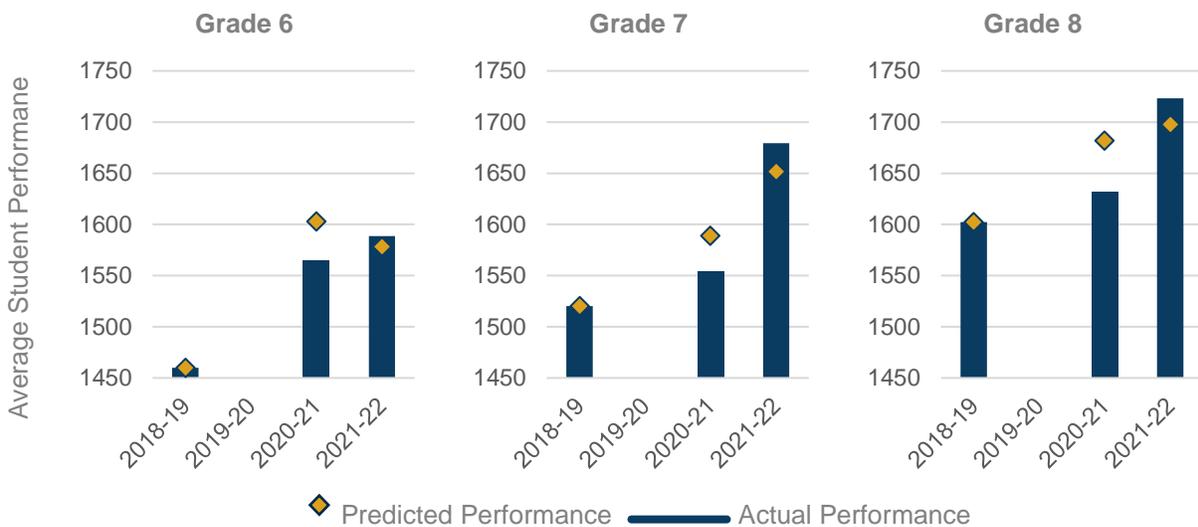
**Figure 5. MAP Reading Growth Rates Disaggregated by 2021-22 Student Grade Level**



Note. Total number of students was 9,859. Dashed line indicates missing data from end-of-year 2019-20.

Source. Gibson's analysis of Garland ISD student data

**Figure 6. STAAR – Reading Growth Rates Disaggregated by 2021-22 Student Grade Level**



Note. Total number of students was 8,104. Dashed line indicates missing data from end-of-year 2019-20.

Source. Gibson's analysis of Garland ISD student data

## Chapter 2: Assessments Audit

### Introduction

Garland ISD has a rich assessment system that provides teachers, school leaders, and District leaders with a wealth of information to guide instructional and system-wide decision-making. This assessment system is rich, in part, because of the number of assessments that are required for teachers to administer to their students. The following section provides a summary of the assessments offered, the number of minutes in which students participate in testing in Garland ISD, and a description of the ways in which teachers, school leaders, and District leaders use assessment data to guide their decision-making.

The collection and use of assessment data is a best practice in education. Assessment data can meaningfully guide teachers' instructional planning, teachers' targeted reteaching of content, the allocation of resources to teachers and schools in need of additional support, and evaluate the effectiveness of various programs and initiatives.

However, the collection of assessment data comes at a cost.

- First, there is a financial cost to administer many assessments. Although some assessments are provided at no financial cost to the District (e.g., STAAR, STAAR – Interim Assessments), other assessments are provisioned at a cost from a vendor (e.g., MAP, mCLASS Texas). In 2022-23, Garland ISD provided a suite of assessments for an estimated cost of over two million dollars.
- In addition, the collection of assessment data requires that students complete the assessment. Given that the number of instructional minutes is finite, time allocated to assessment completion comes at the cost of time otherwise allocated to instruction. This Chapter provides an analysis of the number of instructional minutes allocated to assessment use across grades in Garland ISD.
- Finally, assessment systems require the dedication of meaningful staff time. Assessments created locally (e.g., Curriculum-Based Assessments [CBAs]) require staff time to develop and modify assessment questions. Staff time are allocated to the establishment and maintenance of assessment data systems. Meaningful time is also spent analyzing and interpreting assessment data to guide teacher, school leader, and District leader decision-making. Given the heavy workload expected of educators, high expectations of staff time can result in stress, burnout, and staff turnover.<sup>6</sup>

Because assessment data are a meaningful tool to guide decision-making in schools, and these data are collected and analyzed at a cost, it is important to periodically evaluate the effectiveness of assessment systems in school districts. The goal of the analyses presented in this report is to better understand how

---

<sup>6</sup> Wronkowski, M. & Urick, A. (2019) Examining the relationship of teacher perception of accountability and assessment policies on teacher turnover during NCLB. *Educational Policy Analysis Archives*, 27(86).

the assessment system in Garland ISD is operating and to provide recommendations to adjust the assessment system, given the benefits and costs of collecting and analyzing assessment data.

## Framework Guiding the Assessments Audit

Gibson conducts Assessment Audits guided by a three-pronged framework that consolidates their understanding of assessment design, the nuances between the written, taught, and tested curriculum, and the purposes of assessments that guide decision-making in schools.

**School systems need assessments that are appropriate for (a) guiding instruction, (b) monitoring student progress, and (c) monitoring school and district progress.** Research on educators' data use indicates that effective assessment systems include a suite of assessments that serve different purposes.

- Some assessments in this suite must enable teachers to understand what students have learned in order to guide teachers' instruction. These assessments are most useful when they are aligned to the curriculum taught, and in diagnosing student strengths and weaknesses. Example assessments include common assessments and teacher-created formative assessments.
- Other assessments in this suite must enable educators to monitor student progress and identify students in need of additional services. These assessments are most useful when they have strong psychometric properties and can adequately identify students who need additional services and those who do not (i.e., high sensitivity and specificity). Example assessments include universal screeners and standardized assessments.
- Finally, assessments in this suite must enable district and school leaders to monitor school and district progress towards goals. These assessments are most useful when they are aligned with district goals for student learning and accurately measure school-level changes in student performance. Example assessments include state-mandated standardized assessments and universal screeners.

**Assessments have different design characteristics that make them appropriate for some purposes and not for others.** The term "assessment" covers a wide range of tools, from teacher-developed exit tickets to norm-referenced assessments like the Iowa Test of Basic Skills. The ways in which assessments are developed determine the ways in which the tools are best used by educators. As an analogy, automobiles share common characteristics, but the differences in their characteristics determine how they are best used. Whereas sports cars and pickup trucks are both automobiles, but one is best used to move heavy objects and the other is best used to move quickly, different assessments have different uses for which they are best implemented. Teachers and school leaders receive little training in understanding how various assessments are designed and validated which makes it easy to assume that different tests can be used interchangeably. To determine if assessments are used in the District in alignment with their designed purpose, Gibson conducted interviews and focus groups to understand how assessments are used in the District and determined if these uses aligned with assessment design characteristics.

**Assessments are only useful if they are used by educators to make decisions.** District leaders and assessment vendors often proposit the usefulness of various assessments to support educators' decision-making. However, these assessments are only useful in improving student outcomes if educators use this information to guide their decision-making in practice. Oftentimes educators are unable to analyze assessment data because they lack the training, expertise, or time to analyze these data. Other times, educators do not value the data provided because they believe the data is not aligned to their, or their schools', pedagogy or values. Because of this, it is important when examining the effectiveness of an assessment system to understand the ways in which assessment data is used by educators in practice and the ways in which District staff and school staff communicate about assessment data to those who are using it.

## Methodology

To understand the assessment system in Garland ISD and identify opportunities to maximize benefits and minimize costs, Gibson conducted an Assessments Audit. This analysis relied on several sources of data and analysis activities, including interviews and focus groups with over 50 District staff, school administrators, and teachers, as well as the collection of District documents (e.g., assessment calendars).

- **District staff interviews and focus groups** supported Gibson in identifying the suite of assessments offered in Garland ISD and understanding the intended purposes of each assessment. Analyses of interview data provided insight into the degree to which the assessment purposes were overlapping (a list of District staff interviewed is presented in Appendix B).
- **Principal and assistant principal interviews and focus groups** supported Gibson in identifying how assessments were used in GISD in practice. Analyses of these data provided insight into the degree to which actual campus use differed from intended use, as defined by District staff.
- **Teacher focus groups** supported Gibson in understanding how teachers used assessments in practice in Garland ISD. Analyses of these data provided insight into the degree to which actual teacher use differed from intended use, as defined by District staff.
- **Document analysis** of key assessment-related documents supported Gibson in identifying the suite of assessments offered, how these assessments were intended to be used in practice, and the intended purposes of these assessments.

An expert in the field of educator's data use and a research assistant conducted interviews and focus groups.<sup>7</sup> During interviews and focus groups, the research team used a semi-structured interview protocol

---

<sup>7</sup> Dr. David Osman, Director of Research and Evaluation, has presented research findings on educators' assessment use at the American Education Research Association (AERA) annual conference, the Texas Association of School Administrators/Texas Association of School Boards (TASA/TASB) Conference, the Texas Assessment Conference, and the Texas Association for the Gifted and Talented Conference. His research on educator's assessment use has been published in journals such as the *Journal of Psychoeducational Assessment*, *Reading and Writing Quarterly*, *Psychology in the Schools*, *School Psychology*, and *Journal of School Psychology*.

to understand the purpose and utilization of each assessment administered in Garland ISD.<sup>8</sup> For example, researchers asked questions such as:

- What are the purposes of Curriculum-Based Assessments (CBAs)?
- How are CBAs used at your school?
- How does CBA data affect your decision-making processes?
- How does the CBA data inform your planning of upcoming units?
- What is most useful about CBA data for your work?

Transcripts and notes from all interviews and focus groups were collected and analyzed through the use of open codes. Open codes were collapsed to create themes, which are presented in this report.

Gibson also collected a series of documents and data from Garland ISD for deductive analysis. These documents included historical and current assessment calendars, assessment administration protocols, board agenda minutes, District guidance on assessments use, data protocols, organizational charts, and selected staff documentation of time. Documents were analyzed to triangulate findings revealed in interviews and focus groups and to provide context to information collected in interviews and focus groups.

## Findings

This section provides a summary of the assessment system as administered in Garland ISD.

First, Gibson describes the costs of assessments through three analyses: a description of number assessments offered in Garland ISD, a description of the number of instructional minutes allocated to assessment administration at the student level, and a description of the financial costs associated with assessments in the District.

Next, Gibson describes how educators in Garland ISD use assessments to improve their instructional practices. Educators in the District use assessments meaningfully to guide their instruction, to identify students in need of additional services, and to monitor system-level progress.

Throughout this section Gibson presents recommendations for improving these practices. The research team crafted each recommendation based on findings derived from the data and analyses available to the research team and on the professional expertise of the research team.

---

<sup>8</sup> Interview and focus group protocol provided in Appendix B. Interviews and focus groups were recorded and transcribed for analysis.

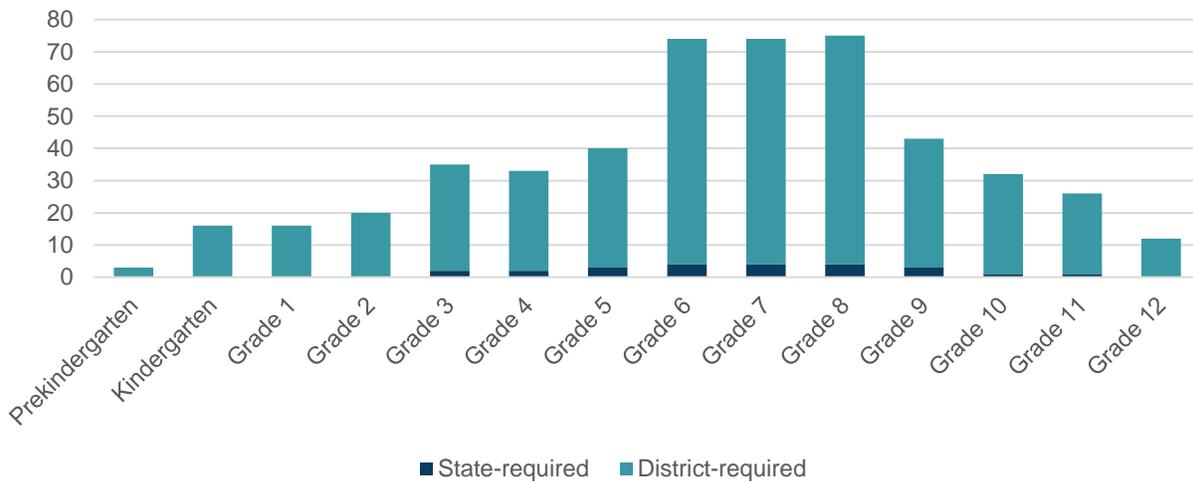
## Cost of Assessment Use in Garland ISD

### *Number of Assessments by Grade Level*

Staff in Garland ISD think deeply about assessment use. In interviews with District and school staff, it is evident that educators in the District find value in assessment use and make meaningful decisions based on these data. As a result, the number of assessments administered in Garland ISD has grown over time.

A descriptive analysis of Garland ISD's assessments by student grade level shows a wide range in the number of assessments administered across grade levels in an academic school year. On average, students in Garland ISD will take approximately 34 District-required assessments in 2022-23. Prekindergarten students will take three District-required assessments (i.e., CIRCLE three times per year), whereas Grade 8 students will take 71 District-required assessments. Students enrolled in grades with STAAR testing (i.e., Grades 3 through 11) participated in more assessments than did students in grades without STAAR testing (Figure 7; Table 2).

**Figure 7. Number of Assessments Administered by Student Grade Level, 2022-23**



Source. Gibson's analysis of Garland ISD Assessment Calendar, 2022-23 and assessment manuals

**Table 1. Number of Required Assessments by Student Grade Level, 2022-23**

Grade	State-required Assessments	District-required Assessments	Total Number of Assessments
Prekindergarten	0	3	3
Kindergarten	0	16	16
Grade 1	0	16	16
Grade 2	0	20	20
Grade 3	2	33	35
Grade 4	2	31	33
Grade 5	3	37	40
Grade 6	4	70	74
Grade 7	4	70	74
Grade 8	4	71	75
Grade 9	3	40	43
Grade 10	1	31	36
Grade 11	1	25	26
Grade 12	0	12	12

Note. Assessment administration count was calculated for general education students. Additional assessments were required for emergent bilingual students, for students in remedial courses, and for students participating in teacher-created assessments, including high school semester examinations. High school courses were assigned to grade levels based on common course-taking patterns in Garland ISD (e.g., Algebra I-related assessments were assigned to Grade 9 students).

Source. Gibson's analysis of Garland ISD Assessment Calendar, 2022-23 and assessment manuals

### ***Assessment Administration Time***

There is variability in the amount of time that it takes to administer assessments. Because of this, the number of assessments administered does not provide a complete picture of the cost of assessment use on instructional time. For example, the CIRCLE assessment manual estimates that CIRCLE assessments take approximately 20 minutes to administer, whereas STAAR assessments take approximately 4 hours to administer.

To gather an understanding of how much instructional time is allocated to student assessment, the research team collected an inventory of the assessments administered and the number of estimated minutes students were allocated to complete those assessments. This analysis likely represents an underestimation of the time spent in assessment because these estimates do not include the instructional minutes that are dedicated to preparing and concluding the assessment (e.g., rearranging desks, reading instructions, collecting answer sheets, transitioning back to instruction). In addition, this analysis does not include any minutes spent participating in teacher-created assessments such as unit tests or high school semester

examinations. Finally, these statistics also do not include required assessments for emergent bilingual students (i.e., TELPAS).

During the 2022-23 school year, on average, students in Garland ISD will participate in 49.7 hours of required assessment administration per school year. Of these hours, 86% of minutes will be spent in District-required assessments in comparison to 14% spent in state-required assessment (e.g., STAAR). These hours represent 4% of the instructional minutes provided to students in Garland ISD.<sup>9</sup>

There is variability across grades in the number of minutes allocated to assessments (Figure 8; Table 2). On average in 2022-23:

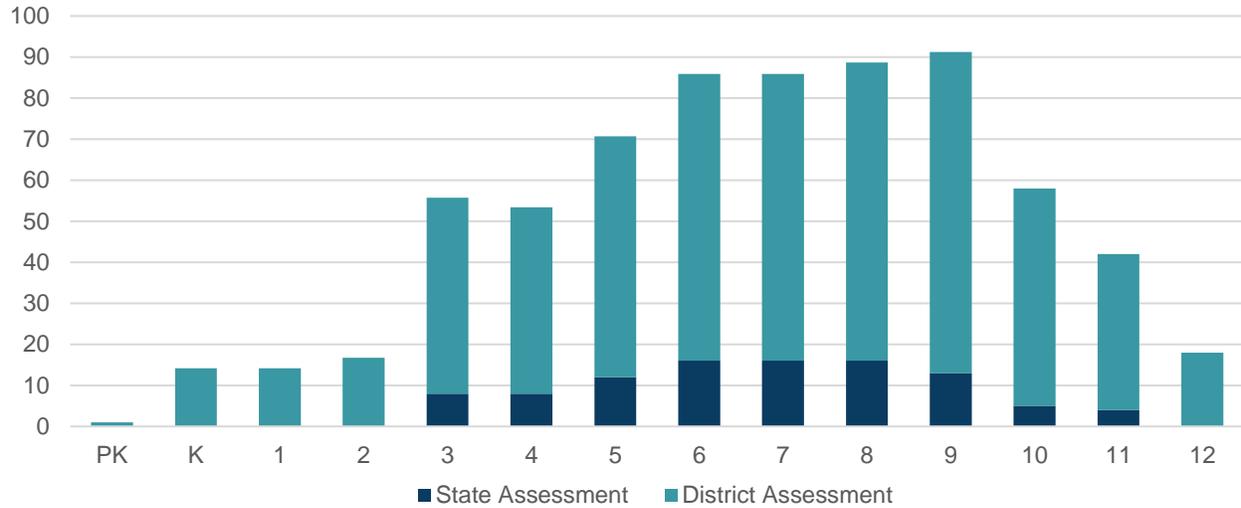
- Early elementary school students (i.e., Prekindergarten through Grade 2) participate in 11.5 hours of assessment (0.01% of instructional minutes)<sup>10</sup>;
- Upper elementary school students (i.e., Grades 3 through 5) participate in 59.9 hours of assessment (5% of instructional minutes);
- Middle school students participate in 86.8 hours of assessment (7% of instructional minutes); and
- High school students participate in 46.8 of assessment (4% of instructional minutes).

There are no established best practices for the number of instructional minutes that should be allocated to assessment time. In addition, little research exists on the average number of instructional minutes dedicated to assessment in schools across the US.

---

<sup>9</sup> This calculation assumes 77,000 instructional minutes per school year.

<sup>10</sup> Although Prekindergarten students spend one hour per school year participating in assessment, this number is not a true reflection of the impact of assessments on instruction, because CIRCLE is individually administered (i.e., one-on-one). To get an indication of the number of hours that Prekindergarten teachers spend administering the assessment, it is necessary to multiply one hour by the number of students in the classroom.

**Figure 8. Number of Hours of Assessment Administration by Grade, 2022-23**

Source. Gibson's analysis of Garland ISD Assessment Calendar, 2022-23 and assessment manuals

**Table 2. Amount of Time Students Spend Participating in Assessment Administration, 2022-23**

Grade	State Assessment Time in Hours	District Assessment Time in Hours	Total Time in Hours
Prekindergarten	0.0	1.0	1.0
Kindergarten	0.0	14.2	14.2
Grade 1	0.0	14.2	14.2
Grade 2	0.0	16.7	16.7
Grade 3	8.0	47.7	55.7
Grade 4	8.0	45.4	53.4
Grade 5	12.0	58.7	70.7
Grade 6	16.0	69.9	85.9
Grade 7	16.0	69.9	85.9
Grade 8	16.0	72.7	88.7
Grade 9	13.0	78.2	91.2
Grade 10	5.0	53.0	58.0
Grade 11	4.0	38.0	42.0
Grade 12	0.0	18.0	18.0

Note. Assessment time is an estimate of the average number of minutes that general education students participated in assessment administration in 2022-23. Additional assessment administration time is needed for emergent bilingual students, for students in remedial courses, and for students participating in teacher-created assessments.

Source. Gibson's analysis of 2022-23 Garland ISD Assessment Calendar and Assessment Manuals

### Assessment Administration Time – Students in Grades 3 through 10

Given that students in Grades 3 through 10 participate in more testing time than students in other grades, it is important to disaggregate the number of assessment minutes for students in these grades by assessment. Table 3 provides a summary of assessment minutes, by grade and assessment.

For many grades, students spent the most time participating in the STAAR Interim assessment. In 2022-23, STAAR Interim assessments were administered twice (i.e., Winter and Spring) for each STAAR-tested subject. For middle school students, this resulted in participation in eight administrations of STAAR Interim. Middle school students were assessed in mathematics, English Language Arts (ELA), science, and social studies in December and again in the spring. The administration of one STAAR Interim assessment is four hours, resulting in 24 hours of STAAR Interim assessment administration time during the 2022-23 school year.

The typical Grade 9 student spent more time in CBA assessments than they did in STAAR Interim assessments. For example, among Grade 9 students enrolled in Algebra I, students participated in 49.5 hours of CBA assessments comprised of 10 Algebra I CBAs (15 hours), 10 Biology CBAs (15 hours), nine English I CBAs (13.5 hours), and four World Geography CBAs (6 hours).

**Table 3. Number of Hours of Assessment Administration by Assessment, Grades 3 to 9, 2022-23**

Assessment	Total Time in Hours	Number of Assessments
<b>Grade 3</b>		
mCLASS Texas	0.5	3
STAAR	8.0	2
MAP	8.3	9
STAAR Interim	16.0	4
CBA	23.0	17
<b>Grade 4</b>		
mCLASS Texas	0.2	3
STAAR	8.0	2
MAP	8.3	9
STAAR Interim	16.0	4
CBA	21.0	15

Assessment	Total Time in Hours	Number of Assessments
<b>Grade 5</b>		
mCLASS Texas	0.2	3
CogAT	2.3	1
MAP	8.3	9
STAAR	12.0	3
CBA	24.0	18
STAAR Interim	24.0	6
<b>Grade 6</b>		
ECR	1.5	1
PDOL	5.5	22
MAP	9.2	10
STAAR	16.0	4
CBA	21.8	29
STAAR Interim	32.0	8
<b>Grade 7</b>		
ECR	1.5	1
PDOL	5.5	22
MAP	9.2	10
STAAR	16.0	4
CBA	21.8	29
STAAR Interim	32.0	8
<b>Grade 8</b>		
ECR	1.5	1
PSAT	2.8	1
PDOL	5.5	22
MAP	9.2	10
STAAR	16.0	4
CBA	21.8	29
STAAR Interim	32.0	8

Assessment	Total Time in Hours	Number of Assessments
<b>Grade 9</b>		
PSAT	2.8	1
STAAR	13.0	3
STAAR Interim	26.0	6
CBA	49.5	33
<b>Grade 10</b>		
PSAT	2.8	1
EOC	4.0	1
STAAR	5.0	1
STAAR Interim	14.0	3
CBA	32.3	30

Note. "Total time in hours" is an estimate of the average number of minutes that general education students participated in assessment administration in 2022-23. Additional assessment administration time is needed for emergent bilingual students, for students in remedial courses, and for students participating in teacher-created assessments. High school courses were assigned to grade levels based on common course-taking patterns in Garland ISD. For example, Algebra I-related assessments were assigned to Grade 9 students for the purposes of this analysis.

Source. Gibson's analysis of 2022-23 Garland ISD Assessment Calendar and Assessment Manuals

### **Financial Costs**

Many assessments used in Garland ISD are acquired through fees to assessment vendors. Other assessments are provisioned to the District at no cost (e.g., STAAR, CBAs). Other assessments are offered at no cost for certain grade levels and at a cost for other grade levels (e.g., mCLASS). In 2022-23, Garland ISD budgeted approximately \$2,430,361 for assessment fees to external vendors (Table 4).

**Table 4. Assessment Costs, 2022-23 School Year**

Assessment	Description	Cost
Advanced Placement (AP) course exams	End-of-course assessments	\$612,331
CogAT	Universal screener for identification of students in need of gifted and talented services, for Kindergarten, Grade 1, and Grade 5	\$116,434
Credit by Exam (CBE)	Credit by examination assessments for elementary, middle, and high school students, including languages other than English	\$53,700
CBAs	Locally-created assessments designed to inform educators' classroom instruction	\$0
International Baccalaureate (IB) Examinations	End-of-course examinations for students participating in IB programming	\$47,669
LAS Links	English proficiency assessment for emergent bilingual students	\$612,331

Assessment	Description	Cost
MAP	Universal screener in reading, mathematics, and science for students in Kindergarten through Grade 8	\$428,351
mCLASS	Diagnostic assessment for reading for students in Kindergarten through Grade 5	\$206,818 <sup>a</sup>
PSAT 8/9	College readiness assessment for students in Grades 8 and 9	\$88,850
PSAT/NMSQT	College readiness assessment for students in Grade 10	\$113,620
SAT School Day	College readiness assessment for students in Grade 11	\$150,257
STAAR	State-required assessments in reading, mathematics, science, and social studies for students in Grades 3 through 8	\$0
STAAR End-of-Course	State-required assessments in Algebra I, English I, English II, and US History	\$0
STAAR Interim Assessments	Optional assessment aligned to STAAR and EOC	\$0
TELPAS	State-required assessment for emergent bilingual students	\$0
<b>Total</b>		<b>\$2,430,361</b>

Note. Costs are reflective of costs incurred by Garland ISD in 2022-23. Costs do not include costs associated with staff time dedicated to the creation of assessments, administration time, or data analysis time. Costs rounded to the nearest dollar.

<sup>a</sup>mCLASS costs are only for students in Grades 3 through 5. mCLASS was provided at no cost to Garland ISD for students in Kindergarten through Grade 2.

Source. Garland ISD Assessment and Accountability Department

Teachers, principals, and District staff find the data collected from many of these assessments to be useful in guiding their work. However, given the number of assessments administered in Garland ISD and the costs associated with these assessments (e.g., time costs and financial costs), it is likely that educators in the District may be able to make effective decisions with a more limited set of assessments.

The following three recommendations provide guidance on establishing local procedures and norms within Garland ISD to a) reduce the number of assessments administered and then to b) maintain an efficient assessment system in future years. Later in this report Gibson provides specific recommendations that can guide decisions regarding specific adjustments to the District's assessment system.

**Recommendation 1: Gather consensus across stakeholders regarding an assessment strategy for each grade level that maximizes benefits and minimizes costs.**

There is great variability across grade levels in Garland ISD in the number of assessment minutes and there are no existing benchmarks for the number of minutes students should participate in assessments. Stakeholders in the assessment system in Garland ISD will, therefore, need to rely on their determination of instructional value to determine if the number of minutes allocated to assessment is larger or smaller than desired.

For example, middle school students in Garland ISD participate in approximately 70 hours more testing in comparison to early elementary students in Garland ISD. There is no evidence that indicates that data-based decision-making is more effective in middle school, nor is there evidence that additional testing is necessary in middle school to make data-informed decisions. Staff in Garland ISD should consider if the current amount of time allocated for the assessment of middle school students is necessary for successful instructional practices.

This report provides specific recommendations regarding areas in which assessment use can be more efficiently and effectively implemented in Garland ISD. If changes to the assessment system are made, it will be important to make these decisions carefully, given the value that Garland ISD educators find in assessment data use.

There are many parties who are interested in collecting assessment data from students for analysis. Teachers use this information to guide their instruction and are interested in gathering assessment data that is useful to their practice. School leaders and District staff use assessment data for different purposes, also (described in greater detail later in this report). Some school leaders and District staff use assessment data to monitor system-level progress, while others use assessment data to evaluate the effectiveness of the programs that they support (e.g., emergent bilingual program). Because the number of interested parties is great, and their needs regarding student assessment are diverse, it will be important to gather consensus from a broad range of stakeholders regarding the final number of required assessments.

**Management response:** Management agrees with this recommendation.

**Recommendation 2: Continue the practice of developing a testing calendar prior to the start of the school year and follow through without making changes.**

Gibson recommend's that Garland ISD continues the practice of establishing an assessment calendar prior to the start of school. After an assessment strategy is established through consensus, it will be important for Garland ISD staff not to alter the assessment calendar. Throughout interviews, principals and teachers noted frustration at the ever-changing nature of the assessment calendar. Changes to which assessments were required and which were not required occurred frequently throughout the year. Oftentimes, various District staff or principals reported feeling that their perspectives were not taken into account when making mid-year changes to the calendar. Mid-year changes to the calendar also encourage teachers and principals to assume that assessments dropped mid-year in any given year must not be that important to administer in future years, delegitimizing the purpose of these assessments. Establishing a stable calendar through consensus building for the entire year will help to build stability around the assessments system and increase the valid use of the assessments administered.

**Management response:** Management agrees with this recommendation.

**Recommendation 3: Assign a point person responsible for all District assessments to make key decisions regarding assessments.**

The large number of stakeholders interested in the assessments system in the District is exciting and indicates that Garland ISD District and campus staff value assessments and their use. However, the

number of interested stakeholders can also cause problems within the District. Interviews and focus groups revealed some of these problems:

- Assessments are added to the assessment calendar to meet the interests of one stakeholder group's instructional perspective, without considering the District's larger assessment strategy.
- The purposes of many assessments are not clear and stated purposes differ across stakeholder groups.
- Assessments are removed from the assessment calendar mid-year to satiate some stakeholder needs at the expense of other's assessment-related needs.

Gibson suggests that Garland ISD establish a point person for which all major assessment-related decisions are made. This person should rely on the advice and counsel of the diverse group of stakeholders within Garland ISD. However, this point person should have a strong understanding of the vision of assessment use in Garland ISD and should make decisions that are aligned to that vision.

These decisions can include:

- Assessments administered and what student groups should be tested;
- Testing windows;
- The purposes of assessments;
- Data use expectations by school and District staff; and
- Data expectations for board reporting.

The centralization of decision-making around the assessments system, in concert with meaningful feedback from stakeholders, will support Garland ISD in establishing a more efficient and effective assessment system. This centralization also will support greater clarity in defining the purposes of each assessment, which is the focus of the next section of this report.

**Management response:** Management agrees with this recommendation.

## Purposes of Assessments

Student assessment data provide a wealth of data for educators in Garland ISD. These data are vital to the success of teachers, school leaders, and District leaders. Interview and focus group data revealed that there are three primary ways in which assessments are used in the District (Figure 9):

1. To guide instruction;
2. To identify students who are in need of additional support; and
3. To monitor system-level progress and allocate resources.

There was a great deal of consistency across District staff about the purposes of each assessment. District staff understood the stated goals of each assessment and were able to consistently describe how District and school staff were intended to use each assessment.

The purposes of various assessments were not consistently understood across District staff, school administrators, and teachers. There was disagreement about the purpose of some assessments across these three groups. For example, some teachers reported that they were unclear if the purpose of the CBAs were to guide their instructional practices or if the purpose was to monitor the effectiveness of their teaching practices at the District level. In addition, some teachers and school administrators noted that they were unaware of the purposes of some assessments, including the mCLASS Texas, the MAP, STAAR Interim, and Power Demonstration of Learning (PDOL).

**Figure 9. Purposes of Assessments in Garland ISD**

Instruction	Identification	Monitor system-level progress and allocate resources
Identify content for whole-group reteaching Identify content for small group reteaching Assign students to small groups for reteaching Backwards design instructional content Determine success of teaching practices Identify content-specific expertise across teachers	Identify students for gifted and talented services Identify students for special education services (including dyslexia) Identify students for magnet programming Identify students for advanced course enrollment	Monitor school effectiveness Monitor District effectiveness Identify teachers in need of additional support Identify schools in need of additional support

Source. Gibson’s analysis of interview and focus group data

**Recommendation 4: Provide school-based staff with consistent and regular communication about the explicit purposes of each assessment.**

Providing educators in Garland ISD with clarity regarding the intended purposes of each assessment will support educators in using the data in ways that are aligned with each assessment’s intended use. Clarity on the intended purposes of each assessment will also support educators in Garland ISD who are unsure of the purposes of each assessment. Clarity can be provided on the Garland ISD website, in communication and reminders about assessment windows, and in other regular District communication. Large numbers of teachers in Garland ISD are new to the profession and new to the District. Because of this, communication that is consistent over time and regularly reinforced will be most effective in providing clarity across the system in the purposes of each assessment.

Another way in which it may be possible to increase clarity regarding the purposes of assessments is to create specific professional development opportunities regarding assessment use. Educators’ data literacy is an important aspect of any healthy assessment system. Providing regular training for staff on the purpose of each assessment and how the resulting data should be used will increase clarity for campus staff and help ensure consistent, high-quality practices across the District.

Next, Gibson discusses descriptions of how educators in Garland ISD use assessment data to guide their instruction, identify students in need of additional support, and monitor system progress. Each section provides a summary of how assessments are currently used to meet these goals and recommendations to be more efficient and effective.

**Management response:** Management agrees with this recommendation.

### ***Assessments to Guide Instruction***

Assessments in Garland ISD are most often used to guide educators' instruction and instructional decision-making. Most notably, the District-created CBAs provide meaningful data to support teachers' and school leaders' instructional decision-making. At the early elementary level (i.e., Grades K-2), many educators reported the usefulness of mCLASS Texas data to guide their instruction. Some late elementary and middle school teachers reported that MAP data were used to guide their instructional practices, although for teachers of these grades CBA data were more commonly used to guide instruction than were MAP data.<sup>11</sup> Garland ISD educators less often reported that PSAT, SAT, and STAAR data were used to guide their instructional practices.

Interviews and focus groups revealed that the assessments in Garland ISD are used for many instructional purposes, including the purposes listed below.

- **To guide reteaching of specific content.** This is the primary way in which CBA data are used to guide instruction in Garland ISD. It is common practice for Garland ISD teachers to examine the items most frequently missed on CBAs to identify instructional content to reteach, or spiral, into future lesson plans.
- **To identify specific students in need of short-term support.** Educators in Garland ISD use students' individual scores on assessments, including the CBAs, to identify individual students who need additional support in the form of reteaching, short-term intervention (i.e., small group intervention in Tier I), or whole grade/school intervention.<sup>12</sup> Similarly, mCLASS Texas data provide K-2 teachers with targeted areas in which groups of students and individual students need additional support.
- **To backwards design instructional lesson planning.** Educators in Garland ISD use state curriculum standards (i.e., TEKS) and other District curriculum documents to determine what to teach in their classes and when. In addition, educators use CBAs to determine the details of what to teach and the rigor at which this content is taught. This best practice is referred to as backwards design.<sup>13</sup> This practice is more commonly conducted in elementary schools; however, in middle

---

<sup>11</sup> By and large, early elementary teachers (i.e., K-2) reported that mCLASS data were more useful for guiding instruction than were MAP data.

<sup>12</sup> In Garland ISD, whole grade or whole school intervention takes the form of organized intervention in which all, or most, students are assigned to intervention groups based on assessment performance. Students are provided intervention supports from teachers whose skills are best aligned to the intervention topic.

<sup>13</sup> Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. ASCD.

and high schools, for some subjects, CBA test forms are kept under embargo until shortly before the assessment is administered. The practice of embargoing the CBAs limits the possibility of teachers using this assessment as a tool to backwards design their instruction.

- To evaluate teaching practices.** Educators in Garland ISD also use assessments to evaluate the quality of their own instructional practices. This is especially true when teachers use backwards design to design their instruction, because instruction is closely aligned to the content assessed. When evaluating their own teaching practices, educators examine the percentage of students who mastered specific content that was taught – with the goal of 100% of students mastering the content. In addition, educators can compare the performance of students across teachers who teach the same grade and content to identify best practices for teaching specific content within the teachers in their school.

A summary of the assessments that are used in Garland ISD to inform educators' instruction is provided in Table 5.

**Table 5. Ways in Which Assessments Were Used to Inform Instruction, 2022-23**

Assessment	Instructional Use in Garland ISD	Grade
CIRCLE	<p><b>Evaluate student performance</b> in broad subject areas (e.g., phonological awareness).</p> <p><b>Assign students to instructional groups</b> for the purposes of differentiated instruction.</p>	PK
Curriculum-Based Assessments (CBAs)	<p><b>Evaluate student mastery</b> of individual standards. Results in identification of individual students who need additional support (in class and outside of class).</p> <p><b>Evaluate Tier I curriculum</b> via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers.</p> <p><b>Backwards design of instructional units</b> to align lesson plans to what is assessed in CBAs.</p> <p><b>Assign students to instructional groups</b> for the purposes of differentiated instruction.</p>	K-12
Extended Constructed Response (ECR)	<p><b>Evaluate student mastery</b> of standards as assessed in a STAAR-like written response format.</p>	6-8
Measures of Academic Progress (MAP)	<p><b>Evaluate student performance</b> in broad subject areas (e.g., reading comprehension).</p> <p><b>Assign students to instructional groups</b> for the purposes of differentiated instruction.</p>	K-8
mCLASS Texas	<p><b>Evaluate student performance</b> in reading-related areas (e.g., phonological awareness).</p> <p><b>Assign students to instructional groups</b> for the purposes of differentiated instruction.</p>	K-5

Assessment	Instructional Use in Garland ISD	Grade
Power Demonstration of Learning (PDOL)	<p><b>Evaluate student-level mastery</b> of individual standards. Results in identification of individual students who need additional support (in class and outside of class).</p> <p><b>Evaluate Tier I curriculum</b> via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers.</p> <p><b>Assign students to instructional groups</b> for the purposes of differentiated instruction.</p>	6-8
State of Texas Assessments of Academic Readiness (STAAR) Interim	<p><b>Evaluate student-level mastery</b> of individual standards. Results in identification of individual students who need additional support (in class and outside of class).</p> <p><b>Evaluate Tier I curriculum</b> via item analysis at the teacher level. Results in whole group reteaching of standards or provisioning of school-level supports to teachers.</p> <p><b>Assign students to instructional groups</b> for the purposes of differentiated instruction.</p>	3-EOC

Note. PK is Prekindergarten, EOC is STAAR End-of-Course.

Source. Gibson's analysis of Garland ISD Assessment Calendar, 2022-23, and interview and focus group data

Although assessments richly guide educators' instructional practices in Garland ISD, there are ways in which the assessment system can be more efficiently implemented. In addition, there are a small number of instances in which assessment use for guiding instructional practice is misaligned to best practices. The following recommendations provide guidance to District administrators to implement a more efficient system for guiding instructional practice along with recommendations to align the system with best practices for assessment use.

#### **Recommendation 5: Reduce the number of District-required assessments designed to guide teachers' instructional practices.**

The list of assessments that are currently designed to guide teachers' instructional decision-making is likely too long for teachers to be able to effectively make decisions about their practice. In focus groups, teachers and principals frequently noted that teachers struggled to effectively use the large amounts of information from multiple assessments in order to make decisions. As an example of this theme, one teacher noted that by the time she had completed analyzing data from one assessment it was time to give another assessment.

While it is recommended that a District-level committee and an assessment point person collaborate to make strategic decisions about what assessments should remain required District assessments, the research team offers three possible ways in which the number of District-required assessments could be reduced.

- **Consider eliminating the use of mCLASS Texas for students in Grades 3 through 5.** Teachers of upper elementary students rely on CBA data to meaningfully guide their instruction. The CBAs are more tightly aligned with state standards and the content taught in District-defined units. Although the mCLASS Texas is useful for some upper elementary teachers, it may be best used

to inform targeted instruction for students who are struggling to read at grade level rather than universally administered in Grades 3-5.

- **Consider eliminating the use of Reading/ELA CBAs in Kindergarten through Grade 2.** The mCLASS Texas is an assessment tool designed to diagnose specific strengths and weaknesses in students' reading development, and teachers and principals of early elementary students find great use in the mCLASS Texas to guide their instruction. Because of the validity of the mCLASS Texas for identifying specific areas of need, teachers and principals find greater use in the mCLASS Texas to guide instruction in comparison to CBAs. In addition, because of the robustness of the mCLASS Texas tool, the importance of mCLASS Texas data in identifying students with dyslexia, and the burden of developing and maintaining a local assessment system (i.e., the CBAs), the elimination of Reading/ELA CBAs in Kindergarten through Grade 2 may result in a more efficient assessment system at these grade levels.
- **Consider eliminating the District requirement of either CBAs or PDOLs in middle school.** Garland ISD provides middle school teachers with two locally-created tools for guiding their instruction: the CBAs and the PDOLs.<sup>14</sup> These two assessments share the overlapping purpose of guiding teachers' instructional practices. The primary difference between these assessments is the frequency at which they are offered (PDOLs are offered more frequently) and the length of the assessments (PDOLs have fewer items). Given that the purposes of these two assessments are very similar and that middle school students spend an additional 30 hours in assessments in comparison to elementary school students,<sup>15</sup> it may be beneficial to select one assessment system as the designated tool in Garland ISD to guide teachers' instructional practices.

**Management response:** Management agrees with this recommendation.

**Recommendation 6: Revise how CBA data are collected and analyzed at the District level to more clearly align with a focus on guiding educators' classroom instruction.**

The CBAs are purposefully designed to guide teachers' instructional decision-making. In interviews and focus groups with District staff and school staff there was great clarity and alignment that this was the primary goal of these assessments. However, some of the features of the administration of CBAs limit their usefulness to teachers as tools for instructional decision-making. Gibson recommends that the District inventory the procedures and norms surrounding CBAs and revise these procedures and norms so that they support teachers' use of CBA data to guide classroom instruction.

As an illustrative example of an existing procedure that does not support teachers' use of CBA data to guide instruction, CBAs in Garland ISD are not provided to some teachers of some subjects in advance (i.e., embargoed). Providing teachers access to the questions offered on CBAs provides teachers the opportunity to be planful and align instruction to the rigor and expectations of the questions on the assessment (i.e.,

---

<sup>14</sup> PDOLs are required in middle schools but are not required in other school levels.

<sup>15</sup> Elementary students in the District spend approximately 32.3 hours in assessments, whereas middle school students spend approximately 86.8 hours in assessments. High school students spend approximately 52.3 hours in assessments.

Backwards Design). After the administration of the CBAs, teachers can assess the degree to which their purposefully aligned instruction was successful in teaching all students the knowledge and skills necessary to master the assessment. However, current CBA procedures that embargo CBAs prior to CBA administration do not support teachers' instructional practices and instead are intended to increase test security.<sup>16</sup> Test security is necessary when assessments are used to monitor teacher-level and school-level progress because there is incentive to violate test security in a system where test scores are monitored by supervisors, District-level staff, and Board members. There are many reasons that the CBAs are not effective tools for system monitoring (described on pages 37 and 38). Most importantly, the use of the CBAs for this purpose detracts from the use of the CBAs to guide teacher's instructional practices.

The example described in the paragraph above is one of many ways in which Garland ISD's attempt to use CBA data for multiple purposes detracts from the main goal of the CBAs, which is to guide teachers' instructional decision-making. It is recommended that District staff review the procedures and norms surrounding the CBA and determine if all procedures and norms are aligned to this goal.

Domains that may be worthy of additional discussion and potential procedure change include:

- **The provisioning of CBA questions to teachers prior to their unit planning.** Providing teachers with CBA questions prior to unit planning will support teachers in designing unit plans that are more closely aligned with the rigor and expectations of the assessments.
- **The flexibility of CBA administration windows.** Providing school leaders additional flexibility with administration windows aligns with the goal of using CBA data to guide instruction. Teachers and principals reported that CBAs were often presented to students even though the content assessed by the CBA had not yet been taught. Teachers did this because they were obligated to provide this assessment to students in a prescribed window of time. In this case, the data provided to teachers from these CBAs was not useful to guide their instruction, because students were being assessed on content that had not yet been taught. Allowing schools flexibility in their CBA administration windows will enable teachers to administer CBAs after content has been taught.
- **The modification of requirements of schools operating with alternative curricula (e.g., Montessori schools).** A small number of schools in Garland ISD do not follow the District-prescribed curricular calendar. For these schools, the order in which the state standards are taught differs from the order in which content is taught in most other schools. For these schools, allowing flexibility in when (or if) CBAs are administered will enable teachers to more meaningfully use CBA data or other alternative common assessments).
- **The reporting of CBA data to the Board of Trustees.** When CBA data are presented to the Board of Trustees, the District is confounding two distinct assessment purposes: assessment to inform instruction, and assessment for system monitoring. Because of this, there is an incentive in the system for teachers to over-align their instruction to the content that is taught on the CBAs.

---

<sup>16</sup> In interviews and focus groups staff expressed that the embargoing of assessments was conducted in order to ensure that students were not provided CBA questions prior to the administration of CBAs in the form of reviews or other instruction that was very closely aligned to the exact content assessed in CBA test questions.

However, if the CBAs are used exclusively as a tool to guide teachers' instruction, and these data are not monitored by the Board of Trustees, then this incentive no longer exists.

- **The comparison of school-level CBA performance.** The comparison of school-level CBA performance may not be necessary if the goal of CBAs is to guide teachers' instruction. Aggregating CBA performance across schools supports school leaders and teachers to some degree, because it enables the District to estimate the overall difficulty of individual items; however, reports that show school level comparisons should be limited to assessments that have been developed for use as system monitoring tools.

The details of how CBAs are administered and reported send important signals about the purpose of these assessments. Gibson recommends that Garland ISD closely examine each administration and reporting decision regarding the CBAs and determine if it meets the primary goal of the CBAs – guiding teachers' instruction.

**Management response:** Management agrees with this recommendation.

**Recommendation 7: End the practice of using STAAR Interim data to identify deficits in specific knowledge, skills, or state standards.**

The Texas Education Agency provides explicit guidance in how educators should use STAAR Interim assessment data.

*STAAR Interim assessments provide actionable data that enable educators to monitor student progress and predict student performance on the STAAR summative assessments.*

- *STAAR Interim Assessments: Educator Guide 2022-2023, The Texas Education Agency*<sup>17</sup>

Here, the TEA notes that STAAR Interim provides data to support two educator moves aligned with data use to support the identification of students in need of additional support:

- Monitoring student progress; and
- Predicting student performance.

Students who are not making adequate progress or who are predicted to perform below expectations are in need of additional support. The STAAR Interim provides a high-quality tool to identify these students.<sup>18</sup> After identification, additional supports can appropriately be provided to these identified students in the form of additional intervention services, whole grade or school reteach events, or other instructional practices that typically occur to prepare students to meet grade-level expectations for STAAR.

However, STAAR Interim should not be used to identify the content or curriculum that should be taught to specific students. The TEA explicitly notes in the *STAAR Interim Assessment: Educator Guide* that “STAAR

<sup>17</sup> Texas Education Agency. (2022). *STAAR Interim Assessments: Educator Guide*. Texas Education Agency: Austin.

<sup>18</sup> The TEA states that STAAR Interim should be used to “identify students in need of intervention.” (TEA, 2022, p. 5)

Interim assessments are **not** a formative assessment tool designed to provide standards-level performance data” (original emphasis). After clarifying that STAAR Interim is not a formative assessment, the TEA then define a formative assessment as a tool that “measures student performance on specific student expectations throughout the year.”

The TEA does not explicitly state justification for the claim that STAAR Interim should not be used as a tool for measuring student performance on specific student expectations. However, research on the psychometric properties of other assessments may provide some insight to the agency’s decision-point. The STAAR Interim is a partially fixed-form assessment.<sup>19</sup> Fixed-form assessments require a large number of test items to accurately measure students’ performance on one particular set of knowledge and skills (i.e., a student expectation or TEKS).<sup>20</sup> In order for STAAR Interim to accurately identify students’ performance on specific student expectations for the entirety of the curricula taught, the test would be prohibitively long. Figure 10 provides a screenshot of the guidance provided to educators about the use of STAAR Interim data to guide instructional decision-making (author’s emphasis).

---

<sup>19</sup> In the case of STAAR Interim, “partially fixed-form” indicates that all students receive the same set of test questions, then students receive a second set of questions, dependent on their performance on the first set of test questions. If students performed well on the first set, then they receive a hard set of questions; if they performed adequately, then they receive a set of items of medium difficulty; and if they performed poorly, they receive an easier set of items.

<sup>20</sup> The exact number of items needed to accurately assess a construct depends on the degree to which the population has similar knowledge on the construct (the more variety, the more items necessary), and the complexity of the construct. The exact number is often greater than 10 items per construct and can be as high as 30.

Figure 10. Purpose of the STAAR Interim Assessments as Published by the TEA

Purpose of STAAR Interim Assessments

## Purpose of the STAAR Interim Assessments Overview

STAAR Interim assessments may be used

- to monitor academic improvement, especially for students who are performing below grade level;
- to inform interventions by helping predict how students or groups of students will perform on STAAR summative assessments; and
- to serve as a benchmarking instrument at the campus or district level.

STAAR Interim assessments are **not**

- an item bank for building classroom quizzes or assignments;
- a source of practice test questions for small-group instruction; or
- a formative assessment tool designed to provide standards-level performance data.

The distinctions between diagnostic, formative, interim, and summative assessments are as follows:

- **Diagnostic assessments** measure student knowledge and skills on a variety of student expectations before a new instructional cycle or year to inform instructional plans and curriculum to meet the needs of individual students (e.g., Beginning-of-Year assessment, Early Reading Assessment).
- **Formative assessments** measure student performance on specific student expectations throughout the year to inform a teacher's instructional choices, enable timely adjustments to unit plans, and guide changes to lesson plans (e.g., class quizzes, exit tickets).
- **Interim assessments** measure student understanding of a broad span of student expectations at checkpoints during the year to monitor progress, predict summative performance, and identify students in need of intervention (e.g., district/campus benchmarks, STAAR Interim Assessments).

Note. Red highlighting added for emphasis.

Source. Screenshot of 2022-2023 STAAR Interim Assessments Educator Guide (TEA, 2022)

Perhaps in an attempt to prevent the misuse of STAAR Interim data, the TEA requests explicitly that “secure test items should **NOT** be downloaded or printed” (original emphasis), further limiting the ability of educators to conduct meaningful item-miscue analysis.<sup>21</sup> Finally, the partially adaptive nature of STAAR Interim increases the complexity of item-miscue analysis, because not all students take the same test form, and the difficulty of the items in the second half of the test (i.e., high, medium, low) is dependent on student performance on the first half of the test.<sup>22</sup>

Currently in Garland ISD, STAAR Interim data are regularly used to identify specific student expectations that specific students are in need of support. Data reports are run to identify student performance on specific student expectations. Many teachers and schools then use this student-expectation-specific information to design intervention supports aligned to particular student expectations. This is an inappropriate use of

<sup>21</sup> Item-miscue analysis is the process by which educators examine student miscues (i.e., incorrect answers) to assessment questions to determine the underlying misconceptions held by students that are in need of remediation.

<sup>22</sup> In 2022-23, a standard fixed-form assessment was used for Science, Biology, Social Studies, and U.S. History STAAR Interim assessments.

STAAR Interim data and explicitly violates the guidance provided by the TEA in the *STAAR Interim Assessments Educator Guide*. STAAR Interim is not designed to accurately assess students' knowledge at the level of student expectations and it does not do so. Because of this, the use of STAAR Interim to guide targeted intervention is akin to “chasing noise” as if it were information.

STAAR Interim data can effectively be used to identify students in need of intervention. However, best practice and explicit guidance from the TEA indicate that *what* is taught in interventions should not be guided by STAAR Interim data.

**Management response:** Management agrees with this recommendation.

### Identification

In addition to the use of assessments to guide instructional practices, educators in Garland ISD use assessments to identify students who are in need of additional services beyond those provided in Tier I instruction (i.e., typical class instruction). These services include gifted and talented services, along with intervention services and special education services.

Assessments that accurately identify students in need of additional services must provide reliable estimates of student knowledge, skills, or ability. Standardized assessments that have undergone rigorous psychometric validation are often best used to identify students in need of additional services. Establishing the psychometrics properties of assessments that can accurately identify students at risk is difficult – and expensive – and many standardized assessments currently on the market are ineffective at identifying students at risk with specificity or sensitivity. In this study, Gibson did not conduct any psychometric analyses of the locally created assessments in Garland ISD (e.g., CBAs, PDOLs, ECRs), however, it is unlikely that these assessments have the psychometric properties necessary in order to be effective tools for the identification of students in need of additional services.

**Table 6. Assessments Used to Identify Students for Additional Services**

Assessment	Use for Identification	Grade
CIRCLE	Identify students who may be effectively served by intervention services.	PK
CogAT	Identify students who may be effectively served by gifted and talented programming.	K, 1, 5
CBAs	Identify students who may be effectively served by the Garland ISD After School Program.	K-12
MAP	Identify students who may be effectively served by intervention services.	K-8
mCLASS Texas	Identify students who may be effectively served by intervention services.	K-5
PSAT	Identify students who may be successful in advanced courses.	8, 9, 10
SAT	Identify students who may be successful in advanced courses.	11
STAAR	Identify students in need of intervention services. Identify students who may be successful in advanced courses.	3-EOC

Source. Gibson's analysis of Garland ISD Assessment Calendar, 2022-23, and interview and focus group data

**Recommendation 8: Eliminate the use of PSAT in Grades 8 and 9.**

Given that students in Grades 8 and 9 currently participate in approximately 90 hours of assessments per year, it is important to ensure that each assessment administered provides meaningful data that is widely used. Based on District interviews and focus groups with middle school teachers and principals and high school teachers and principals, there is consensus that the data provided by the PSAT in Grades 8 and 9 is not meaningfully integrated into teachers and school leaders' practices. These data are not used by teachers to guide instructional decisions, nor are these data used to identify students who are in need of additional services (e.g., identification of students who may be successful in advanced courses, but are not currently enrolled).<sup>23</sup>

The Texas Administrative Code (TAC § 39.0261) provides the option for a school district to administer an assessment like the PSAT in Grade 8. However, this statute does not require that districts administer this assessment, but rather provides an option for assessment.

Given that these data are not meaningfully integrated into the assessment practices of Garland ISD educators and that students are required to participate in a large number of assessments, Gibson recommends discontinuing the use of these assessments in the District.

**Management response:** Management partially agrees with this recommendation. Recommendation needs further review based on the following: a) because PSAT are used for Scholar programming identification, programming eligibility will need to be reconsidered, b) explore system and current practices to identify curricular and programming improvements to increase Garland ISD National Merit Finalists.

**Recommendation 9: Utilize data to identify students who may be successful in advanced courses.**

One way in which assessment data can be effectively used to identify students in need of additional services is to identify students who may be successful in advanced courses, but are not participating in these courses (e.g., Advanced Placement courses). Assessments that provide reliable estimates of high-performing students' abilities are best used for this function. For instance, MAP data collected at end-of-year in Grade 5 can be used by middle school staff (e.g., counselors, principals) to recommend students for advanced mathematics courses in middle school. High school counselors and principals can use PSAT or SAT data to recommend participation in Advanced Placement courses in Grades 11 and 12. This is an under-utilized use of information in Garland ISD and use of this data provides a strategic way to meet other District academic goals.

**Management response:** Management agrees with this recommendation.

**Recommendation 10: Continue the use of MAP to identify students in need of additional services.**

This research study was designed to provide a comprehensive view of the assessments system within Garland ISD. To gather a comprehensive view, we spoke with staff across organizational levels (schools,

---

<sup>23</sup> In one instance, a high school principal reported that these data were used to identify students who should enroll in advanced mathematics courses. However, in this instance the principal also reported that MAP data also served this purpose.

District) and across roles (e.g., dyslexia services, gifted and talented services, special education services, curriculum, schools). A comprehensive examination of how MAP data are used in Garland ISD reveals the complexities related to the decision as to which universal reading screener to utilize in Garland ISD.

NWEA's MAP is a powerful tool to identify students who are in need of additional services. The assessment tool is particularly robust because it is adaptive, in that each student receives a unique set of items that are targeted to students' abilities. This ensures that the test accurately measures students' performance no matter their underlying abilities. The advantage of this approach is that the test provides accurate assessments of student ability for students who are in need of additional support, no matter the nature of that support. For example, educators in Garland ISD use MAP data for the identification of students to receive the following services:

- Gifted and talented services;
- Special education services; and
- Response to intervention/multi-tiered systems of support.

During interviews and focus groups with elementary teachers and principals, there was discussion regarding the perceived overlap between two universal screeners for reading that are required in Garland ISD, MAP Reading, and mCLASS Texas. MAP Reading and mCLASS Texas are administered in Garland ISD elementary schools (i.e., K-5) three times per year as a universal screener for reading difficulties. Both assessments provide accurate assessments of students' reading ability and have the strong psychometric properties necessary to accurately identify students who are in need of additional support for reading. This overlap in purposes across assessments begs the question: In an efficient and effective assessment system, which universal screener should be prioritized for elementary reading instruction?

Previously in this report, Gibson recommended that Garland ISD decide between the use of mCLASS Texas and CBAs for students in Grades 3 through 5 as the primary tool to guide teachers' instructional decision-making. The recommendation described here provides information to be considered when determining which reading screener should be utilized for the identification of students in need of additional services in early elementary (i.e., K-2).

The bulleted list below describes findings from focus groups, interviews, and a document review related to this decision.

- District staff involved in supporting dyslexia services strongly prefer the provisioning of the mCLASS Texas over MAP Reading as a tool to screen for students at risk for reading difficulties. This is primarily due to the usefulness of the mCLASS Texas to drive classroom instruction. Many early elementary teachers and elementary principals noted the same preference.

- mCLASS Texas is administered by the TEA at no cost to districts for the screening of students for reading difficulties in Kindergarten through Grade 2. This tool is provisioned at no cost to students in these grades through August 2024.<sup>24</sup>
- Through August 2024, Kindergarten teachers *must* use either the mCLASS Texas or the Texas Kindergarten Entry Assessment (TX-KEA) to identify students at risk for reading difficulties.<sup>25</sup>
- The MAP is a tool that can be used to identify students at risk for reading difficulties and in need of dyslexia services for students in Grades 1 and 2.
- MAP is currently administered to all Garland ISD students in reading and mathematics for students in Kindergarten through Grade 8. In addition, the assessment has been administered in the District for over a decade. Because student assessment scores are comparable over time, the MAP provides special education and gifted and talented staff incredibly important information regarding the need for additional services (e.g., special education services, gifted and talented services) for individual students.
- The MAP is also a norm-references test. This means that students' scores can be compared to a nationally representative sample of students. This is the only assessment in Garland ISD in which this comparison is possible. In interviews and focus groups, principals shared that they found great value in the use of MAP assessment data when sharing norm-referenced data with parents. The longitudinal nature of this data also greatly supported principals' conversations with parents about student performance on the MAP.

Because of these reasons, Gibson recommends that Garland ISD staff determine if both screeners for reading assessment are necessary or if it is preferred to provision both universal screeners to early elementary students. It is possible that the use of both screeners in early elementary may be necessary. The provisioning of both MAP and mCLASS Texas in early elementary may be justified if CBAs are not used as a tool for guiding early elementary teachers' instruction (see Recommendation 4 on page 23).

**Management response:** Management agrees with this recommendation.

### ***System-Level Progress Monitoring and Resource Allocation***

In addition to using assessment data to guide instruction and to identify students in need of additional services, assessments in Garland ISD are also used to determine how successfully students are acquiring

---

<sup>24</sup> Texas Education Agency. (Aug 11, 2022). *Implementation of Early Childhood Instruments in the 2022-23 School Year*. <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/implementation-of-early-childhood-instruments-in-the-2022-23-school-year>.

<sup>25</sup> In March 2023, the TEA submitted a call for submissions for progress monitoring assessments for inclusion on the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments. It is possible that this call will result in additional, or different, progress monitoring assessments considered to be approved from 2024 through 2027.

content and how resources in the District are allocated. Educators in Garland ISD use the CIRCLE, MAP, STAAR, EOC, and STAAR Interim assessments to allocate resources throughout the school year.

Interviews and focus groups with school and District staff revealed that school-level resource allocation and District-level resource allocation decisions were made using assessment data.

At the school level, principals reported that assessment data were used to monitor teacher progress and to allocate resources based on teacher need. For example, a principal described how she used MAP data at beginning-of-year (BOY) and middle-of-year (MOY) to identify teachers who were in need of additional support. In this instance, the elementary principal identified the proportion of students who adequately grew from BOY to MOY in their performance. In classrooms in which large numbers of students did not grow, the principal gathered additional information (e.g., classroom observations, teacher conversations, instructional coach conversations) to determine the root cause behind students' struggles. In one case, she reported that the additional support provided was the provisioning of a paraprofessional to support the teachers' 90-minute literacy block. In another case, she reported assigning an instructional coach to support the teacher in improving her instructional approach. The approach described by this principal is a best practice that can be emulated by other principals in the District.

At the District level, District staff reported that assessment data were used throughout the year to allocate resources to school. Specifically, data were used to identify the schools that were in need of additional supports. These decisions included the allocation of staff (e.g., instructional coaches, interventionists) and the provisioning of support from staff in the Department of Teaching and Learning. This approach is a best practice. In addition, staff in the Department of Teaching and Learning use assessment data to evaluate the effectiveness of the District-wide curriculum. Student responses to items in the CBAs and other assessments are used to determine if particular units or lessons are effectively supporting student learning. Revisions are made to these lessons based on this assessment data.

Table 7 provides a summary of the assessments used to guide decisions regarding system-level progress monitoring and resource allocation.

**Table 7. Assessments Used to Inform System-Level Progress Monitoring**

Assessment	Use for System-Level Progress Monitoring	Grade
CIRCLE	Evaluate school performance throughout the year. Measure in <b>Teacher Incentive Allotment</b> calculations.	PK
CBAs	Create <b>District-wide curricular alignment</b> in unit scheduling. Evaluate school performance throughout the year. Evaluate student group performance throughout the year. Allocate <b>District-level resources</b> to schools throughout the year. Evaluate quality of <b>District-level curriculum</b> . Evaluate school performance throughout the year.	K-12
MAP	Evaluate school performance in September and January. Measure in <b>Teacher Incentive Allotment</b> calculations. Allocate <b>District-level resources</b> to schools in September and January.	K-8

Assessment	Use for System-Level Progress Monitoring	Grade
STAAR/EOC	Evaluate school performance in May.	3-EOC
STAAR Interim	Evaluate school performance in December and February.	3-EOC

Source. Gibson's analysis of Garland ISD Assessment Calendar, 2022-23, and interview and focus group data

### **Recommendation 11: End the practice of using CBAs to monitor system-level progress.**

District and school staff frequently utilize CBA data to monitor system-level progress. School-level performance is compared across schools, and to estimate school-level performance on STAAR. However, this is not an appropriate use for this assessment.

The CBAs do not have the psychometric properties to accurately predict school-level differences in performance across curricular units. This is because the item difficulties have not been established, and the test is too short to conduct accurate horizontal scaling across curricular units. In other words, if school-level performance changes from one curricular unit to the next, it is not clear if that change is due to a change in student performance or because one test is more difficult than the other. Establishing horizontal scaling across CBAs would require intensive psychometric analysis, pilot testing of new items, and likely extensive iterative revisions to these assessments.

In addition, test security cannot be guaranteed at the teacher and student levels for CBA questions. This is particularly true for any CBA assessments which include released STAAR items. Released STAAR items are available to the general public, and are used by some students, parents, and tutoring companies to prepare students for success on STAAR. Students who have interacted with released STAAR items will be more successful when interacting with these questions and their performance on these specific questions is no longer a meaningful predictor of their performance on STAAR.

If CBAs are to be meaningfully used as instructional tools, we recommend that Garland ISD provide clarity around the purposes of CBAs. The CBAs are less-effective tools for monitoring school-level and teacher-level progress than are standardized assessments such as the MAP or STAAR – Interim Assessments.

**Management response:** Management agrees with this recommendation.

### **Recommendation 12: Consider reducing the administration of STAAR Interim to once per year.**

As discussed earlier, the STAAR Interim is a strong tool to identify students who will likely be successful on STAAR, students who need some support to be successful on STAAR, and students who need extensive support in order to be successful on STAAR. However, administration of this assessment is burdensome on schools and students. The elimination of one administration of STAAR Interim will result in hundreds of additional instructional minutes dedicated to instruction rather than to assessment. To monitor school-level progress and identify schools in need of additional resources, Garland ISD staff can reasonably rely on MAP assessment data collected at MOY rather than STAAR Interim data collected in December.

**Management response:** Management agrees with this recommendation.

**Recommendation 13: Reduce the number of assessments from which data are reported to the Board of Trustees.**

Currently, District staff spend a large amount of time preparing data and conducting analysis for board reporting. During a typical school year, staff in the department of Research, Assessment, and Accountability Department spend approximately 180 hours managing data, conducting analysis, and designing reports for the purposes of regular reporting to the Board of Trustees. There is much value in dedicating time to board reporting, because this staff time supports the Board of Trustees in conducting their primary purpose – providing oversight and governance to District performance. However, it is possible that this function can be provided with a more limited suite of assessment data. As a general rule, assessment data that are primarily used as tools to guide classroom instruction (e.g., CBAs, semester exams, PDOLs) may not be appropriate to report to the Board of Trustees.

Collaboration between the Board of Trustees and Administration on the development of a regular reporting schedule that meets the Board's needs for governance and reflects the burden of reporting will support the District in creating a more efficient system.

**Management response:** Management agrees with this recommendation.

# Appendix A: Learning Recovery Analysis

## Methods

---

The evaluation team's analytic approach leveraged all available pre-pandemic STAAR and MAP data, beginning in 2015-16 until 2018-19. Gibson linked these scores to student demographic records for all students in Grades K-8. These pre-pandemic records act as the evaluation team's "training" data: the strategy was to use a series of regression models to identify "business-as-usual" trends in how student learning tended to progress before the pandemic as measured by MAP and STAAR scores. The goal of this analysis was to project how students present throughout the pandemic had the pandemic not taken place.

The onset of the pandemic in the Spring of 2020 meant that Garland ISD students did not take either standardized exam at that time. As a result, any model of student achievement net of their pre-pandemic performance necessitates analyzing student trends across a multi-year gap. By extension, we modeled trends in pre-pandemic test score data over multi-year gaps. In order to predict how student performance might have looked from Spring 2019 to 2021, Gibson modeled student achievement trends using Spring test scores from 2016 to 2018 and 2017 to 2019. Similarly, Gibson projected student achievement from Spring 2019 to 2022 using score trends from Spring 2016 to 2019.

After Gibson identified these comparable time spans, the evaluation team fit a series of ordinary least-squared regression models to predict post-gap exam scores using pre-gap exam score as well as a number of indicator variables drawn from student administrative records. Specifically, Gibson controlled for student immigrant status, District designation as "at-risk," gifted/talented designation, bilingual and emergent bilingual designations, special education and Section 504 status, student economic disadvantage designation, student sex, and student race/ethnicity. The evaluation team ran these models separately by student grade, and Gibson excluded students who did not advance one grade per year (i.e., students who were held back a grade or skipped a grade) so that student pre- and post-gap grade always aligned. These models identify how students tended to perform over two- and three-year periods prior to the impact of the pandemic. By extension, they also allow the evaluation team to predict how students present throughout the pandemic might have performed were it not for the pandemic. Exactly which students were included in each model varied depending on the subject and exam used in the analysis as well as the year being analyzed (Table A.1).

**Table A.1. Number of Students Included in Each Iteration of the Analysis**

	STAAR				MAP			
	Math		ELA		Math		ELA	
	2021	2022	2021	2022	2021	2022	2021	2022
Students with pre- and Post-pandemic scores	10,279	8,157	12,775	9,390	18,181	17,489	13,798	13,118
and progressed one grade each year	10,252	8,094	12,747	9,326	18,038	17,249	13,702	12,959
and have all demographic data (analytic sample).	9,764	7,681	12,196	8,882	17,191	16,423	13,281	12,530

Note. Each cell contains the number of students that fit the criteria for inclusion in the analytic sample. Prepandemic scores were drawn from the Spring of 2019.

Source. Analysis of Garland ISD student data

The result of these models is that each student is assigned the evaluation team's prediction of how they might have performed absent the pandemic based on academic trends based on their Spring 2019 exam score as well as their demographic and enrollment characteristics. Gibson then compared their predicted performance to their actual performance on these exams in the Spring of 2021 and 2022. The analysis presented both in this report and on the associated dashboard are simply descriptive summaries of the distribution of predicted and actual scores students earned post-pandemic. This approach has limitations: first, it assumes that absent the pandemic students would have learned at similar rates from Spring 2019 to 2022 Spring 2016 to 2019. This is, of course, impossible to know. It also relies on the consistency of the assessments across the study period including the content assessed (e.g., TEKS), difficulty of items, and psychometric scaling of the STAAR and MAP tests. Gibson believes that the assumption of assessment consistency is a reasonable assumption to make.

## Data Used in Learning Recovery Analysis

To understand Garland ISD students' growth rates prior to the onset of the pandemic and to compare these rates with students' growth rates after the onset of the pandemic, it was necessary to examine student performance across these periods on the same assessments. Garland ISD consistently administered two assessments as universal screeners to its students during these periods, MAP and STAAR. Each of these assessments were at the end of each school year.<sup>26</sup> MAP is a widely used adaptive assessment that provides reliable and valid estimates of students' reading and mathematics abilities. During the study window, MAP was administered to almost all Garland ISD students in Kindergarten through Grade 8. STAAR is a non-adaptive (i.e., fixed form) assessment mandated in Texas for most students in Grades 3

<sup>26</sup> MAP is administered at beginning-of-year, middle-of-year, and end-of-year for most students in Grades K-8 in Garland ISD. For the sake of parsimony, this Learning Recovery analysis includes analysis of data collected at end-of-year and excludes MAP data collected at beginning- and middle-of-year.

through 8 and as an end-of-course assessment in Algebra I and English I.<sup>27</sup> This report includes analysis of reading and mathematics performance as measured by end-of-year MAP and STAAR for students in Grades 3 through 8. MAP and STAAR were not administered to Garland ISD students at end-of-year in 2019-20.

**Table A.2. Selected Assessments Administered in Garland ISD During the Study Window**

Grade	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	MAP	STAAR												
K	X	--	X	--	X	--	X	--	--	--	X		X	--
1	X	--	X	--	X	--	X	--	--	--	X		X	--
2	X	--	X	--	X	--	X	--	--	--	X		X	--
3	X	X	X	X	X	X	X	X	--	--	X	X	X	X
4	X	X	X	X	X	X	X	X	--	--	X	X	X	X
5	X	X	X	X	X	X	X	X	--	--	X	X	X	X
6	X	X	X	X	X	X	X	X	--	--	X	X	X	X
7	X	X	X	X	X	X	X	X	--	--	X	X	X	X
8	X	X	X	X	X	X	X	X	--	--	X	X	X	X

Note. 'X' indicates test was administered to most Garland ISD students at end-of-year, '--' indicates that the test was not administered to most Garland ISD students at end-of-year.

Source. Garland ISD

<sup>27</sup> End-of-course assessments in Algebra I and English I are not vertically scaled with STAAR assessments in Grades 3 through 8. Because of this psychometric property, it was not possible to accurately predict student performance on end-of-course assessments using STAAR or MAP performance. Therefore, Algebra I and English I EOC performance was not analyzed in this Learning Recovery Audit.

# Appendix B: Interview and Focus Group Participants

**Table B.1. Interview and Focus Group Participants**

Garland ISD Role	Organizational Level
Elementary School Assistant Principals	Campus-based
Elementary School Principals	Campus-based
Elementary School Teachers	Campus-based
High School Assistant Principals	Campus-based
High School Principals	Campus-based
High School Teachers	Campus-based
Middle School Assistant Principals	Campus-based
Middle School Principals	Campus-based
Middle School Teachers	Campus-based
Advanced Academics Administrator	District-based
Assistant Director of Dyslexia Services	District-based
Assistant Director of Multi-Tiered Systems of Support	District-based
Assistant Superintendent of Curriculum and Instruction	District-based
Chief Academic Officer	District-based
Coordinator Elementary Math	District-based
Coordinator of Program Evaluation	District-based
Director of Elementary Integrated Literacy Studies	District-based
Director of Elementary Integrated Math Science Studies	District-based
Director of Multilingual Programs	District-based
Director of Research, Assessment, and Accountability	District-based
Director of Secondary Integrated Literacy Studies	District-based
Director of Secondary Integrated Math Science Studies	District-based
Executive Director of Leadership - Elementary	District-based
Executive Director of Special Education	District-based
Executive Director Teaching and Learning Development	District-based
Gifted and Talented Administrator	District-based

Source. Gibson's analysis

# GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

Our mission is to better the lives of students by providing exemplary educational consulting and research services that make educational systems more efficient and effective.

**For more information, please visit:**

<http://www.gibsonconsult.com>



# Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** Discuss and Identify Board Priorities for the 2023-2024 School Year

**Agenda Section:** Discussion Item

**Trustee Responsible:** Linda Griffin  
Board President

**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.

**Summary/Background Information:**

Each Trustee will be tasked with discussing priorities for the Board to monitor throughout the school year.

**Administrative Recommendations:**

For discussion.



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**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.

# August 21, 2023 - August 27, 2023

August 2023							September 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

## Monday, August 21

## Tuesday, August 22

**4:00pm - 5:00pm New Principal's Reception** (Harris Hill Cafeteria) - Ricardo Lopez

**5:00pm - 8:00pm Board Meeting** (Board Room) 

## Wednesday, August 23

**6:30pm - 8:30pm Board Bond Steering Committee Celebration** (Culwell Center) - Mechelle Hogan

## Thursday, August 24

## Friday, August 25

## Saturday, August 26

**8:00am - 11:00am NAACP Back to School Event** (HBJ Stadium)

## Sunday, August 27

# August 28, 2023 - September 3, 2023

August 2023							September 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

## Monday, August 28

**11:30am - 1:00pm Garland Chamber of Commerce SPARK (State of the District Address)** (Dallas College Garland Center, 675 W. Walnut Street, Garland, TX 75040) - Ricardo Lopez

**6:30pm - 7:30pm MEC Meeting** (Student Services ) - Ricardo Lopez

## Tuesday, August 29

## Wednesday, August 30

## Thursday, August 31

## Friday, September 1

**Staff Development**

## Saturday, September 2

## Sunday, September 3

# September 4, 2023 - September 10, 2023

September 2023							October 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

## Monday, September 4

- Labor Day (United States)
- 9:30am - 12:00pm Noon Exchange Labor Day Parade (Granville Arts Center)

## Tuesday, September 5

## Wednesday, September 6

- 9:00am - 10:00am Copy: Council of PTAs Delegate Meetings (HH Annex-Garland Room) - Ricardo Lopez

## Thursday, September 7

## Friday, September 8

## Saturday, September 9

## Sunday, September 10

# September 11, 2023 - September 17, 2023

September 2023							October 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

## Monday, September 11

**6:30am - 7:30am RHS 9-11 Memorial Honor Flag Raising** (Rowlett HS) - Ricardo Lopez

## Tuesday, September 12

**11:30am - 1:00pm Sachse Chamber of Commerce Luncheon - State of the District Address** (Chase Oaks Church - Woodbridge Campus, 2709 3rd Street, Sachse, TX 75048) - Ricardo Lopez

**3:00pm - 5:00pm Finance, Facilities and Operations Committee Meeting** (Board Room) - Mechelle Hogan

**4:30pm - 6:00pm Board Bond Committee** (Boardroom) - GISD Board of Trustees

**6:00pm - 8:00pm Academic and District Affairs Committee Meeting** (Board Room) - Mechelle Hogan

## Wednesday, September 13

**11:30am - 1:00pm Rowlett Chamber of Commerce luncheon - State of the district address** (Rowlett Community Center) - Ricardo Lopez

## Thursday, September 14

## Friday, September 15

**8:00am - 3:00pm Garland Chamber 39th Annual Golf Tournament** (Firewheel Golf Park)

## Saturday, September 16

**10:00am - 12:00pm 2023 NAACP Freedom Fund Brunch** (Hyatt Place Garland)

## Sunday, September 17

# September 18, 2023 - September 24, 2023

September 2023							October 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

**Monday, September 18**

**Tuesday, September 19**

6:00pm - 9:00pm Team of 8 Training (Board Room) - Mechelle Hogan

**Wednesday, September 20**

**Thursday, September 21**

12:00pm - 7:00pm Rowlett Chamber Golf Tournament (Waterview Golf Club, 9509 Waterview Parkway)

**Friday, September 22**

8:30am - 12:30pm Copy: Save the DATE--Bond 2023 District Tour (Williams Stadium) - Ricardo Lopez

**Saturday, September 23**

---

**Sunday, September 24**

# September 25, 2023 - October 1, 2023

September 2023							October 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

## Monday, September 25

6:30pm - 7:30pm MEC Meeting (Student Service) - Ricardo Lopez

## Tuesday, September 26

5:00pm - 8:00pm Board Meeting (Board Room) ↻

## Wednesday, September 27

6:00pm - 8:00pm Garland Association Hispanic Affairs - GAFHA  
30th Anniversary Heritage Celebration (The Atrium Garland) -  
Ricardo Lopez

## Thursday, September 28

## Friday, September 29

12:00am TASA/TASB Convention (Dallas) →  
6:00pm - 8:00pm Pfluger Client Appreciation Event (Lighthouse  
Artspace Dallas, 507 S Harwood St. Dallas, Texas 75201)

## Saturday, September 30

← TASA/TASB Convention (Dallas) →  
6:30pm - 9:00pm Copy: Dinner with PBK | GISD (TASA/TASB) (TBD)

## Sunday, October 1

← 12:00am TASA/TASB Convention (Dallas)



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	August 22, 2023
<b>Agenda Item:</b>	Superintendent's Report
<b>Agenda Section:</b>	Discussion Item
<b>Administrator Responsible:</b>	Dr. Ricardo López Superintendent
<b>Board Goal Objective:</b>	

### **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

<b>Date of Meeting:</b>	August 22, 2023
<b>Agenda Item:</b>	Future Agenda Items
<b>Agenda Section:</b>	Discussion Item
<b>Administrator Responsible:</b>	Dr. Ricardo López Superintendent
<b>Board Goal Objective:</b>	

### **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 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:** August 22, 2023

**Agenda Item:** Consider Approval of 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 2023-2024 school year.

### **Administrative Recommendations:**

Administration recommends approval.

Administrative New Hires Transfers  
August 2023

<b>Administrative - New Hires to Date: 14</b>							
<b>Current: 1</b>							
<b>Total: 15</b>							
<b>Administrative New Hires</b>							
Job Title	Last Name	First Name	Exp	College	Degree	Campus/Department	Effective Date
Director Employee Relations	Dearing	J.D.	23	Stephen F. Austin University of North Texas	BA MA	Legal	8/2/2023
<b>Administrative - Transfers to Date: 16</b>							
<b>Current: 11</b>							
<b>Total: 27</b>							
<b>Administrative Appointments/Transfers</b>							
Job Title	Last Name	First Name	Exp	Current Position	Degree	New Campus/Department	Effective Date
Executive Director	Wheeler	Jason	20	Communications Director	BS	Communications & Public Relations	7/1/2023
Director Grants Administration Development	Nelson-Fluker	Shermika	20	Grant Development and Management Administrator	MBA	Grants	8/7/2023
Principal	Blackman	Stefani	17	Keeley Assistant Principal	M. Ed.	Abbett Elem	8/2/2023
Principal	Thompson	Jennifer	22	Principal -Weaver Elem	MA	Walnut Glen Acad	7/1/2023
Assistant Principal	Altieri	Leia	13	Assistant Principal - Coyle	M. Ed.	Garland HS	7/1/2023
Assistant Principal	Barber	Katie	8	University of Mississippi	Phd	Keeley Elem	8/1/2023
Assistant Principal	Cristales	Abiezar	20	District Student Retention & Recovery Specialist	Phd	O'Banion MS	7/1/2023
Assistant Principal	Martinez	Antonio	12	Assistant Principal-Webb M.S.	MA	Steadham Elem	7/1/2023
Assistant Principal	Medina	Annette	12	Assistant Principal - Abbett	M. Ed.	Back Elem	7/1/2023
Assistant Principal	Sanchez Fernandez	Ricardo Manuel	6	Instructional Coach Title 1	M. Ed.	Webb MS	7/1/2023
Assistant Principal	Webb	Roshanda	18	Behavior Interventionist-Sachse	M. Ed.	Weaver Elem	7/1/2023

Professional New Hire Agenda  
August 2023

<u>School/Dept.</u>	<u>Last Name</u>	<u>First Name</u>	<u>Exp</u>	<u>College</u>	<u>Degree</u>	<u>Job Title</u>	<u>Effective Date</u>
Abbett	Ironbar	Geraldine	2	UNT	BS	Counselor	8/2/2023
				Angelo State University	M.Ed.		
Amstrong ES	Powell	Christina	4	Univ of Phoenix	BS	Teacher	8/1/2023
Austin Academy	Thompson	Keeley	0	Texas A&M Commerce	BA	Teacher	8/1/2023
Austin Academy	Weldezion	Isaak	8	UTD	BS	Teacher	8/1/2023
Back	Espino	Maricela	1	Texas A&M Commerce	BS	Teacher	8/1/2023
Beaver Tech	Moses	McKinleigh	1	UTA	BA	Teacher	8/1/2023
Bradfield ES	Howard	Daria	1	UNT	BS	Speech Language Pathologist	8/10/2023
Bradfield ES	Metteer	Kelly	0	TWU	BA	Teacher	8/1/2023
Brandenburg	Wolff	Stephanie	0	University of Nevada	BS	Teacher	8/1/2023
Bullock ES	Noguez	Tania	0	UNT	MA	Teacher	8/1/2023
				UNT	BA		
Bullock ES	Rosiello	Jaclyn	0	Ride Univ	BS	Teacher	8/1/2023
Bullock ES	Urdez	Iven	0	Univ of Puerto Rico	BS	Teacher	8/1/2023
Bussey MS	Dunham	Jordon	0	UNT	BS	Teacher	8/1/2023
Bussey MS	Munoz	Maria	0	UNT	BA	Teacher	8/1/2023
Bussey MS	Rivera	Terin	4	University of Texas of the Permian Basin	BA	Teacher	8/1/2023
Bussey MS	Whitlow	Taylor	0	Prairie View A&M University	BS	Teacher	8/1/2023
Caldwell	Lazo Hernandez	Fanny	0	UT Arlington	BA	Teacher	8/14/2023
Carver	Bell	Audrianna	0	Prairie View A&M	BS	Teacher	8/1/2023
Carver	Valencia	Luisa	0	Universidad Libre	BS	Teacher	8/1/2023
Centerville ES	Vannicola	Kelli	2	TX State San Marcos	BS	Teacher	8/1/2023
Club Hill ES	Gonzalez	Amanda	0	UNT	BS	Teacher	8/1/2023
Club Hill ES	Gonzalez	Taylor	0	Arizona ST Univ	BS	Teacher	8/1/2023
Club Hill ES	Hill	Gigi	12	National Univ	MS	Teacher	8/1/2023
				Phillippines Univ	BS		
Club Hill ES	Timmerman	Jennifer	0	A& M College Station	PHD	Teacher	8/1/2023
				TX Tech Univ	MS		
				TX Tech Univ	BS		
Cooper ES	Johnson	Danae	3	Dallas Nursing Institute	AA	Nurse	8/1/2023
Cooper ES	Poteet	Tobi	0	UNT	BA	Teacher	8/1/2023
Cooper ES	Robinson	Jazmine	0	Texas A&M Commerce	BS	Teacher	8/1/2023
Cooper ES	Wright	J'Nai	1	Grambling State University	BA	Teacher	8/1/2023
Couch	Clement	Brittany	6	Dallas Baptist University	BA	Teacher	8/1/2023
Couch	Ellis	Marissa	0	TWU	BGS	Teacher	8/1/2023
Couch	Harris	Chereka	0	University of Arkansas	BS	Teacher	8/1/2023
Couch	Kuba	Ginika	0	University of Nigeria	BS	Teacher	8/1/2023
Couch	Martinez	Elizabeth	1	UNT	BA	Teacher	8/1/2023
				UNT	M. Ed.		
Couch Elem	Bryant	Elisha	0	St. Mary's University	BA	Teacher	8/1/2023
Couch Elem	Sanchez-Hernandez	Brianda	0	UNT Dallas	BS	Teacher	8/1/2023
Coyle MS	Clinton	Alexis	0	Kansas State University	BA	Teacher	8/1/2023
Coyle MS	Morales	Jacob	8	Texas A&M College Station	BA	Teacher	8/1/2023
Coyle MS	Phan	Pierson	0	Texas A&M College Station	BS	Teacher	8/1/2023
Daugherty ES	Cuba	Priscilla	9	Catholic University of America	BA	Teacher	8/1/2023

Professional New Hire Agenda  
August 2023

<u>School/Dept.</u>	<u>Last Name</u>	<u>First Name</u>	<u>Exp</u>	<u>College</u>	<u>Degree</u>	<u>Job Title</u>	<u>Effective Date</u>
Davis	Coburn	Sonya	9	UT Dallas	BS	Teacher	8/1/2023
Davis	Hill	Gretchen	0	Bowling Green State Univ.	BM	Teacher	8/1/2023
Davis	Paul	Janice	0	TWU		Teacher	8/1/2023
Dorsey ES	Walker	Vondajai	0	State University of NY	BA	Teacher	8/1/2023
Ethridge ES	Carr	Ariel	0	TX College	BS	Teacher	8/1/2023
Ethridge ES	Scott	Sonja	6	TX Tech Univ	BS	Teacher	8/1/2023
Ethridge ES	Watts	Essence	0	A&M Commerce	BS	Teacher	8/1/23
Fine Arts	Stevens	Toni	15	TWU	BA	Coordinator of Fine Arts	7/18/2023
Freeman ES	Aguirre	Sandra	0	Arizona Univ	BA	Teacher	8/1/2023
Freeman ES	Aranda	Grace	0	UT-Dallas	BS	Speech Lang Path Assistant	8/1/2023
Freeman ES	Randle	Shondara	27	Mississippi St Univ	BS	Teacher	8/1/2023
Garland HS	Matlock	Cooper	6	UT Dallas	BA	Teacher	8/1/2023
				UT Dallas	MA	Teacher	8/1/2023
Garland HS	Rodriguez	Eduardo	6	UT Austin	BS	Teacher	8/1/2023
Garland HS	Spriggs	Justus	4	Jarvis Christian College	BS	Teacher	7/20/2023
Golden Meadows ES	Isaura	Miranda	0	UT Dallas	BS	Teacher	8/1/2023
Golden Meadows ES	Ochoa	Claudia	9	Grand Canyon Univ	MS	Teacher	8/1/2023
				Univ of Phoenix	BS		
				Stephen F. Austin University	BA		
Golden Meadows ES	Smith	Andrea	8	Dallas Baptist Univ	BS	Teacher	8/1/2023
GRCTC	Nguyen	Dan	0	Dallas College	AA	Teacher	7/24/2023
GRCTC	Reyes	Valerie	0	Southern New Hampshire University		Teacher	7/24/2023
Handley ES	McBride	Kimberly	0	Savannah State University	BS	Teacher	8/1/2023
Handley ES	Shapiro	Trinity	0	University of Houston	BS	Teacher	8/1/2023
Handley ES	Urquide	Jessica	0	UNT	BA	Teacher	8/1/2023
Handley Es	Webb	Taylor	0	UNT	BS	Teacher	8/1/2023
Heather Glen	Mayweather	Rochelle	24	SMU	M. Ed.	Specialist	8/1/2023
				Harris Stowe State University	BS		
Heather Glen	Perkins	Karen	0	Prairie View A&M University	BA	Teacher	8/1/2023
Heather Glen	Templeton	Jason	0	Texas Tech	BA	Teacher	8/1/2023
Herfurth	Mota	David	1	Texas A&M Commerce	BAAS	Teacher	8/1/2023
Herfurth	Posey	Claudia	0	Louisiana State University	BA	Teacher	8/1/2023
				UT Dallas	BS		
Hickman	Del Rio	Rossy	0	UT Dallas	BS	Teacher	8/1/2023
Hillside Academy for Excellence	Jackson	Jye	0	Texas College		Teacher	8/1/2023
Houston MS	Bonner	Alliison	0	Remington College	BS	Teacher	8/1/2023
Houston MS	Ceron Orozco	Edgar	6	A&M- Commerce	BS	Teacher	8/1/2023
Houston MS	Sampson	Jameka	0	Univ of Central Florida	BS	Teacher	8/1/2023
Houston MS	Warren	Christopher	0	UNT Denton	BS	Teacher	8/1/2023
Hudson	Dryden	Jacob	6	Hanover College	BA	Teacher	8/1/2023
				Seton Hall College	MA		
				Univ. of Mississippi	PHD		
Jackson MS	Ojeda	Maria	5	UNT	BA	Teacher	8/1/2023
Jackson MS	White	Christie	26	Texas A&M University	BS	Counselor	7/24/2023
				Sam Houston State University	MA		
Kimberlin Academy	Lewis	Brittan	0	Univ of West Florida	BA	Teacher	8/1/2023

Professional New Hire Agenda  
August 2023

<u>School/Dept.</u>	<u>Last Name</u>	<u>First Name</u>	<u>Exp</u>	<u>College</u>	<u>Degree</u>	<u>Job Title</u>	<u>Effective Date</u>
Kimberlin Academy	Mullen	Jordan	7	Univ of Arkansas	BS	Teacher	8/1/2023
Lakeview Centennial HS	Boulanger-Chatman	Jeremy	7	Stephen F. Austin University	MA	Instructional Coach	7/26/2023
Lakeview Centennial HS	Flack	Erin	0	UTD	BA	Teacher	8/1/2023
Lakeview HS	Juniel	Justin	5	Southern Arkansas University	MA	Teacher Coach	7/11/2023
				Southern Arkansas University	BS		
Lakeview HS	McGuire	Cara	0	Northeastern State University	BA	Teacher	4/5/2023
Lakeview HS	Santana	Vinicius	2	Texas Tech	BA	Asst Band Director	7/18/2023
Liberty Grove ES	Arnold	Keshonda	0	Texas College Tyler	BA	Teacher	8/1/2023
Liberty Grove ES	Manning	Morgan	1	Texas A&M Commerce	BA	Teacher	8/1/2023
Lister ES	Boyd-Gerber	Chelo	5	Mid American Univ	MS	Teacher	8/1/2023
				West TX A&M	BS		
Lister ES	Grant	Takara	3	TX Tech Univ	MS	Teacher	8/1/2023
				A&M Corpus Christi	BS		
Lister ES	Jimenez	Melissa	0	Western Governor Univ	BS	Teacher	8/1/2023
Lister ES	Kenley	Kate	0	National Univ	BS	Teacher	8/1/2023
Luna ES	Morgan	Faith	11	James Madisom University	BA	Speech Language Pathologist Assistant	8/8/2023
Luna ES	Rox	Deborah	12	University of West Alabama	MA	Teacher	8/1/2023
				University of West Alabama	BS		
Lyles Collegiate	Butler	Michael	0	A&M- College Station	BS	Teacher	8/1/2023
Lyles Collegiate	Livingston	Cynthia	0	John Hopkins	MS	Teacher	8/1/2023
Lyles Collegiate	Williams	Richard	0	Kansas Wesleyan Univ	BS	Teacher	7/24/2023
Lyles Collegiate	Wilson	Kelon	0	Delta St. Univ	BS	Teacher	7/24/2023
Memorial Pathway	Alvarez	Melissa	16	UT El Paso	BA	Teacher	8/1/2023
				UT El Paso	MBA		8/1/2023
Memorial Pathway	Ha	Ngoc	0	UT Arlington	BSW	Teacher	8/1/2023
Memorial Pathway	Netsanet	Sametria	22	UT Arlington	BA	Teacher	8/7/2023
				Texas A&M Commerce	MA		
				Texas Southern University	M. Ed.		
Memorial Pathway	Russo	Nicholas	0	UNT	BA	Teacher	8/1/2023
Memorial Pathway	Solis	Kara	26	SFA	BS	Teacher	8/1/2023
Montclair ES	Palomo	Danielle	1	Stephen F. Austin University	BA	Teacher	8/1/2023
Naaman Forest HS	Burns	Megan	4	TX Tech Univ	BA	Teacher	8/1/2023
Naaman Forest HS	Choi	Brandon	0	SMU	MS	Teacher	8/1/2023
				SMU	BS		
Naaman Forest HS	Conner	Maegan	0	Emmanuel College	BS	Teacher	8/1/2023
Naaman Forest HS	Cruz	David	0	A&M-College Station	BS	Teacher	8/1/2023
Naaman Forest HS	Holloway	Menson	0	UT-El Paso	BS	Teacher	7/11/2023
Naaman Forest HS	Johnson	MBrianna	5	UT Arlington	BS	School Nurse	8/1/2023
Naaman Forest HS	Jones	Deborah	2	Univ of Phoenix	MBA	Teacher	8/1/2023
				A&M-Corpus Christi	BS		
Naaman Forest HS	Reyes	Sofia	0	A&M San Antonio	MS	Teacher	8/1/2023
Naaman Forest HS	Reyes	Sofia		A&M San Antonio	BS		

Professional New Hire Agenda  
August 2023

<u>School/Dept.</u>	<u>Last Name</u>	<u>First Name</u>	<u>Exp</u>	<u>College</u>	<u>Degree</u>	<u>Job Title</u>	<u>Effective Date</u>
Naaman Forest HS	Tulaluuluu	Tristin	0	UT-El Paso	BS	Teacher	7/20/2023
Naaman Forest HS	Watts	Brandon	10	TWU	MS	Teacher	8/1/2023
				UNT	BS		
Natatorium	Hamby	Spencer	0	Pepperdine University	BA	Teacher	8/1/2023
North Garland HS	Macaluso	Eva	14	Baylor University	BS	Counselor	8/1/2023
North Garland HS	Mejia	Maria	0	UTA	BA	Teacher Coach	8/1/2023
North Garland HS	Pulikkil	Ashley	0	UTD	BA	Teacher	8/1/2023
North Garland HS	Sevilla	Mikaela	0	Columbia International University	BA	Teacher	7/31/2023
North Garland HS	Wadlington-McCallister	Derric	4	University of Texas Tyler	M.Ed	Teacher	8/1/2023
				Illinois State Unviersity	BA		
North Garland HS	Williams	Dwight	16	Texas College	BA	Teacher	8/1/2023
North Garland HS	Wofford	Jamiela	7	University of Texas Tyler	BS	Coach	7/18/2023
Northlake ES	Sculark	Alexis	1	Alcorn St Univ	BS	Teacher	8/1/2023
O'Banion	Ibrahim	Kadi	2	Amberton University	BA	Teacher	8/1/2023
O'Banion	Velasquez	Arianna	6	SFA	BS	Teacher	8/1/2023
O'Banion	Deterra	Erika	0	UTD	BA	Teacher	8/1/2023
ParkCrest ES	Boyd	Suzanna	0	UT-Dallas	BA	Teacher	8/1/2023
ParkCrest ES	Howell	Jessica	0	UT-Dallas	BS	Teacher	8/1/2023
ParkCrest ES	Ivy	Angela	0	Dallas Baptist Univ	MA	Teacher	8/1/2023
				A&M College Station	BS		
Parson Pre-Kindergarten	Huynh	TieuNogoc	0	Wichita St. Univ	BS	Teacher	8/1/2023
Parsons Pre-K	Newbolt	Angela	0	UNT-Dallas	BA	Teacher	8/1/2023
Parsons Pre-K	Puntillo	Elizabeth	0	UT Dallas	BS	Teacher	8/1/2023
Pearson	Young	Felicia	28	East Texas State University	BA	Teacher	8/10/2023
				East Texas State University	MA		
Roach ES	Torales	Maribel	4	UTA	BA	Teacher	8/1/2023
Rowlett ES	Marino	Andrea	25	UNT	M. Ed.	Teacher	8/1/2023
				George Washington University	BA		
Rowlett ES	Page	Ariel	8	TWU	BA	Teacher	8/1/2023
Rowlett HS	Bussey	Ronald	9	Midwestern State Univ.	BA	Teacher	8/1/2023
				Texas A&M Commerce	M.Ed.	Teacher	8/1/2023
Rowlett HS	Hanes	Sharon	2	TWU Univ.	BS	Teacher	8/1/2023
Rowlett HS	Iverson	Lauren	0	Bethany College	BA	Teacher	8/1/2023
Rowlett HS	Simancas Hernandez	Karla	1	UT Arlington	BA	Teacher	8/1/2023
Rowlett HS	Williams	Destiny	0	Southern University and A&M College	BS	Teacher	8/1/2023
Sachse HS	Burnett	Hayden	2	East Central University	M.Ed	Teacher	7/26/2023
				Oklahoma Baptist University	BS		
Sachse HS	Green	Brandon	0	UNT	BA	Teacher Coach	7/31/2023
Sachse HS	Lawler	Brittany	0	Southwestern College	BA	Teacher	8/1/2023
Sachse HS	Lewis	Natashia	1	University of MS	BS	Teacher	7/28/2023
Sachse HS	Murphy	Mary	4	Texas State University	MA	Teacher	8/1/2023
				UTA	BA		
Sachse HS	Redd	Jerrad	0	Southwestern Assemblies of God University	BA	Teacher	8/1/2023
Sachse HS	Sloan	Kerry	4	Hardin-Simmons	M.Ed	Teacher	8/1/2023
				Hardin-Simmons	BS		

Professional New Hire Agenda  
August 2023

<u>School/Dept.</u>	<u>Last Name</u>	<u>First Name</u>	<u>Exp</u>	<u>College</u>	<u>Degree</u>	<u>Job Title</u>	<u>Effective Date</u>
Sachse HS	Varnell	Bryant	0	GISD	HS	Teacher	8/1/2023
Schrade MS	Adams	Toni	0	Louisiana Univ	BA	Teacher	8/1/2023
Schrade MS	Blount	Carandal	0	Louisiana St Univ	BS	Teacher	8/1/2023
Schrade MS	Cowley	Rachel	1	Louisiana St Univ	BS	Teacher	8/1/2023
Schrade MS	Jackson	Perdita	20	UNT	BS	Teacher	8/1/2023
Schrade MS	Mansfield	Kenneth	0	UNT	BS	Teacher	8/1/2023
Schrade MS	Thompson	Tia-Ann	0	Sam Houston St Univ	BS	Teacher	8/1/2023
Schrade MS	Tillman	Aj	0	A& M Commerce	BS	Teacher	8/1/2023
Schrade MS	Turner	Destiny	0	A&M College Station	BS	Teacher	8/1/2023
Schrade MS	Ugwu	Ugomma	0	UT Austin	BS	Teacher	8/1/2023
Sellers MS	Besong	Kristen	0	TX Tech Univ	BS	Teacher	8/1/2023
Sellers MS	Crocket	Ashley	2	LeTourneau	BS	Teacher	8/1/2023
Sellers MS	Desinor	Shanequa	0	Sam Houston St	BS	Teacher	8/4/2023
Sellers MS	Gamez	Priscilla	0	Colorado Christian Univ	BS	Teacher	8/1/2023
Sellers MS	Ramirez	Wilfred	0	Southwestern Assemblies of God Univ	BS	Teacher	8/1/2023
Sewell ES	Bush	MaryAnn	0	Mary Baldwin Univ	BS	Teacher	8/1/2023
Sewell ES	Freeman	Shawna	0	UT-Dallas	BS	Teacher	
Shugart ES	Dickson	Hugo	5	University of New Orleans	BS	Teacher	8/1/2023
Shugart ES	McCowin	Alnita	12	University of Phoenix	BA	Teacher	8/1/2023
Shugart ES	Nivens	William Todd	0	Dallas Baptist University	BA	Teacher	8/1/2023
Shugart ES	Suez	Valentina	5	University of Buenos Aires	BA	Teacher	8/1/2023
South Garland HS	Applewhite	Jessica	9	Abilene Christian University	BS	Teacher	7/20/2023
South Garland HS	Brown	Caleb	0	Mid Western St Univ	BS	Teacher	8/1/2023
South Garland HS	Choi	Maria	13	UNT	MS	Teacher	
				Lee Univ	BS		
South Garland HS	Combs	Elizabeth	0	South East Missouri St Univ	BS	Teacher	8/1/2023
South Garland HS	Cummings	Richard	13	Paul Quinn College	BS	Teacher	8/4/2023
South Garland HS	Dary	Donovan	6	Mid-Western St Univ	MS	Teacher	7/11/2023
				UNT	BS		
South Garland HS	Davis	Andrew	9	Mississippi St Univ	BS	Teacher	7/11/2023
South Garland HS	Hazelwood	Jon	19	Stephen F Austin Univ	BS	Teacher	7/11/2023
South Garland HS	Irving	Dequez	0	Univ of New Mexico	BS	Teacher	8/1/2023
South Garland HS	Jones	Sean	0	TX Southern Univ	BS	Teacher	8/1/2023
South Garland HS	Primentel	Miquel	0	A&M Commerce	BM	Teacher	7/11/2023
South Garland HS	Simmons	Dajia	0	East Baptist St Univ	BS	Teacher	8/1/2023
South Garland HS	Williams	Lomies	0	Univ of Phoenix	BS	Teacher	8/1/2023
South Garland HS	Willis	Bethany	0	UT Dallas	BS	Teacher	8/1/2023
Southgate ES	Hettich	Lisa	27	Concordia University	MA	Teacher	8/1/2023
				Texas A&M Commerce	BS		
Southgate ES	Johnson	Delma	18	Lamar University	MA	Counselor	8/1/2023
Southgate ES	Johnson	Delma		University of Arizona	BA		
Southgate STEM	George	Rosemary	4	Arizona State University	MA	Teacher	8/1/2023
				UNT	BA		
Southgate STEM	Mercado	Alicia	0	UTA	MS	Teacher	8/1/2023

Professional New Hire Agenda  
August 2023

<u>School/Dept.</u>	<u>Last Name</u>	<u>First Name</u>	<u>Exp</u>	<u>College</u>	<u>Degree</u>	<u>Job Title</u>	<u>Effective Date</u>
				TWU	BS		
Southgate STEM	Muniz	Ysatis	0	UTD	BA	Teacher	8/1/2023
Southgate STEM	Scontino	Brittanie	0	TWU	BS	Teacher	8/1/2023
SPED	Ballester	Suzanne	5	Sul Ross State Univ.	BA	Teacher	8/1/2023
SPED	Blaschke	Schelsea	0	UNT	BS	Occupational Therapist	7/31/2023
				TWU	PHD		
SPED	Chatman	Brenda	23	Texas Southern University	BS	Campus Facilitator	8/2/2023
SPED	Ragsdale	LaDawn	19	UT Tyler	BS	Diagnostician	8/7/2023
				UT Tyler	M.Ed.		
SPED	Sullivan	Brianna	6	UNT	BS	Speech Language Pathologist	7/24/2023
				TWU Univ.	MS		
SPED	Walker	Tamara	7	Texas A&M Commerce	BS	Transition Specialist	8/7/2023
				Prairie View A&M University	M. Ed.		
Spring Creek ES	Acedo	Stephanie	0	Texas State University	BS	Teacher	8/1/2023
Spring Creek ES	Cook	Robert	15	UT Dallas	BA	Teacher	8/1/2023
Spring Creek ES	McNabb	Charlene	0	TWU	BS	SPED Teacher	8/7/2023
Steadham ES	Mercado	Elisa	0	California State Univ.	BA	Teacher	8/1/2023
Teaching & Learning	Reitz	Krista	4	Texas State University	MA	Other Teacher	7/24/2023
				Ouachita Baptist University	BA		
Teaching & Learning	Rodriguez	Milexis	16	SMU	MA	Early Literacy Support	7/24/2023
				UNT	BA		
Teaching & Learning	Schnieder	Jennifer	15	Stephen F. Austin University	M. Ed.	Teacher	7/24/2023
Teaching & Learning	Simpson	Marcine	19	Lamar University	MA	Early Literacy Support Teacher	8/2/2023
				East Texas Baptist University	BA		
Teaching & Learning	Sponsel	Sarah	14	Concordia University	M. Ed.	Early Literacy Support	7/24/2023
				West Texas A&M University	BS		
Toler ES	Craven Hansen	Renea	16	A&M-Commerce	BS	Teacher	8/1/2023
Watson	Aday	Robin	0	Harding University	BS	Teacher	8/1/2023
Watson	Rose	Carissa	0	Western Governor's University	BSN	Nurse	8/1/2023
Webb MS	Chandler	Jermaine	0	Northwood University	BA	Teacher	8/1/2023
Webb MS	Claire	Anthony	15	Texas Tech	B.B.B.	Teacher	8/1/2023
				Texas A&M Commerce	M.B.A.	Teacher	8/1/2023
				Texas A&M Commerce	M.Ed.	Teacher	8/1/2023
Webb MS	Coffey	Connor	0	Texas State University	BA	Teacher	8/1/2023
Webb MS	Colon	Kiara	0	Northwestern State Univ.	BS	Teacher	8/1/2023
Webb MS	Jenkins	Sha'Tara	0	Harris Stowe State University	BA	Teacher	8/1/2023
Webb MS	Torres	Hector	4	UT El Paso	BA	Teacher	8/1/2023
Webb MS	Vaden	Jason	0	Univ. Of Arizona	BA	Teacher	8/1/2023
Webb MS	Whister	Andreana	0	Tennessee State Univ.	BS	Teacher	8/1/2023
Williams ES	Alvarez	Maria	0	University of Ana G. Mendez	BEED	Teacher	8/1/2023
Williams ES	Isaac	Diamond	1	Jackson State Univ.	BS	Teacher	8/1/2023

Resignations Retirements  
August 2023  
Paraprofessionals

<b>ParaProfessional Resignation/Retirements:</b>	<b>Approved to Date: 0</b>				
	<b>Current: 30</b>				
	<b>Total: 30</b>				
<b><u>School/Dept.</u></b>	<b><u>Name</u></b>	<b><u>Job Title</u></b>	<b><u>Experience</u></b>	<b><u>Reasons</u></b>	<b><u>Effective Date</u></b>
Beaver Technology Center for Math & Science	Alanis, Elizabeth	Aide/SPED ABC	0 years with GISD	Resignation/Other	8/7/2023
Bradfield Elementary School	Barraza, Monica	Data Clerk	19 years with GISD	Resignation/Other Texas School	8/3/2023
Bussey Middle School	Barrera, Aminta	Aide/SPED ALE	10 years with GISD	Resignation/Personal	7/20/2023
Caldwell Elementary School	Robles Jimenez, Cynthia	Aide/SPED CBSE Idea B	0 years with GISD	Resignation/Relocation	7/24/2023
Caldwell Elementary School	Acevedo, Cricia	Data Clerk	0 years with GISD	Resignation/Other	8/11/2023
Centerville Elementary School	Afrah, Josephine	Aide/SPED ECSE	1 year with GISD	Resignation/Other Texas School	5/31/2024
Centerville Elementary School	Gonzalez, Aida	Aide/SPED ALE	1 year with GISD	Resignation/Moving out of State	7/31/2023
Cisneros Prekindergarten School	Raya, Alba	Data Clerk	4 years with GISD	Resignation/Career Change	8/11/2023
Couch Elementary School	Hernandez, Martin	Aide/PE	6 years with GISD	Resignation/Personal	5/31/2024
Daugherty Elementary School	Ramos Vasquez, Mildred	Aide/Instructional Title I	0 years with GISD	Resignation/Personal	8/3/2023
Daugherty Elementary School	Alcalde Ortiz, Esther	Aide/Emergent Bilingual Instructional	4 years with GISD	Resignation/Personal	5/30/2023
Davis Elementary School	Martinez, Alma	Aide/Diagnostician	1 year with GISD	Resignation/Career Change	8/4/2023
Dr. Marvin D Roden Technology Center	Doss, Jeff	Field Service Technician	9 years with GISD	Resignation/Personal	8/30/2023
Garland High School	Jacobo, Veronica	Attendance Clerk	0 years with GISD	Resignation/Personal	8/2/2023
Garland High School	Rodriguez Canales, Katy	Aide/Office	0 years with GISD	Resignation/Personal	8/7/2023
Harris Hill Building	Bezares, Celine	Aide/Clinic Floater	2 years with GISD	Resignation/Career Change	8/1/2023
Harris Hill Building	Williams, Lashonda	Aide/Clinic Floater	7 years/0 years with GISD	Other/Contract Abandonment	8/15/2023
Heather Glen Elementary School	Espinal, Cesia	Aide	0 years with GISD	Resignation/Personal	8/8/2023
Houston Middle School	Villanueva, Edna	Aide/SPED Facilitator	19 years/8 years with GISD	Resignation/Other	8/10/2023
Kimberlin Academy for Excellence	Lozano, Diana	Aide/SPED ALE	1 year with GISD	Resignation/Other Texas School	7/31/2023
Luna Elementary School	Johnson, Rakia	Aide/Montessori	0 years with GISD	Resignation/Moving out of State	8/25/2023
North Garland High School	Gomez-Hernandez, Blanca	Secretary Counselors Office	2 years with GISD	Resignation/Personal	8/16/2023
Parsons Prekindergarten School	Lerma, Isivonend	Aide/Prekindergarten SPED ECSE	0 years with GISD	Resignation/Health Reasons	5/31/2024
Rowlett Elementary School	Lindsay, Carney	Aide/SPED ABC	3 years with GISD	Resignation/Other Texas School	7/31/2023
Rowlett Elementary School	Harding, Lanetrae	Aide/SPED ABC	1 year with GISD	Resignation/Health Reasons	8/14/2023
Sachse High School	Quintana Hernandez, Aljaydi	Aide/SPED Behavioral Adjustment	1 year with GISD	Resignation/Personal	5/26/2023
Shugart Elementary School	Stinnett, Keyanna	Aide/Office	0 years with GISD	Resignation/Personal	8/3/2023
Southgate Elementary School	Garache, Andrea	Aide/Bilingual	1 years with GISD	Resignation/Personal	8/2/2023
Valle Student Services Center	Cuellar, Emily	Aide/McKinney Vento Office Tehcy	1 year with GISD	Resignation/Personal	8/18/2023
Valle Student Services Center	Raya, Denice	Aide/Enrollment Center Clinic	1 year with GISD	Resignation/Career Change	8/25/2023

Resignations/Retirements  
August 2023  
Professionals

<b>Professional Resignation/Retirements:</b>	<b>Approved to Date: 0</b>				
	<b>Current: 25</b>				
	<b>Total: 25</b>				
<b><u>School/Dept.</u></b>	<b><u>Name</u></b>	<b><u>Job Title</u></b>	<b><u>Experience</u></b>	<b><u>Reasons</u></b>	<b><u>Effective Date</u></b>
Classical Center at Vial Elementary School	Cox, Jeanine	Teacher/SPED CBSE Idea B	0 years with GISD	Resignation/Personal	8/4/2023
Daugherty Elementary School	Tellez Alvarado, Mariaelena	Teacher/Bilingual 1st Gr.	12 years/6 years with GISD	Resignation/Other Texas School	7/21/2023
Dr. Marvin D Roden Technology Center	Donham, Katrina	PEIMS Technical Assistant	19 years with GISD	Retirement-TRS	1/31/2024
Garland High School	Edmonds, Julie	Teacher/MYP Design	1 year with GISD	Resignation/Unsatisfied with Job	7/31/2023
Giddens-Steadham Elementary School	Dugas, Tanja	Teacher/4th Gr.	14 years/1 year with GISD	Resignation/Health Reasons	6/1/2023
Gilbreath-Reed Career and Technical Center	Rich, Robert	Teacher/Firefighter EMT	2 years/0 years with GISD	Resignation/Career Change	8/4/2023
Harris Hill Building	Mayo, Brandy	Executive Director Budget	9 years/5 years with GISD	Resignation/Career Change	8/4/2023
Harris Hill Building	Quinn, Amy	Coordinator	22 years/16 years with GISD	Resignation/Career Change	9/14/2023
Harris Hill Building	Fries, Shajuanna	Teacher/Intermediate Support	15 years/8 years with GISD	Resignation/Relocation	8/4/2023
Harris Hill Building	Whatley, Lisa	Responsive Services Counselor	21 years/19 years with GISD	Retirement/TRS	8/28/2023
Jackson Technology Center for Math & Science	McConnell, Yolanda	Teacher/Science 7th & 8th Gr.	9 years with GISD	Resignation/Personal	7/31/2023
Lakeview Centennial High School	Mehudrew, Tara	Teacher/SPED Behavior ADJ ED	21 years/7 years with GISD	Resignation/Other	7/31/2023
Memorial Pathway Academy	Waites, Brittney	Teacher/ESL English Newcomer	1 year with GISD	Resignation/Personal	8/1/2023
Naaman Forest High School	Robinson, Marcus	Teacher/Marketing ED Career Prep	5 years/3 years with GISD	Resignation/Other Texas School	7/31/2023
Naaman Forest High School	Holtzman, Laurreta	Teacher/Health Science Career Prep	12 years/10 years with GISD	Resignation/Health Reasons	7/17/2023
O'Banion Middle School	Wiebersch, Rebekah	Teacher/Reading 8th Gr.	5 years with GISD	Finish Year Only	5/30/2023
Roach Elementary School	Pacheco, Megan	Teacher/1st Gr.	10 years/1 year with GISD	Resignation/Health Reasons	5/31/2023
Rowlett High School	Heinzig, Stacy	Speech Language Pathologist SPED	10 years with GISD	Resignation/Career Change	7/31/2023
Sachse High School	Osburn, Anthony	Teacher/Mathematics	0 years with GISD	Finish Year Only	5/30/2023
Schrade Middle School	Webb, Aaron	Teacher/Science 7th & 8th Gr.	10 years/1 year with GISD	Resignation/Moving out of State	8/1/2023
Schrade Middle School	Williams, Terry	Teacher/Math 7th & 8th Gr.	1 year with GISD	Resignation/Other Texas School	7/31/2023
South Garland High School	Ridley, Brittany	Teacher/Health Coach	3 years/2 years with GISD	Resignation/Other Texas School	8/8/2023
South Garland High School	Hahnl, Timothy	Teacher/Auto Technology	12 years/10 years with GISD	Resignation/Other	7/21/2023
Watson Technology Center for Math & Science	Glabog, Dempuls	Teacher/3rd Gr.	7 years with GISD	Resignation/Relocation	7/21/2023
Webb Middle School	Friday, Eymoni	Teacher/Reading 7th & 8th Gr.	1 year with GISD	Finish Year Only	5/30/2023



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** Consider Approval of Budget Transfers and Amendments to the 2023-2024 General Fund

**Agenda Section:** Action Item

**Administrator Responsible:** Ms. Crystal Robbins  
Director of Budget and Position Control

**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, Facilities and Operations Committee Meeting on August 8, 2023.

**Administrative Recommendations:**

Provided for your consideration.



**BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2023-2024  
August 22, 2023**

**REVENUES:**

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
57 Local Revenue	\$ 250,595,728	\$ 250,595,728	\$ -	\$ -	\$ 250,595,728
58 State Revenue	249,979,254	249,979,254			249,979,254
59 Federal Revenue	13,000,000	13,000,000			13,000,000
<b>Total Revenues</b>	<b>\$ 513,574,982</b>	<b>\$ 513,574,982</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 513,574,982</b>

**EXPENDITURES:**

11 Instruction	\$ 341,690,230	\$ 341,690,230	\$ -	\$ 12,738	\$ 341,702,968
12 Instructional Resources and Media Services	8,637,004	8,637,004			8,637,004
13 Curriculum Development and Instructional Staff Development	15,023,073	15,023,073			15,023,073
21 Instructional Leadership	9,398,556	9,398,556		26,465	9,425,021
23 School Leadership	34,656,420	34,656,420		528	34,656,948
31 Guidance, Counseling and Evaluation	28,145,340	28,145,340			28,145,340
32 Social Work Services	529,896	529,896			529,896
33 Health Services	8,905,602	8,905,602			8,905,602
34 Student Transportation	19,751,821	19,751,821			19,751,821
35 Food Service	300,000	300,000			300,000
36 Extracurricular Activities	13,334,703	13,334,703			13,334,703
41 General Administration	20,719,368	20,719,368			20,719,368
51 Facilities Maintenance & Operations	51,582,367	51,582,367		1,422,631	53,004,998
52 Security and Monitoring Services	11,364,841	11,364,841		94,275	11,459,116
53 Data Processing Services	15,704,807	15,704,807			15,704,807
61 Community Services	1,772,260	1,772,260			1,772,260
71 Debt Service - Principal on Long-Term Debt	751,097	751,097			751,097
72 Debt Service Interest on Long-Term Debt					-
73 Bond Issuance Cost and Fees					-
81 Facilities Acquisition and Construction					-
95 Juvenile Justice Program	36,000	36,000			36,000
99 Other Intergovernmental Charges	1,057,993	1,057,993			1,057,993
<b>Total Expenditures</b>	<b>\$ 583,361,378</b>	<b>\$ 583,361,378</b>	<b>\$ -</b>	<b>\$ 1,556,637</b>	<b>\$ 584,918,015</b>
<b>Excess(Deficiency) Revenues Over(Under) Expenditures</b>	<b>\$ (69,786,396)</b>	<b>\$ (69,786,396)</b>	<b>\$ -</b>	<b>\$ (1,556,637)</b>	<b>\$ (71,343,033)</b>
<b>Other Financing Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Financing Uses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Net Change in Fund Balance</b>	<b>\$ (69,786,396)</b>	<b>\$ (69,786,396)</b>	<b>\$ -</b>	<b>\$ (1,556,637)</b>	<b>\$ (71,343,033)</b>



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2023-2024  
August 22, 2023**

<b>Expenditures</b>	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
11 Instruction	\$ 12,738	\$ -	\$ 12,738
21 Instructional Leadership	26,465		\$ 26,465
23 School Leadership	528		\$ 528
51 Facilities Maintenance & Operations	\$ 1,422,631		\$ 1,422,631
52 Security and Monitoring Services	94,275		\$ 94,275
<b>Total Expenditures</b>	<b>\$ 1,556,637</b>	<b>\$ -</b>	<b>\$ 1,556,637</b>

**Notes: Purchase orders (PO) rollover for departments Maintenance, Technology and Security not received by June 30th due to shipping delays**



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** Consider Approval of Resolution of the Procurement Delivery Method for the Bond 2023

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Javier Fernandez  
Director of Facilities Planning and Construction 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:**

On September 19, 2017, the Board of Trustees approved Resolutions for the Procurement Delivery Method for the Competitive Sealed Proposal (CSP) and the Job Order Contract (JOC). Consider approval of the Resolution of the Procurement Delivery Method for the Bond 2023, in compliance with Texas Government Code 2269 and Board policy CV(Local), to add Construction Manager-At Risk (CMAR), as an option.

This agenda item was presented to the Board Bond Committee for review on August 8, 2023.

**Administrative Recommendations:**

Provided for your consideration.

**RESOLUTION  
GARLAND INDEPENDENT SCHOOL DISTRICT**

**STATE OF TEXAS           §**

**COUNTY OF DALLAS       §**

WHEREAS, Texas Government Code §2269.056(a) provides that the Board of Trustees of a school district that is considering a construction contract using one of the methods specified by Texas Government Code §2269.056 must, before advertising, determine which method provides the best value for the District; and

WHEREAS, The Board of Trustees of the Garland Independent School District is of the opinion that Construction Manager-At-Risk (CMR) pursuant to Government Code 2269.251, provides the best value for the School District on future construction and construction related contracts under consideration; unless an alternative delivery is approved.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT that opinion that Construction Manager-At-Risk (CMR) pursuant to Government Code 2269.251, provides the best value for the School District on future construction and construction related contracts under consideration; unless an alternative delivery is approved.

PASSED, APPROVED AND ADOPTED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, DALLAS COUNTY, TEXAS, on the 22<sup>nd</sup> day of August, 2023.

By: \_\_\_\_\_  
Linda Griffin, President  
Board of Trustees

ATTEST:

By: \_\_\_\_\_  
Johnny Beach, Secretary  
Board of Trustees



## Garland Independent School District Board of Trustee

**Date of Meeting:** August 22, 2023

**Agenda Item:** Adopt Public Information Request Calendar

**Agenda Section:** Action Item

**Administrator Responsible:** Lisa Ray  
General Counsel

### 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 #3 – Board Relations

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

### Summary/Background Information:

Effective September 1, 2023, HB 3033 made numerous changes to the Public Information Act ("PIA"). One of those changes include defining a *business day* for purposes of the PIA as a business day is a day other than: a Saturday or Sunday; a national holiday under Texas Government Code section 662.003(a); and a state holiday under Texas Government Code section 662.003(b).

The bill allows a governmental body to designate a day on which the governmental body's administrative offices are closed or operating with minimum staffing as a non-business day. A governmental body may not designate more than 10 non-business days each calendar year. The Board of Trustees must for a school district must make this designation and approve the calendar.

**Administrative Recommendations:** For approval.

# Garland Independent School District

## Memo

To: GISD School Board Trustees

From: Lisa Ray

CC: Dr. Ricardo López, GISD Superintendent

Date: August 8, 2023

Subject: Public Information Request Calendar - 2023

---

Effective September 1, 2023, HB 3033 made numerous changes to the Public Information Act ("PIA"). One of those changes include defining a *business day* for purposes of the PIA as a business day is a day other than: a Saturday or Sunday; a national holiday under Texas Government Code section 662.003(a); and a state holiday under Texas Government Code section 662.003(b).

The bill allows a governmental body to designate a day on which the governmental body's administrative offices are closed or operating with minimum staffing as a non-business day. A governmental body may not designate more than 10 non-business days each calendar year. The Board of Trustees for a school district must make this designation and approve the calendar.

The Texas Government Code defines national and state holidays as the following:

### **Sec. 662.003. DATES AND DESCRIPTIONS OF HOLIDAYS.**

(a) A national holiday includes only the following days:

- (1) the first day of January, "New Year's Day";
- (2) the third Monday in January, "Martin Luther King, Jr., Day" in observance of the birthday of Dr. Martin Luther King, Jr.;
- (3) the third Monday in February, "Presidents' Day";
- (4) the last Monday in May, "Memorial Day";
- (5) the fourth day of July, "Independence Day";
- (6) the first Monday in September, "Labor Day";
- (7) the 11th day of November, "Veterans Day," dedicated to the cause of world peace and to honoring the veterans of all wars in which Texans and other Americans have fought;
- (8) the fourth Thursday in November, "Thanksgiving Day"; and
- (9) the 25th day of December, "Christmas Day."

(b) A state holiday includes only the following days:

## Memo – page 2

- (1) the 19th day of January, "Confederate Heroes Day," in honor of Jefferson Davis, Robert E. Lee, and other Confederate heroes;
- (2) the second day of March, "Texas Independence Day";
- (3) the 21st day of April, "San Jacinto Day";
- (4) the 19th day of June, "Emancipation Day in Texas," in honor of the emancipation of the slaves in Texas in 1865;
- (5) the 27th day of August, "Lyndon Baines Johnson Day," in observance of the birthday of Lyndon Baines Johnson;
- (6) the Friday after Thanksgiving Day;
- (7) the 24th day of December; and
- (8) the 26th day of December.

(c) An "optional holiday" includes only the days on which Rosh Hashanah, Yom Kippur, or Good Friday falls.

The proposed 2023 calendar is before the Board for approval at the August 22, 2023 meeting. Administration will bring forward the proposed 2024 Public Information Request calendar in December 2023.



# Garland ISD 2023 Public Information Calendar

## JANUARY

MO	TU	WE	TH	FR	SA	SU
						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

MO	TU	WE	TH	FR	SA	SU
		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

MO	TU	WE	TH	FR	SA	SU
		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

MO	TU	WE	TH	FR	SA	SU
					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

MO	TU	WE	TH	FR	SA	SU
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

MO	TU	WE	TH	FR	SA	SU
			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		

## JULY

MO	TU	WE	TH	FR	SA	SU
					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

MO	TU	WE	TH	FR	SA	SU
	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

MO	TU	WE	TH	FR	SA	SU
				1	2	3
<del>4</del>	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

MO	TU	WE	TH	FR	SA	SU
						1
2	3	4	5	6	7	8
<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## NOVEMBER

MO	TU	WE	TH	FR	SA	SU
		1	2	3	4	5
6	7	8	9	10	<del>11</del>	12
13	14	15	16	17	18	19
<del>20</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	25	26
27	28	29	30			

## DECEMBER

MO	TU	WE	TH	FR	SA	SU
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	<del>22</del>	23	<del>24</del>
<del>25</del>	<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	30	31



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** Consider Approval to Award Construction Project Management Software and Related Services One (1) Year with Two (2) Annual Renewals

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Javier Fernandez  
Director of Facilities Planning and Construction Services

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goals:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Consider approval to award Contract #221-23-01 Construction Project Management Software and Related Services. This contract provides cloud-based software as a service construction project management software and services and will be utilized by Facilities Planning and Construction Services, Facilities and Maintenance, Finance, Purchasing and other departments to manage Bond 2023 documentation and information. It is staff's recommendation that it be awarded as indicated below.

Projectmates by Systemates, Inc.

The not to exceed amount is \$180,000. Potential funding is indicated below.

**Bond 2023 (683)**

This agenda item was presented to the Board Bond Committee for review on August 8, 2023.

**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 **Construction Project Management Software and Related Services** from the company or companies listed below provides the best value to the Garland Independent School District.

Projectmates by Systemates, Inc.

**NOT TO EXCEED AMOUNT:**

**\$180,000**

<b>Procurement Method:</b>	Cooperative Purchase Contract
<b>Contract Number:</b>	221-23-01
<b>Contract Term:</b>	One (1) Year with Two (2) Annual Renewals
<b>Potential Funding Source:</b>	(683 Bond 2023) - 100%



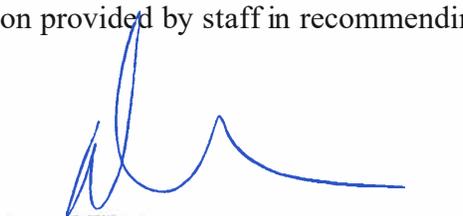
Mark A. Booker  
Executive Director of Purchasing



Javier Fernandez  
Director of Facilities Planning  
and Construction Services

Attest:

I have examined the information provided by staff in recommending the award above.



Darrell Dodds  
Chief Financial Officer



**Garland Independent School District**

DATE: July 25, 2023

TO: Nancy Nunez, Purchasing Construction Bond Manager

FROM: Javier Fernandez, Director Facilities Planning and Construction Services

RE: Recommendation to Award 221-23-01 Construction Management Software and Related Services

---

**Action Required**

Award

**Material/Service**

Software and Services – Construction Project Management Software and Services

**Purpose**

This contract provides cloud-based software as a service construction project management software and services and will be utilized by Facilities Planning and Construction Services, Facilities and Maintenance, Finance, Purchasing and other departments to manage bond 2023 documentation and information.

**Board Goal Objective**

Not Applicable

**Superintendent Goal #5 – District Management**

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

**Recommended Amount**

\$ 180,000 – 2023 Bond Fund (683)



## Garland Independent School District Board of Trustees

**Date of Meeting:**

August 22, 2023

**Agenda Item:**

Consider Approval of Purchase of Liability (General, Professional, Employee Benefit) and Workers Compensation Third Party Administration Services  
First of Four (4) Annual Renewal Options

**Agenda Section:**

Action Item

**Administrator Responsible:**

Mr. John King  
Director of Risk Management

**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 is the recommendation of the bid for liability (general, professional, employee benefit) and workers compensation third party administration services for the District, discussed in the August 8, 2023, Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

TASB Risk Management Fund

The estimated total amount of the bid is not to exceed \$1,042,472. Potential funding is indicated below.

**General Fund (199) – 83%**  
**Risk Management (753) – 17%**

**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 **Liability (General, Professional, Employee Benefit) and Workers Compensation Third Party Administration Services** from the company or companies listed below provides the best value to the Garland Independent School District.

TASB Risk Management Fund

**NOT TO EXCEED AMOUNT:**

**\$1,042,472**

<b>Procurement Method:</b>	Interlocal Contract
<b>Contract Number:</b>	55-22
<b>Contract Term:</b>	First of four (4) annual renewal options.
<b>Potential Funding Source:</b>	199 General Fund      83% 753 Risk Management    17%



Mark A. Booker  
Executive Director of Purchasing



John King  
Director of Risk Management

Attest:

I have examined the information provided by staff in recommending the award above.



Darrell Dodds  
Chief Financial Officer



**Garland Independent School District**

Date: June 27, 2023

To: Mayte R. Martinez, Assistant Director of Purchasing

From: John King, Director of Risk Management

RE: Recommendation to Renew Contract 55-22 Liability (General, Professional, Employee Benefit) and Workers Compensation Third Party Administration Services

---

**Action Required**

Renewal

**Material/Service**

Participation in a TASB self-insured risk pool for liability coverage and Third-Party Administration services for self-insured worker's compensation payments.

**Purpose**

The District's self-insured risk pool liability coverage shares some of the financial risk of loss from liability exposures among pool members. Third-Party Administration services handle the District's self-insured worker's compensation claims

**LIABILITY RENEWAL**

The District has been in an interlocal agreement with the TASB Risk Management Fund to provide School Liability coverage, which includes General Liability, Professional Liability, Employee Benefit Liability, and Automobile Liability with Automobile Physical Damage since September of 2017. It is the recommendation of Risk Management to continue this coverage for the 23-24 school year under last years approved inter-local agreement with the option of up to 3 more renewals. Rates for the 23-24 school year have increased approximately 9.5% for the combined liability contribution of \$852,472. In addition, automobile liability and physical damage deductibles have increased from \$1,000 to \$2,500 resulting in higher average cost per claim to the District.

**WORKERS COMPENSATION THIRD PARTY ADMINISTRATION**

The District has also used an inter-local agreement with the TASB Risk Management Fund to provide Third Party Administration services for the District’s self-insured Worker’s compensation claims. Using the same inter-local agreement with the TASB Risk Management Fund for liability coverage, it is the recommendation of Risk Management that the District continues using the TASB Risk Management Fund to provide Worker’s Compensation Third Party Administration services. The total estimated program administrative cost is \$190,000.

<b>School Liability</b>	<b>Per Occ Limit</b>	<b>Deductible</b>	<b>Cost 22-23</b>	<b>Cost 23-24</b>
Professional Legal Liability	\$2,000,000	\$10,000	\$ 207,154	\$ 219,903
General Liability	\$2,000,000	\$0	included	included
Employee Benefits Liability	\$100,000	\$0	included	included
Privacy and Info Security	\$250,000/ \$500,000	\$0	\$9,000	\$ 15,000
Violent Acts	\$250,000	\$0	included	included

<b>Auto/Fleet</b>	<b>Limit</b>	<b>Deductible</b>	<b>Cost 22-23</b>	<b>Cost 23-24</b>
Automobile Liability	\$100/\$300/\$100	\$1,000/ \$2,500	\$ 455,100	\$ 499,900
<b>Auto Physical Damage</b>			\$ 106,804	\$ 117,669
Comprehensive	Actual Cash Value	\$1,000/ \$2,500	included	included
Collision	Actual Cash Value	\$1,000/ \$2,500	included	included

<b>Total Liability Contribution</b>	<b>\$ 778,058</b>	<b>\$ 852,472</b>
<b>Total estimated TPA Costs</b>	<b>\$ 170,000</b>	<b>\$ 190,000</b>
<b>Total Liability and est. TPA Costs/TASB inter-local</b>	<b>\$ 948,058</b>	<b>\$ 1,042,472</b>

**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**

\$1,042,472 - 199 General Fund 83% and 753 Risk Management 17%



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** August 22, 2023

**Agenda Item:** Consider Approval of Purchase of PSAT/SAT  
Materials and Services  
One (1) Year

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Jason Adams  
Chief Academic Officer

**Board Goal Objective:**

**OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)**

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

**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.

**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:**

Shown is the recommendation of the bid for PSAT/SAT materials and services for the District, discussed in the August 8, 2023, Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Shmoop University Inc.  
TPR Education LLC

The estimated total amount of the bid is not to exceed \$125,000. 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 **PSAT/SAT Materials and Services** from the company or companies listed below provides the best value to the Garland Independent School District.

Shmoop University Inc.  
TPR Education LLC

**NOT TO EXCEED AMOUNT:**

**\$125,000**

<b>Procurement Method:</b>	Request for Proposal
<b>Contract Number:</b>	325-19-13
<b>Contract Term:</b>	One (1) year
<b>Potential Funding Source:</b>	199 General Fund



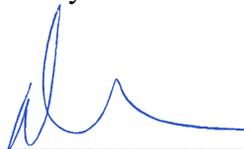
Mark A. Booker  
Executive Director of Purchasing



Jason Adams, Ed.D.  
Chief Academic Officer

Attest:

I have examined the information provided by staff in recommending the award above.



Darrell Dodds  
Chief Financial Officer



**Garland Independent School District**

Date: June 9, 2023

To: Maria Cobar, Buyer

From: Kevin Massey, Advanced Academic Administrator

RE: Recommendation to Renew RFP 325-19-13 PSAT/SAT Materials and Services

---

**Action Required**

Renewal

**Material/Service**

Items/Services:

- PSAT/SAT student test prep kits, including access to online enrichment portal
- PSAT/SAT teacher materials and resources
- PSAT/SAT drills and full-length practice tests
- Teacher access to a local representative for training purposes and support

**Purpose**

I recommend renewing RFP 325-19-13 for the following companies:

<u>Type</u>	<u>BPA/CPA#</u>	<u>Supplier Name</u>
BLANKET	5537755	SHMOOP UNIVERSITY INC
BLANKET	5499251	TPR EDUCATION LLC
BLANKET	5542125	TPR EDUCATION LLC

This recommendation will allow campuses and departments to purchase PSAT/SAT test prep materials and services which will prepare students for the PSAT and the SAT. The increase to this award will allow the SAT test prep pilot at Naaman Forest High School to be accommodated for the 2023-24 school year.

## **Board Goal Objective**

### **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 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.

### **Superintendent Goal #4 – Educational Leadership**

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

## **Recommended Amount**

\$125,000 – 199 General Fund



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** August 22, 2023

**Agenda Item:** Consider Approval of Purchase of Hazardous  
Materials Consulting Services  
Third of Four (4) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Frank Bayardo  
Director of 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 is the recommendation of the bid for hazardous materials consulting services for the District, discussed in the August 8, 2023, Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

See Attached List

The estimated total amount of the bid is not to exceed \$1,000,000. Potential funding is indicated below.

**General Funds (199) – 34%**  
**Local Capital Projects- GEN FB (Projects Module) (654) – 33%**  
**2023 Bond Authorization (683) – 33%**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

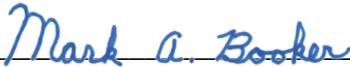
It is the administration's recommendation that the offer(s) for **Hazardous Materials Consulting Services** from the company or companies listed below provides the best value to the Garland Independent School District.

See Attached List

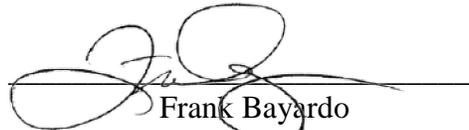
**NOT TO EXCEED AMOUNT:**

**\$1,000,000**

<b>Procurement Method:</b>	Request for Qualifications
<b>Contract Number:</b>	361-16-21
<b>Contract Term:</b>	Third of four (4) annual renewal options.
<b>Potential Funding Source:</b>	199 General Fund 34% 654 Local Capital Projects- GEN FB (Projects Module) 33% 683 2023 Bond Authorization 33%



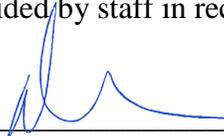
Mark A. Booker  
Executive Director of Purchasing



Frank Bayardo  
Director of Maintenance

Attest:

I have examined the information provided by staff in recommending the award above.



Darrell Dodds  
Chief Financial Officer



**Garland Independent School District**

Date: July 10, 2023

To: Nancy Nunez, Construction Bond Specialist

From: Edmund Lee, Facility and Maintenance Business Operation Manager

RE: Recommendation to Renew RFQ 361-16-21 Hazardous Materials Consulting Services

---

**Action Required**

Renewal

**Material/Service**

Professional hazmat consulting services

**Purpose**

The following agreement will be utilized for Hazardous Material Consulting and Professional Services. The increase is to align with the recently approved bond 2023 program and to support future bond initiatives.

**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**

\$1,000,000 – 199 General Fund 34%, 654 Local Capital Projects- Gen FB (Projects Module) 33% and 683 2023 Bond Authorization 33%

RFQ 361-16-21  
Hazardous Materials Consulting Services

Awarded Suppliers

ENSOLUM LLC, Environmental & Hydrogeologic Consultants

ERC

Farmer Environmental Group

Industrial Hygiene & Safety Technology, Inc. (IHST)

Pass Associates, Inc.

Primera Professional Services Group

Terracon

The VERTEX Companies

Wood Environment & Infrastructure Solutions, Inc.



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** Consider Approval of Purchase of Educational Software, Licenses, Subscriptions, Hardware and Services  
Second of Nine (9) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Mark A. Booker  
Executive Director of Purchasing

**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 11<sup>TH</sup> 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.

**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 bid for educational software, licenses, subscriptions, hardware and services for the District, discussed in the August 8, 2023, Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Change From:

Change To:

Educational Galaxy

Progress Learning

Mentoring Minds

Curriculum Associates

The estimated total amount of the bid is not to exceed \$5,000,000. Potential funding is indicated below.

**General Fund (199) – 50%**  
**ESEA Title I Part A – Improving Basic Programs (211) – 50%**

**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 **Educational Software, Licenses, Subscriptions, Hardware and Services** from the company or companies listed below provides the best value to the Garland Independent School District.

Change From:

Change To:

Educational Galaxy

Progress Learning

Mentoring Minds

Curriculum Associates

**NOT TO EXCEED AMOUNT:**

**\$5,000,000**

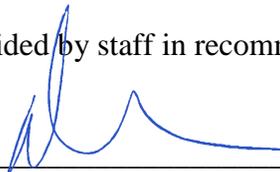
<b>Procurement Method:</b>	Request for Proposal
<b>Contract Number:</b>	397-21-04
<b>Contract Term:</b>	Second of nine (9) annual renewal options.
<b>Potential Funding Source:</b>	199 General Fund 50% 211 ESEA Title I Part A - Improving Basic Programs 50%



Mark A. Booker  
Executive Director of Purchasing

Attest:

I have examined the information provided by staff in recommending the award above.



Darrell Dodds  
Chief Financial Officer



**Garland Independent School District**

Date: June 29, 2023

To: Mark A. Booker, Executive Director of Purchasing

From: Maria Cobar, Buyer

RE: Recommendation to Renew RFP 397-21-04 Educational Software,  
Licenses, Subscriptions, Hardware and Services

---

**Action Required**

Renewal

**Material/Service**

This recommendation is made for the purchase of Educational Software, Licenses, Subscriptions, Hardware and Services. This contract will be used district wide for all software needs.

**Purpose**

The purpose for this award is to provide schools and departments the needed software solutions and the ability to using various funds.

**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.

### **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**

\$5,000,000 – 199 General Fund 50% and 211 ESEA Title 1 Part A - Improving Basic Programs 50%



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** Approve the 2023-2024 Student Code of Conduct

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Babetta Hemphill  
Executive Director of Student Services & School Choice

**Board Goal Objective:**

### **OBJECTIVE H: STUDENT MANAGEMENT**

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

**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 incidents.

#### **Summary/Background Information**

The Texas Association of School Boards released the 2023-2024 Model Student Code of Conduct (SCOC) with changes from the 88th Legislature effective September 1st, 2023. This updated SCOC is presented in accordance with the TASB Model Student Code of Conduct.

#### **Administrative Recommendations:**

Administration recommends approval

# *Memo*

To: GISD School Board of Trustees  
From: Dr. Babetta Hemphill, Executive Director of Student Services  
CC: Dr. Ricardo López, GISD Superintendent  
Dr. Susana Russell, GISD Chief Leadership Officer  
Date: August 22, 2023  
Subject: Information for approval of 2023-2024 Student Code of Conduct

---

During the upcoming School Board Meeting scheduled for Tuesday, August 22, 2023, Student Services will present the Garland ISD Student Code of Conduct and a change document for presentation and approval. State law requires the Board to adopt the Student Code of Conduct.

Information on the Legislative bills from the 88th Legislative Session that affect the 2023-2024 Student Code of Conduct is provided in advance of the August 22nd School Board Meeting for Trustees to review.

- [Legislative Bills Affecting Student Code of Conduct](#)

For a seamless transition into the new school year and to communicate essential policies and procedures, the Board approved us to begin the 2023-2024 school year with our [2022-2023 Student Code of Conduct](#) until the new code is adopted. Once adopted, the 2023-2024 GISD Student Code of Conduct will be posted in English, Spanish, and Vietnamese on the district website, and will also be communicated through Skyward. In addition, all new information in the Student Code of Conduct will be specifically communicated to families through campus communication and the district website.

# ACKNOWLEDGMENT

## *Student Code of Conduct and Student Handbook Electronic Distribution*

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student’s teacher or appropriate campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student’s school.

Thank you,

Ricardo López, Ed. D.  
Superintendent

We acknowledge that we have been offered the option to receive a paper copy of the Garland Independent School District Student Code of Conduct and Student Handbook for the 2023-2024 school year or to electronically access them on the district’s website at [www.garlandisd.net](http://www.garlandisd.net). We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

- Receive a paper copy of the Student Code of Conduct and the Student Handbook.
- Accept responsibility for accessing the Student Code of Conduct and the Student Handbook on the district’s website.

Print name of student:

---

Signature of student:

---

Print name of parent:

---

Signature of parent: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade level: \_\_\_\_\_

Please sign this page and return it to the student’s school. Thank you.

## Contents

<b>ACKNOWLEDGMENT</b>	<b>1</b>
<i>Garland ISD Student Code of Conduct</i>	2
<b>Student Code of Conduct</b>	<b>3</b>
Accessibility	3
<b>Scope of District Authority and Jurisdiction</b>	<b>4</b>
Campus Behavior Coordinator	4
Threat Assessment and Safe and Supportive School Team	4
Searches	4
Reporting Crimes	5
Security Personnel	5
“Parent” Defined	5
Participating in Graduation Activities	5
Unauthorized Persons	6
<b>Standards for Student Conduct</b>	<b>7</b>
<b>General Conduct Violations</b>	<b>8</b>
Disregard for Authority	8
Mistreatment of Others	8
Property Offenses	9
Possession of Prohibited Items	9
Possession of Telecommunications or Other Electronic Devices	10
Illegal, Prescription, and Over-the-Counter Drugs	10
Misuse of Technology Resources and the Internet	11
Safety Transgressions	11
Miscellaneous Offenses	12
<b>Discipline Management Techniques</b>	<b>13</b>
Students with Disabilities	13
Techniques	13
Prohibited Aversive Techniques	14
Notification	15
Disciplinary Appeals Process	15
<b>Removal from the School Bus</b>	<b>16</b>
<b>Removal from the Regular Educational Setting</b>	<b>16</b>
Routine Referral	16
Formal Removal	16
Returning a Student to the Classroom	17
<b>Out-of-School Suspension</b>	<b>18</b>
Misconduct	18
Process	18
Coursework During Suspension	19

<b>Disciplinary Alternative Education Program (DAEP) Placement</b>	<b>20</b>
Discretionary Placement: Misconduct That May Result in DAEP Placement	20
Mandatory Placement: Misconduct That Requires DAEP Placement	21
Sexual Assault and Campus Assignments	22
Process	22
Length of Placement	23
Appeals	24
Restrictions During Placement	24
Placement Review	25
Additional Misconduct	25
Notice of Criminal Proceedings	25
Withdrawal During Process	26
Newly Enrolled Students	26
Emergency Placement Procedure	26
Transition Services	26
<b>Placement and/or Expulsion for Certain Offenses</b>	<b>27</b>
Registered Sex Offenders	27
Certain Felonies	27
<b>Expulsion</b>	<b>30</b>
Discretionary Expulsion: Misconduct That May Result in Expulsion	30
Mandatory Expulsion: Misconduct That Requires Expulsion	32
Under Age Ten	33
Due Process	33
Length of Expulsion	35
Withdrawal During Process	35
Additional Misconduct	35
Restrictions During Expulsion	35
Newly Enrolled Students	35
Emergency Expulsion Procedures	36
DAEP Placement of Expelled Students	36
Transition Services	36
<b>Glossary</b>	<b>37</b>

## ***Garland ISD* Student Code of Conduct**

2023-24 School Year

If you have difficulty accessing the information in this document because of disability, please contact Jasmine Preston, Coordinator of Web Services at 972-487-3265

## Student Code of Conduct

### Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Jasmine Preston, Coordinator of Web Services at 972-487-3265 or via email at [jdpresto@garlandisd.net](mailto:jdpresto@garlandisd.net).

### Purpose

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

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

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

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

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

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

## **Scope of District Authority and Jurisdiction**

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

The district has disciplinary authority over a student:

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

## **Campus Behavior Coordinator**

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as the CBC. In GISD, the campus principal and other administrators serve in this role and share the responsibilities of discipline. Contact information for all campus administrators may be found on the district website: [campus behavior coordinator](#).

## **Threat Assessment and Safe and Supportive School Team**

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

## **Searches**

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be

conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

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

### **Reporting Crimes**

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

### **Security Personnel**

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

### **“Parent” Defined**

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

### **Participating in Graduation Activities**

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

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

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

See Expulsion – Restrictions during Expulsion for information regarding a student assigned to the JJAEP at the time of graduation.

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

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

## Unauthorized Persons

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

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

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

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

## **Standards for Student Conduct**

Each student is expected to:

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

## General Conduct Violations

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

### Disregard for Authority

Students shall not:

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

### Mistreatment of Others

Students shall not:

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

## Property Offenses

Students shall not:

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

## Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- \*A location-restricted knife;
- \*A club;
- \*A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

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

### **Possession of Telecommunications or Other Electronic Devices**

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

Students shall obtain prior approval before using personal telecommunication devices, including cellular phones or other electronic devices for instructional purposes. Parents and students are required to sign a user agreement that contains applicable rules for use (separate from the Code).

An authorized district employee may confiscate a personal telecommunications device, including a cellular phone or other electronic devices used in violation of district or campus rules. The device shall be turned in to a campus administrator. The campus administrator shall do the following:

- The parent shall be notified after the telecommunication or electronic device is confiscated.
- A parent may retrieve the device without charge on the first infraction.
- When the device is confiscated and retrieved by the student on the first infraction, an administrative fee not to exceed \$15 **may** be charged for the return of the device.
- If confiscated a second time and retrieved by the parent for the student, an administrative fee of \$15 **will** be charged for the return of the device.
- Three violations may result in confiscation of the device for the remainder of the school year.
- Confiscated telecommunication or electronic devices shall be held by the district for 30 days after notification to parent has been made. After the 30-day period has expired, the district shall dispose of the telecommunication or electronic device or cellular phone. Refer to Board Policy [FNCE (LOCAL)].

The district is not responsible for damaged, lost, or stolen telecommunication or electronic devices.

### **Illegal, Prescription, and Over-the-Counter Drugs**

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page and **Expulsion** on page for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.

- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **glossary** for "abuse.")
- Abuse over-the-counter drugs. (See **glossary** for "abuse.")
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

### **Misuse of Technology Resources and the Internet**

Students shall not:

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

### **Safety Transgressions**

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.

- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

### **Miscellaneous Offenses**

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, including the use of Artificial Intelligence tools (AI) for assignments without notation, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

## Discipline Management Techniques

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

## Students with Disabilities

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

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

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

## Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, including the use of Artificial Intelligence tools (AI) and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page .
- Placement in a DAEP, as specified in **DAEP** on page .
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page .
- Expulsion, as specified in **Expulsion** on page .
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

### **Prohibited Aversive Techniques**

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

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.

- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

### **Notification**

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

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

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

### **Disciplinary Appeals Process**

Questions from parents regarding disciplinary measures should be addressed to the teacher and/or campus administration as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the central administration office or online @ [GISD Board Policy Online \(FNG\)](#)

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

## **Removal from the School Bus**

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

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

## **Removal from the Regular Educational Setting**

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

### **Routine Referral**

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

### **Formal Removal**

A teacher may initiate a formal removal from class if:

15. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
16. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

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

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

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

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

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or

expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

### **Returning a Student to the Classroom**

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

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

DRAFT COPY

## Out-of-School Suspension

### Misconduct

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

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

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

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

### Process

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

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

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

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

17. Self-defense (see **glossary**),
18. Intent or lack of intent at the time the student engaged in the conduct,
19. The student's disciplinary history,
20. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
21. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
22. A student's status as homeless.

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

### **Coursework During Suspension**

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

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

DRAFT COPY

## **Disciplinary Alternative Education Program (DAEP) Placement**

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

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

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

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

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

23. Self-defense (see **glossary**),
24. Intent or lack of intent at the time the student engaged in the conduct,
25. The student's disciplinary history,
26. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
27. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
28. A student's status as homeless.

## **Discretionary Placement: Misconduct That May Result in DAEP Placement**

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

### **Misconduct Identified in State Law**

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

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

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

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

### **Mandatory Placement: Misconduct That Requires DAEP Placement**

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Engages in conduct punishable as a felony.
  - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
  - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page .) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
  - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
  - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
  - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
  - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
  - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
  - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.

- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page .)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
  29. The student receives deferred prosecution (see **glossary**),
  30. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
  31. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

### **Sexual Assault and Campus Assignments**

A student shall be transferred to another campus if:

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

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

### **Process**

Removals to a DAEP shall be made by the district, principal, or appropriate administrator .

### **Conference**

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

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

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

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

### **Consideration of Mitigating Factors**

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

32. Self-defense (see **glossary**),
33. Intent or lack of intent at the time the student engaged in the conduct,
34. The student's disciplinary history,

35. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
36. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
37. A student's status as homeless.

#### **Placement Order**

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

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

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

#### **DAEP at Capacity**

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

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

#### **Coursework Notice**

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

#### **Length of Placement**

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

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

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

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

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

#### **Exceeds One Year**

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

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

#### **Exceeds School Year**

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

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

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

#### **Exceeds 60 Days**

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

#### **Appeals**

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

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

Appeals shall begin at Level One with the campus principal. The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

#### **Restrictions During Placement**

Any student placed in a DAEP for the first time is prohibited from participating in school-sponsored or school-related activities during the length of time of the placement in the DAEP.

A student, after having been suspended from extracurricular participation in a term of the current school year for a citizenship reason and then is subsequently placed in a DAEP for more than three days in the next term of the school year, shall be suspended from

extracurricular participation for the remaining current term.

Students, while placed in DAEP, are prohibited from being on their home campus or attending school-sponsored or school-related activities during the period of placement without special permission.

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

### **Placement Review**

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

### **Additional Misconduct**

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

### **Notice of Criminal Proceedings**

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

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

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

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

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor

and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

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

### **Withdrawal During Process**

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

### **Newly Enrolled Students**

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP or an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

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

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

### **Emergency Placement Procedure**

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

### **Transition Services**

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

## **Placement and/or Expulsion for Certain Offenses**

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

### **Registered Sex Offenders**

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

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

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

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

### **Review Committee**

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

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

### **Newly Enrolled Students**

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

### **Appeal**

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

### **Certain Felonies**

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

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

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

45. The date on which the student's conduct occurred,
46. The location at which the conduct occurred,
47. Whether the conduct occurred while the student was enrolled in the district, or
48. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

#### **Hearing and Required Findings**

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

49. Threatens the safety of other students or teachers,
50. Will be detrimental to the educational process, or
51. Is not in the best interest of the district's students.

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

#### **Length of Placement**

The student is subject to the placement until:

52. The student graduates from high school,
53. The charges are dismissed or reduced to a misdemeanor offense, or
54. The student completes the term of the placement or is assigned to another program.

#### **Placement Review**

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

**Newly Enrolled Students**

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

DRAFT COPY

## Expulsion

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

55. Self-defense (see **glossary**),
56. Intent or lack of intent at the time the student engaged in the conduct,
57. The student's disciplinary history,
58. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
59. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
60. A student's status as homeless.

### Discretionary Expulsion: Misconduct That May Result in Expulsion

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

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See **glossary**.)

Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

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

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

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

### **Within 300 Feet of School**

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

### **Property of Another District**

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

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

#### **While in a DAEP**

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

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

#### **Mandatory Expulsion: Misconduct That Requires Expulsion**

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

##### **Under Federal Law**

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

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

##### **Under the Penal Code**

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

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or disabled individual.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

### **Under Age Ten**

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

### **Due Process**

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

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

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

### **Hearing**

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

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

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

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

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

#### Board Review of Expulsion

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

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

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

#### Expulsion Order

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

68. Self-defense (see **glossary**),
69. Intent or lack of intent at the time the student engaged in the conduct,
70. The student's disciplinary history,
71. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
72. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
73. A student's status as homeless.

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

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

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

## **Length of Expulsion**

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

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

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

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

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

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

## **Withdrawal During Process**

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

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

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

## **Additional Misconduct**

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

## **Restrictions During Expulsion**

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

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

## **Newly Enrolled Students**

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

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

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

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

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

### **Emergency Expulsion Procedures**

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

### **DAEP Placement of Expelled Students**

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

### **Transition Services**

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

## Glossary

**Abuse** is improper or excessive use.

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

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

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

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

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

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

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

school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Such term does not include an antique firearm.

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

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

**Harassment** includes:

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

- h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

103. Any type of physical brutality;

104. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

105. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

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

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

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

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

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

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

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

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

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

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

107. Clothing, purse, or backpack;
108. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
109. Telecommunications or electronic devices; or
110. Any school property used by the student, including, but not limited to, a locker or desk.

**Prohibited weapon** under Penal Code 46.05(a) means:

111. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
  - a. A machine gun;
  - b. A short-barrel firearm;
112. Armor-piercing ammunition;
113. A chemical dispensing device;
114. A zip gun;
115. A tire deflation device; or
116. An improvised explosive device.

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

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

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

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

**Serious misbehavior** means:

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

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

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

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

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

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

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

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

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

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

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

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

Board of Trustees Draft for Approval 2023-2024.docx

Student Code of Conduct Page, Section Titles & Revisions ( New Language is highlighted in yellow)	Reference to Law or Policy
<u>Page2 Campus Behavior Coordinator</u>	
<p>As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as the CBC. In GISD, the campus principal and all other administrators serve in this role and share the responsibilities of discipline to best serve the needs of students. Contact information for all campus administrators may be found on the district website: <a href="#">campus behavior coordinator</a>.</p>	<ul style="list-style-type: none"> <li>● <i>Chapter 37 establishes the position of campus behavior coordinator (CBC) to serve at each campus within a school district and be responsible for maintaining student discipline and completing designated duties as assigned by law</i></li> </ul> <p><i>Education Code 26.015 requires districts to post on their website, for each campus, the email address and dedicated phone number of the CBC</i></p> <ul style="list-style-type: none"> <li>● <i>The Student Code of Conduct has been updated throughout to reflect the District of Innovation Flexibilities.</i></li> </ul>

<b>Student Code of Conduct Page, Section Titles &amp; Revisions ( New Language is highlighted in yellow)</b>	<b>Reference to Law or Policy</b>
--	-----------------------------------

**Page 3      Security Personnel**

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

*This section was adjusted to reflect the district's security arrangements and the duties of police officers, SROs, or security personnel. This section is not required if the district has not formed a police department, entered into an agreement with local law enforcement for SROs, or employed any security personnel.*

- *Education Code 37.081 requires the district to include the duties of peace officers, school resource officers (SROs), and security personnel in its district improvement plan, Code of Conduct, and any other documents that outline the duties of such personnel. The law also states that such personnel should not be assigned duties outside of their purview of security. The board is required to coordinate with the CBC and other employees to ensure that peace officers, SROs, and security personnel are not tasked with behavioral or administrative duties better addressed by other district employees.*

<p style="text-align: center;"><b>Student Code of Conduct Page, Section Titles &amp; Revisions ( New Language is highlighted in yellow)</b></p>	<p style="text-align: center;"><b>Reference to Law or Policy</b></p>
<p><b><u>Page 7: Possession of Prohibited Item</u></b></p>	
<p>Students shall not possess or use:</p> <ul style="list-style-type: none"> <li>● A firearm silencer or suppressor;</li> <li>● A stun gun;</li> <li>● Knuckles; (included because TX law does not consider as prohibited weapons)</li> <li>● A pocket knife or any other small knife;</li>   <li>● Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Government Code regulates firearm suppressors, which are defined as any device designed to muffle the report of a firearm. Federal law continues to require expulsion for one year of a student who brings to school a “firearm,” including a firearm muffler or silencer. A school district may choose whether to add these devices to the list of locally <u>prohibited items</u>. Note that the Texas Government Code restricts a district’s authority to enforce a ban on firearm suppressors with regard to the general public. School officials may want to seek legal advice regarding the change in law.</i></li> <li>● HB 114 requires mandatory placement in a DAEP for offenses related to e-cigarettes.</li> <li>● The Health and Safety Code requires the school board to prohibit students from possessing or using e-cigarettes and their</li> </ul>

<b>Student Code of Conduct</b> <b>Page, Section Titles &amp; Revisions</b> <b>( New Language is highlighted in yellow)</b>	<b>Reference to Law or Policy</b>
<u><b>Page 10 Miscellaneous Offenses</b></u>	
<p><b>Students shall not:</b></p> <ul style="list-style-type: none"> <li>Violate dress and grooming standards as communicated in the Student Handbook.</li> </ul> <p><b>Students shall not:</b></p> <ul style="list-style-type: none"> <li>Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, including the use of Artificial Intelligence (AI) Tools for assignments without proper notation, and unauthorized communication between students during an examination.</li> </ul>	<ul style="list-style-type: none"> <li><i>The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.</i></li> <li>House Bill 567 Prohibits a school district dress code or grooming policy (including any extra curricular dress code or grooming policy) to discriminate from any hair texture or protected hairstyle commonly or historically associated with race.</li> </ul>
<u><b>Page 11 Techniques</b></u>	
<p><i>The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:</i></p> <ul style="list-style-type: none"> <li>Grade reductions for cheating, plagiarism, including the use of Artificial Intelligence tools (AI) and as otherwise permitted by policy.</li> </ul>	<ul style="list-style-type: none"> <li>Updated to correspond with Student Handbook &amp; Discipline Mgt. Techniques</li> </ul>

<b>Student Code of Conduct</b> <b>Page, Section Titles &amp; Revisions</b> <b>( New Language is highlighted in yellow)</b>	<b>Reference to Law or Policy</b>
--	-----------------------------------

**Pg 18 Mandatory Placement: Misconduct That Requires DAEP Placement**

<p>A student <b>must</b> be placed in a DAEP if the student:</p> <ul style="list-style-type: none"> <li>• Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in <b>Expulsion</b> on page .) (See <b>glossary</b> for "under the influence", "controlled substance," and "dangerous drug.")</li> <li>• Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.</li> <li>• Sells, gives, or delivers to another person or possesses or uses an <b>e-cigarette</b>.</li> </ul> <p><b>DAEP at Capacity</b></p> <p>If a DAEP is at capacity at the time the appropriate administrator is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.</p> <p>If a DAEP is at capacity at the time the appropriate administrator is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.</p>	<p><b>HB 114</b></p> <ul style="list-style-type: none"> <li>• Revises placements at DAEP and JJAEP for THC and e-cigs</li> <li>• Redefines controlled substance to exclude THC and marijuana</li> <li>• Conference Process required by Ch. 37 is now required by law</li> <li>• Allows for students to be placed in ISS for all offenses when DAEP is at capacity for an offense for violent behavior</li> </ul>
--	--

<b>Student Code of Conduct</b> <b>Page, Section Titles &amp; Revisions</b> <b>( New Language is highlighted in yellow)</b>	<b>Reference to Law or Policy</b>
--	-----------------------------------

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

- **HB 3928** Requires school districts to provide information about requesting a full and individual evaluation to the parent of a student who is placed in a disciplinary alternative education program; requires personalized transition plans from DAEP to include information on requesting a full and individual evaluation for the student.

<b>Student Code of Conduct Page, Section Titles &amp; Revisions ( New Language is highlighted in yellow)</b>	<b>Reference to Law or Policy</b>
--	-----------------------------------

**Page 35 Glossary:**

<p><b>Harassment</b> includes:</p> <ol style="list-style-type: none"> <li>1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);</li> <li>2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student’s physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or</li> <li>3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another: <ol style="list-style-type: none"> <li>a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;</li> <li>b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person’s family or household, or the person’s property;</li> <li>c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● <b>House Bill 1427</b> Expands the offense of harassment under Penal Code 42.07 to include making obscene, intimidating or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.</li> </ul>
--	---

<ol style="list-style-type: none"> <li>d. <b>Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a</b></li> </ol>	
---	--

[Hazing](#) is defined by Education Code 37 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

- SB 37 Eliminates the requirement that a person report potential hazing in writing; allows reports to be made to peace officers or law enforcement agencies; requires entities organized to support an organization to make reports of hazing.

Legislative Bills from the 88th Legislative Session  
Affecting the Student Code of Conduct

**House Bill 114**

Effective 9/1/2023- Requires a student be placed in a disciplinary alternative education program if the student possesses, uses, sales, distributes, or delivers an e-cigarette within 300 feet of school property; if capacity at a disciplinary alternative education program is unavailable, allows students who would have been placed a result of drug or alcohol offenses to be placed in ISS until a place is available; if a student engages in an offense that constitutes violent conduct and a place is not available in the disciplinary alternative education program, requires school districts to bring students who engaged in drug or alcohol offenses back to ISS to make room until a place becomes available.

**Senate Bill 37**

Effective 9/1/2023- Eliminates the requirement that a person report potential hazing in writing; allows reports to be made to peace officers or law enforcement agencies; requires entities organized to support an organization to make reports of hazing.

**House Bill 1427**

Effective 9/1/2023- Expands the offense of harassment under Penal Code 42.07 to include making obscene, intimidating or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

**House Bill 3928**

Effective for the 2023-2024 School Year- This HB has numerous requirements, but as it relates to discipline: requires school districts to provide information about requesting a full and individual evaluation to the parent of a student who is placed in a disciplinary alternative education program; requires personalized transition plans from DAEP to include information on requesting a full and individual evaluation for the student; requires school districts to adopt and implement a policy requiring the district to comply with rules and standards related to dyslexia programs, including the dyslexia handbook and guidance published by the

commissioner; requires the TEA to adopt rules that allow the agency to solicit input from parents during the auditing and monitoring of a district's implementation of their dyslexia program; requires the State Board of Education to update the dyslexia handbook with these changes by June 30, 2024

### **House Bill 473**

Effective for the 2023-2024 School Year- Requires the threat assessment team to notify a parent prior to conducting a threat assessment of a student to provide the parent with an opportunity to participate in the assessment and provide information about the student to the team; requires the threat assessment team to provide the parent the findings and conclusions after completing a threat assessment.

### **House Bill 567 (The Crown Act)**

Prohibits a school district dress code or grooming policy (including any extra curricular dress code or grooming policy) to discriminate from any hair texture or protected hairstyle commonly or historically associated with race. (Dress Code is in Student Handbook)



---

# Updates from 88th Legislative Session for the Student Code of Conduct 2023-2024

---

**Academic and District Affairs Committee**

August 8, 2023

# Agenda

- **Legislative bills from 88th Session affecting code of conduct**
- **District of Innovation Flexibilities**
- **GISD Board of Trustees Meeting, Tuesday, August 22, 2023**
- **Student Handbook and Student Code of Conduct : GISD Website & Campus**



# House Bill 114

## HB 114

Requires a student be placed in a disciplinary alternative education program if the student possesses, uses, sales, distributes, or delivers an e-cigarette within 300 feet of school property; if capacity at a disciplinary alternative education program is unavailable, allows students who would have been placed a result of drug or alcohol offenses to be placed in ISS until a place is available; if a student engages in an offense that constitutes violent conduct and a place is not available in the disciplinary alternative education program, requires school districts to bring students who engaged in drug or alcohol offenses back to ISS to make room until a place becomes available.

GARLAND DISCIPLINE MATRIX										
*REVIEW THE WARNING ON THE COVER SHEET OF THIS MATRIX. Principals may vary from the Matrix provided the consequence does not fall outside the circumstances, locations, and guidelines specified in the Student Code of Conduct (SCOC). Removal to a DAEP is not required if the student is expelled for the same conduct for which removal to DAEP would be required.										
LEGEND: ISS – In School Suspension/Reassignment Room OSS – Out of School Suspension DAEP – District Alternative School Placement JJAEP – Juvenile Justice Alternative Placement DI – Detention PC – Parent Conference LP – Loss of Privileges Saf Sch – Saturday School TEC – Texas Education Code										
Students must be removed/disciplined if they possess, sell, use, or are under the influence of marijuana, a controlled substance, or a dangerous drug on a non-felony level. (Health and Safety Code, Chapter 451 – marijuana and dangerous drug and Health and Safety Code, Chapter 453 – controlled substance)										
OFFENSE & STATUTE	ISS/PC/LP	DI/PC	DAEP	Offense #	Discipline Action	Restorative/Supportive Measures (if Appropriate)	Offense #	Discipline Action	Restorative/Supportive Measures (if Appropriate)	
Controlled Substances/Paraphernalia or Dangerous Drug (Possession/Use)	31.04			E-Cig 1st/2nd	1-3 Days ISS OR 1-10 Days Lacked OS	Parent/Student Conference* Referral to Restorative Services Counselor* Mental Health Services (E-Cigarettes) Reading and Tobacco Use CTE Outcome of Long Hours Associated with the Use of E-Cigarette, or Vaping, Products The Real Cost of Cigarette Prevention Campaign   FGA What is the Scope of Tobacco, Nicotine, and E-cigarette use in the United States?   National Institute on Drug Abuse (NIDA) Parent/Student Conference* Counselor* Mental Health Services (E-Cigarettes) Reading and Tobacco Use CTE	1st/2nd	1-3 days ISS or OSS (upheld) 1-10 Days Lacked OS 30 Days DAEP	Parent/Student Conference* Referral to Restorative Services Counselor* Engagement Vaping Course	
On Campus HS: 37.0004(A)(1), 37.0005(2)(A), 37.0005(2)(C), 37.0005(2)(D), 37.0005(2)(E), 37.0005(2)(F), 37.0005(2)(G), 37.0005(2)(H), 37.0005(2)(I), 37.0005(2)(J), 37.0005(2)(K), 37.0005(2)(L), 37.0005(2)(M), 37.0005(2)(N), 37.0005(2)(O), 37.0005(2)(P), 37.0005(2)(Q), 37.0005(2)(R), 37.0005(2)(S), 37.0005(2)(T), 37.0005(2)(U), 37.0005(2)(V), 37.0005(2)(W), 37.0005(2)(X), 37.0005(2)(Y), 37.0005(2)(Z), 37.0005(2)(AA), 37.0005(2)(AB), 37.0005(2)(AC), 37.0005(2)(AD), 37.0005(2)(AE), 37.0005(2)(AF), 37.0005(2)(AG), 37.0005(2)(AH), 37.0005(2)(AI), 37.0005(2)(AJ), 37.0005(2)(AK), 37.0005(2)(AL), 37.0005(2)(AM), 37.0005(2)(AN), 37.0005(2)(AO), 37.0005(2)(AP), 37.0005(2)(AQ), 37.0005(2)(AR), 37.0005(2)(AS), 37.0005(2)(AT), 37.0005(2)(AU), 37.0005(2)(AV), 37.0005(2)(AW), 37.0005(2)(AX), 37.0005(2)(AY), 37.0005(2)(AZ), 37.0005(2)(BA), 37.0005(2)(BB), 37.0005(2)(BC), 37.0005(2)(BD), 37.0005(2)(BE), 37.0005(2)(BF), 37.0005(2)(BG), 37.0005(2)(BH), 37.0005(2)(BI), 37.0005(2)(BJ), 37.0005(2)(BK), 37.0005(2)(BL), 37.0005(2)(BM), 37.0005(2)(BN), 37.0005(2)(BO), 37.0005(2)(BP), 37.0005(2)(BQ), 37.0005(2)(BR), 37.0005(2)(BS), 37.0005(2)(BT), 37.0005(2)(BU), 37.0005(2)(BV), 37.0005(2)(BW), 37.0005(2)(BX), 37.0005(2)(BY), 37.0005(2)(BZ), 37.0005(2)(CA), 37.0005(2)(CB), 37.0005(2)(CC), 37.0005(2)(CD), 37.0005(2)(CE), 37.0005(2)(CF), 37.0005(2)(CG), 37.0005(2)(CH), 37.0005(2)(CI), 37.0005(2)(CJ), 37.0005(2)(CK), 37.0005(2)(CL), 37.0005(2)(CM), 37.0005(2)(CN), 37.0005(2)(CO), 37.0005(2)(CP), 37.0005(2)(CQ), 37.0005(2)(CR), 37.0005(2)(CS), 37.0005(2)(CT), 37.0005(2)(CU), 37.0005(2)(CV), 37.0005(2)(CW), 37.0005(2)(CX), 37.0005(2)(CY), 37.0005(2)(CZ), 37.0005(2)(DA), 37.0005(2)(DB), 37.0005(2)(DC), 37.0005(2)(DD), 37.0005(2)(DE), 37.0005(2)(DF), 37.0005(2)(DG), 37.0005(2)(DH), 37.0005(2)(DI), 37.0005(2)(DJ), 37.0005(2)(DK), 37.0005(2)(DL), 37.0005(2)(DM), 37.0005(2)(DN), 37.0005(2)(DO), 37.0005(2)(DP), 37.0005(2)(DQ), 37.0005(2)(DR), 37.0005(2)(DS), 37.0005(2)(DT), 37.0005(2)(DU), 37.0005(2)(DV), 37.0005(2)(DW), 37.0005(2)(DX), 37.0005(2)(DY), 37.0005(2)(DZ), 37.0005(2)(EA), 37.0005(2)(EB), 37.0005(2)(EC), 37.0005(2)(ED), 37.0005(2)(EE), 37.0005(2)(EF), 37.0005(2)(EG), 37.0005(2)(EH), 37.0005(2)(EI), 37.0005(2)(EJ), 37.0005(2)(EK), 37.0005(2)(EL), 37.0005(2)(EM), 37.0005(2)(EN), 37.0005(2)(EO), 37.0005(2)(EP), 37.0005(2)(EQ), 37.0005(2)(ER), 37.0005(2)(ES), 37.0005(2)(ET), 37.0005(2)(EU), 37.0005(2)(EV), 37.0005(2)(EW), 37.0005(2)(EX), 37.0005(2)(EY), 37.0005(2)(EZ), 37.0005(2)(FA), 37.0005(2)(FB), 37.0005(2)(FC), 37.0005(2)(FD), 37.0005(2)(FE), 37.0005(2)(FF), 37.0005(2)(FG), 37.0005(2)(FH), 37.0005(2)(FI), 37.0005(2)(FJ), 37.0005(2)(FK), 37.0005(2)(FL), 37.0005(2)(FM), 37.0005(2)(FN), 37.0005(2)(FO), 37.0005(2)(FP), 37.0005(2)(FQ), 37.0005(2)(FR), 37.0005(2)(FS), 37.0005(2)(FT), 37.0005(2)(FU), 37.0005(2)(FV), 37.0005(2)(FW), 37.0005(2)(FX), 37.0005(2)(FY), 37.0005(2)(FZ), 37.0005(2)(GA), 37.0005(2)(GB), 37.0005(2)(GC), 37.0005(2)(GD), 37.0005(2)(GE), 37.0005(2)(GF), 37.0005(2)(GG), 37.0005(2)(GH), 37.0005(2)(GI), 37.0005(2)(GJ), 37.0005(2)(GK), 37.0005(2)(GL), 37.0005(2)(GM), 37.0005(2)(GN), 37.0005(2)(GO), 37.0005(2)(GP), 37.0005(2)(GQ), 37.0005(2)(GR), 37.0005(2)(GS), 37.0005(2)(GT), 37.0005(2)(GU), 37.0005(2)(GV), 37.0005(2)(GW), 37.0005(2)(GX), 37.0005(2)(GY), 37.0005(2)(GZ), 37.0005(2)(HA), 37.0005(2)(HB), 37.0005(2)(HC), 37.0005(2)(HD), 37.0005(2)(HE), 37.0005(2)(HF), 37.0005(2)(HG), 37.0005(2)(HH), 37.0005(2)(HI), 37.0005(2)(HJ), 37.0005(2)(HK), 37.0005(2)(HL), 37.0005(2)(HM), 37.0005(2)(HN), 37.0005(2)(HO), 37.0005(2)(HP), 37.0005(2)(HQ), 37.0005(2)(HR), 37.0005(2)(HS), 37.0005(2)(HT), 37.0005(2)(HU), 37.0005(2)(HV), 37.0005(2)(HW), 37.0005(2)(HX), 37.0005(2)(HY), 37.0005(2)(HZ), 37.0005(2)(IA), 37.0005(2)(IB), 37.0005(2)(IC), 37.0005(2)(ID), 37.0005(2)(IE), 37.0005(2)(IF), 37.0005(2)(IG), 37.0005(2)(IH), 37.0005(2)(II), 37.0005(2)(IJ), 37.0005(2)(IK), 37.0005(2)(IL), 37.0005(2)(IM), 37.0005(2)(IN), 37.0005(2)(IO), 37.0005(2)(IP), 37.0005(2)(IQ), 37.0005(2)(IR), 37.0005(2)(IS), 37.0005(2)(IT), 37.0005(2)(IU), 37.0005(2)(IV), 37.0005(2)(IW), 37.0005(2)(IX), 37.0005(2)(IY), 37.0005(2)(IZ), 37.0005(2)(JA), 37.0005(2)(JB), 37.0005(2)(JC), 37.0005(2)(JD), 37.0005(2)(JE), 37.0005(2)(JF), 37.0005(2)(JG), 37.0005(2)(JH), 37.0005(2)(JI), 37.0005(2)(JJ), 37.0005(2)(JK), 37.0005(2)(JL), 37.0005(2)(JM), 37.0005(2)(JN), 37.0005(2)(JO), 37.0005(2)(JP), 37.0005(2)(JQ), 37.0005(2)(JR), 37.0005(2)(JS), 37.0005(2)(JT), 37.0005(2)(JU), 37.0005(2)(JV), 37.0005(2)(JW), 37.0005(2)(JX), 37.0005(2)(JY), 37.0005(2)(JZ), 37.0005(2)(KA), 37.0005(2)(KB), 37.0005(2)(KC), 37.0005(2)(KD), 37.0005(2)(KE), 37.0005(2)(KF), 37.0005(2)(KG), 37.0005(2)(KH), 37.0005(2)(KI), 37.0005(2)(KJ), 37.0005(2)(KK), 37.0005(2)(KL), 37.0005(2)(KM), 37.0005(2)(KN), 37.0005(2)(KO), 37.0005(2)(KP), 37.0005(2)(KQ), 37.0005(2)(KR), 37.0005(2)(KS), 37.0005(2)(KT), 37.0005(2)(KU), 37.0005(2)(KV), 37.0005(2)(KW), 37.0005(2)(KX), 37.0005(2)(KY), 37.0005(2)(KZ), 37.0005(2)(LA), 37.0005(2)(LB), 37.0005(2)(LC), 37.0005(2)(LD), 37.0005(2)(LE), 37.0005(2)(LF), 37.0005(2)(LG), 37.0005(2)(LH), 37.0005(2)(LI), 37.0005(2)(LJ), 37.0005(2)(LK), 37.0005(2)(LL), 37.0005(2)(LM), 37.0005(2)(LN), 37.0005(2)(LO), 37.0005(2)(LP), 37.0005(2)(LQ), 37.0005(2)(LR), 37.0005(2)(LS), 37.0005(2)(LT), 37.0005(2)(LU), 37.0005(2)(LV), 37.0005(2)(LW), 37.0005(2)(LX), 37.0005(2)(LY), 37.0005(2)(LZ), 37.0005(2)(MA), 37.0005(2)(MB), 37.0005(2)(MC), 37.0005(2)(MD), 37.0005(2)(ME), 37.0005(2)(MF), 37.0005(2)(MG), 37.0005(2)(MH), 37.0005(2)(MI), 37.0005(2)(MJ), 37.0005(2)(MK), 37.0005(2)(ML), 37.0005(2)(MN), 37.0005(2)(MO), 37.0005(2)(MP), 37.0005(2)(MQ), 37.0005(2)(MR), 37.0005(2)(MS), 37.0005(2)(MT), 37.0005(2)(MU), 37.0005(2)(MV), 37.0005(2)(MW), 37.0005(2)(MX), 37.0005(2)(MY), 37.0005(2)(MZ), 37.0005(2)(NA), 37.0005(2)(NB), 37.0005(2)(NC), 37.0005(2)(ND), 37.0005(2)(NE), 37.0005(2)(NF), 37.0005(2)(NG), 37.0005(2)(NH), 37.0005(2)(NI), 37.0005(2)(NJ), 37.0005(2)(NK), 37.0005(2)(NL), 37.0005(2)(NM), 37.0005(2)(NO), 37.0005(2)(NP), 37.0005(2)(NQ), 37.0005(2)(NR), 37.0005(2)(NS), 37.0005(2)(NT), 37.0005(2)(NU), 37.0005(2)(NV), 37.0005(2)(NW), 37.0005(2)(NX), 37.0005(2)(NY), 37.0005(2)(NZ), 37.0005(2)(OA), 37.0005(2)(OB), 37.0005(2)(OC), 37.0005(2)(OD), 37.0005(2)(OE), 37.0005(2)(OF), 37.0005(2)(OG), 37.0005(2)(OH), 37.0005(2)(OI), 37.0005(2)(OJ), 37.0005(2)(OK), 37.0005(2)(OL), 37.0005(2)(OM), 37.0005(2)(ON), 37.0005(2)(OO), 37.0005(2)(OP), 37.0005(2)(OQ), 37.0005(2)(OR), 37.0005(2)(OS), 37.0005(2)(OT), 37.0005(2)(OU), 37.0005(2)(OV), 37.0005(2)(OW), 37.0005(2)(OX), 37.0005(2)(OY), 37.0005(2)(OZ), 37.0005(2)(PA), 37.0005(2)(PB), 37.0005(2)(PC), 37.0005(2)(PD), 37.0005(2)(PE), 37.0005(2)(PF), 37.0005(2)(PG), 37.0005(2)(PH), 37.0005(2)(PI), 37.0005(2)(PJ), 37.0005(2)(PK), 37.0005(2)(PL), 37.0005(2)(PM), 37.0005(2)(PN), 37.0005(2)(PO), 37.0005(2)(PP), 37.0005(2)(PQ), 37.0005(2)(PR), 37.0005(2)(PS), 37.0005(2)(PT), 37.0005(2)(PU), 37.0005(2)(PV), 37.0005(2)(PW), 37.0005(2)(PX), 37.0005(2)(PY), 37.0005(2)(PZ), 37.0005(2)(QA), 37.0005(2)(QB), 37.0005(2)(QC), 37.0005(2)(QD), 37.0005(2)(QE), 37.0005(2)(QF), 37.0005(2)(QG), 37.0005(2)(QH), 37.0005(2)(QI), 37.0005(2)(QJ), 37.0005(2)(QK), 37.0005(2)(QL), 37.0005(2)(QM), 37.0005(2)(QN), 37.0005(2)(QO), 37.0005(2)(QP), 37.0005(2)(QQ), 37.0005(2)(QR), 37.0005(2)(QS), 37.0005(2)(QT), 37.0005(2)(QU), 37.0005(2)(QV), 37.0005(2)(QW), 37.0005(2)(QX), 37.0005(2)(QY), 37.0005(2)(QZ), 37.0005(2)(RA), 37.0005(2)(RB), 37.0005(2)(RC), 37.0005(2)(RD), 37.0005(2)(RE), 37.0005(2)(RF), 37.0005(2)(RG), 37.0005(2)(RH), 37.0005(2)(RI), 37.0005(2)(RJ), 37.0005(2)(RK), 37.0005(2)(RL), 37.0005(2)(RM), 37.0005(2)(RN), 37.0005(2)(RO), 37.0005(2)(RP), 37.0005(2)(RQ), 37.0005(2)(RR), 37.0005(2)(RS), 37.0005(2)(RT), 37.0005(2)(RU), 37.0005(2)(RV), 37.0005(2)(RW), 37.0005(2)(RX), 37.0005(2)(RY), 37.0005(2)(RZ), 37.0005(2)(SA), 37.0005(2)(SB), 37.0005(2)(SC), 37.0005(2)(SD), 37.0005(2)(SE), 37.0005(2)(SF), 37.0005(2)(SG), 37.0005(2)(SH), 37.0005(2)(SI), 37.0005(2)(SJ), 37.0005(2)(SK), 37.0005(2)(SL), 37.0005(2)(SM), 37.0005(2)(SN), 37.0005(2)(SO), 37.0005(2)(SP), 37.0005(2)(SQ), 37.0005(2)(SR), 37.0005(2)(SS), 37.0005(2)(ST), 37.0005(2)(SU), 37.0005(2)(SV), 37.0005(2)(SW), 37.0005(2)(SX), 37.0005(2)(SY), 37.0005(2)(SZ), 37.0005(2)(TA), 37.0005(2)(TB), 37.0005(2)(TC), 37.0005(2)(TD), 37.0005(2)(TE), 37.0005(2)(TF), 37.0005(2)(TG), 37.0005(2)(TH), 37.0005(2)(TI), 37.0005(2)(TJ), 37.0005(2)(TK), 37.0005(2)(TL), 37.0005(2)(TM), 37.0005(2)(TN), 37.0005(2)(TO), 37.0005(2)(TP), 37.0005(2)(TQ), 37.0005(2)(TR), 37.0005(2)(TS), 37.0005(2)(TT), 37.0005(2)(TU), 37.0005(2)(TV), 37.0005(2)(TW), 37.0005(2)(TX), 37.0005(2)(TY), 37.0005(2)(TZ), 37.0005(2)(UA), 37.0005(2)(UB), 37.0005(2)(UC), 37.0005(2)(UD), 37.0005(2)(UE), 37.0005(2)(UF), 37.0005(2)(UG), 37.0005(2)(UH), 37.0005(2)(UI), 37.0005(2)(UJ), 37.0005(2)(UK), 37.0005(2)(UL), 37.0005(2)(UM), 37.0005(2)(UN), 37.0005(2)(UO), 37.0005(2)(UP), 37.0005(2)(UQ), 37.0005(2)(UR), 37.0005(2)(US), 37.0005(2)(UT), 37.0005(2)(UU), 37.0005(2)(UV), 37.0005(2)(UW), 37.0005(2)(UX), 37.0005(2)(UY), 37.0005(2)(UZ), 37.0005(2)(VA), 37.0005(2)(VB), 37.0005(2)(VC), 37.0005(2)(VD), 37.0005(2)(VE), 37.0005(2)(VF), 37.0005(2)(VG), 37.0005(2)(VH), 37.0005(2)(VI), 37.0005(2)(VJ), 37.0005(2)(VK), 37.0005(2)(VL), 37.0005(2)(VM), 37.0005(2)(VN), 37.0005(2)(VO), 37.0005(2)(VP), 37.0005(2)(VQ), 37.0005(2)(VR), 37.0005(2)(VS), 37.0005(2)(VT), 37.0005(2)(VU), 37.0005(2)(VV), 37.0005(2)(VW), 37.0005(2)(VX), 37.0005(2)(VY), 37.0005(2)(VZ), 37.0005(2)(WA), 37.0005(2)(WB), 37.0005(2)(WC), 37.0005(2)(WD), 37.0005(2)(WE), 37.0005(2)(WF), 37.0005(2)(WG), 37.0005(2)(WH), 37.0005(2)(WI), 37.0005(2)(WJ), 37.0005(2)(WK), 37.0005(2)(WL), 37.0005(2)(WM), 37.0005(2)(WN), 37.0005(2)(WO), 37.0005(2)(WP), 37.0005(2)(WQ), 37.0005(2)(WR), 37.0005(2)(WS), 37.0005(2)(WT), 37.0005(2)(WU), 37.0005(2)(WV), 37.0005(2)(WW), 37.0005(2)(WX), 37.0005(2)(WY), 37.0005(2)(WZ), 37.0005(2)(XA), 37.0005(2)(XB), 37.0005(2)(XC), 37.0005(2)(XD), 37.0005(2)(XE), 37.0005(2)(XF), 37.0005(2)(XG), 37.0005(2)(XH), 37.0005(2)(XI), 37.0005(2)(XJ), 37.0005(2)(XK), 37.0005(2)(XL), 37.0005(2)(XM), 37.0005(2)(XN), 37.0005(2)(XO), 37.0005(2)(XP), 37.0005(2)(XQ), 37.0005(2)(XR), 37.0005(2)(XS), 37.0005(2)(XT), 37.0005(2)(XU), 37.0005(2)(XV), 37.0005(2)(XW), 37.0005(2)(XZ), 37.0005(2)(YA), 37.0005(2)(YB), 37.0005(2)(YC), 37.0005(2)(YD), 37.0005(2)(YE), 37.0005(2)(YF), 37.0005(2)(YG), 37.0005(2)(YH), 37.0005(2)(YI), 37.0005(2)(YJ), 37.0005(2)(YK), 37.0005(2)(YL), 37.0005(2)(YM), 37.0005(2)(YN), 37.0005(2)(YO), 37.0005(2)(YP), 37.0005(2)(YQ), 37.0005(2)(YR), 37.0005(2)(YS), 37.0005(2)(YT), 37.0005(2)(YU), 37.0005(2)(YV), 37.0005(2)(YW), 37.0005(2)(YZ), 37.0005(2)(ZA), 37.0005(2)(ZB), 37.0005(2)(ZC), 37.0005(2)(ZD), 37.0005(2)(ZE), 37.0005(2)(ZF), 37.0005(2)(ZG), 37.0005(2)(ZH), 37.0005(2)(ZI), 37.0005(2)(ZJ), 37.0005(2)(ZK), 37.0005(2)(ZL), 37.0005(2)(ZM), 37.0005(2)(ZN), 37.0005(2)(ZO), 37.0005(2)(ZP), 37.0005(2)(ZQ), 37.0005(2)(ZR), 37.0005(2)(ZS), 37.0005(2)(ZT), 37.0005(2)(ZU), 37.0005(2)(ZV), 37.0005(2)(ZW), 37.0005(2)(ZZ)										
Off Campus HS: 37.0004(A)(1), 37.0005(2)(A), 37.0005(2)(C), 37.0005(2)(D), 37.0005(2)(E), 37.0005(2)(F), 37.0005(2)(G), 37.0005(2)(H), 37.0005(2)(I), 37.0005(2)(J), 37.0005(2)(K), 37.0005(2)(L), 37.0005(2)(M), 37.0005(2)(N), 37.0005(2)(O), 37.0005(2)(P), 37.0005(2)(Q), 37.0005(2)(R), 37.0005(2)(S), 37.0005(2)(T), 37.0005(2)(U), 37.0005(2)(V), 37.0005(2)(W), 37.0005(2)(X), 37.0005(2)(Y), 37.0005(2)(Z), 37.0005(2)(AA), 37.0005(2)(AB), 37.0005(2)(AC), 37.0005(2)(AD), 37.0005(2)(AE), 37.0005(2)(AF), 37.0005(2)(AG), 37.0005(2)(AH), 37.0005(2)(AI), 37.0005(2)(AJ), 37.0005(2)(AK), 37.0005(2)(AL), 37.0005(2)(AM), 37.0005(2)(AN), 37.0005(2)(AO), 37.0005(2)(AP), 37.0005(2)(AQ), 37.0005(2)(AR), 37.0005(2)(AS), 37.0005(2)(AT), 37.0005(2)(AU), 37.0005(2)(AV), 37.0005(2)(AW), 37.0005(2)(AX), 37.0005(2)(AY), 37.0005(2)(AZ), 37.0005(2)(BA), 37.0005(2)(BB), 37.0005(2)(BC), 37.0005(2)(BD), 37.0005(2)(BE), 37.0005(2)(BF), 37.0005(2)(BG), 37.0005(2)(BH), 37.0005(2)(BI), 37.0005(2)(BJ), 37.0005(2)(BK), 37.0005(2)(BL), 37.0005(2)(BM), 37.0005(2)(BN), 37.0005(2)(BO), 37.0005(2)(BP), 37.0005(2)(BQ), 37.0005(2)(BR), 37.0005(2)(BS), 37.0005(2)(BT), 37.0005(2)(BU), 37.0005(2)(BV), 37.0005(2)(BW), 37.0005(2)(BX), 37.0005(2)(BY), 37.0005(2)(BZ), 37.0005(2)(CA), 37.0005(2)(CB), 37.0005(2)(CC), 37.0005(2)(CD), 37.0005(2)(CE), 37.0005(2)(CF), 37.0005(2)(CG), 37.0005(2)(CH), 37.0005(2)(CI), 37.0005(2)(CJ), 37.0005(2)(CK), 37.0005(2)(CL), 37.0005(2)(CM), 37.0005(2)(CN), 37.0005(2)(CO), 37.0005(2)(CP), 37.0005(2)(CQ), 37.0005(2)(CR), 37.0005(2)(CS), 37.0005(2)(CT), 37.0005(2)(CU), 37.0005(2)(CV), 37.0005(2)(CW), 37.0005(2)(CX), 37.0005(2)(CY), 37.0005(2)(CZ), 37.0005(2)(DA), 37.0005(2)(DB), 37.0005(2)(DC), 37.0005(2)(DD), 37.0005(2)(DE), 37.0005(2)(DF), 37.0005(2)(DG), 37.0005(2)(DH), 37.0005(2)(DI), 37.0005(2)(DJ), 37.0005(2)(DK), 37.0005(2)(DL), 37.0005(2)(DM), 37.0005(2)(DN), 37.0005(2)(DO), 37.0005(2)(DP), 37.0005(2)(DQ), 37.0005(2)(DR), 37.0005(2)(DS), 37.0005(2)(DT), 37.0005(2)(DU), 37.0005(2)(DV), 37.0005(2)(DW), 37.0005(2)(DX), 37.0005(2)(DY), 37.0005(2)(DZ), 37.0005(2)(EA), 37.0005(2)(EB), 37.0005(2)(EC), 37.0005(2)(ED), 37.0005(2)(EE), 37.0005(2)(EF), 37.0005(2)(EG), 37.0005(2)(EH), 37.0005(2)(EI), 37.0005(2)(EJ), 37.0005(2)(EK), 37.0005(2)(EL), 37.0005(2)(EM), 37.0005(2)(EN), 37.0005(2)(EO), 37.0005(2)(EP), 37.0005(2)(EQ), 37.0005(2)(ER), 37.0005(2)(ES), 37.0005(2)(ET), 37.0005(2)(EU), 37.0005(2)(EV), 37.0005(2)(EW), 37.0005(2)(EX), 37.0005(2)(EY), 37.0005(2)(EZ), 37.0005(2)(FA), 37.0005(2)(FB), 37.0005(2)(FC), 37.0005(2)(FD), 37.0005(2)(FE), 37.0005(2)(FF), 37.0005(2)(FG), 37.0005(2)(FH), 37.0005(2)(FI), 37.0005(2)(FJ), 37.0005(2)(FK), 37.0005(2)(FL), 37.0005(2)(FM), 37.0005(2)(FN), 37.										

# Senate Bill 37 & House Bill 1427

Senate Bill (SB) 37: Eliminates the requirement that a person report potential hazing in writing; allows reports to be made to peace officers or law enforcement agencies; requires entities organized to support an organization to make reports of hazing.

House Bill (HB) 1427 expands the offense of harassment under Penal Code 42.07 to include making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

## HB 37

- Communication
- Process
- Community Involvement

## HB 1427

- Discipline Process
- Guidance Materials
- Glossary

# House Bill 3928

HB 3928 : Amends Chapter 37 to require the district to provide information to a student's parent or person standing in parental relation to the student about the process for requesting a full individual and initial evaluation of the student for purposes of special education services both when a student is placed in the DAEP under Section 37.006 and as part of the student's personalized transition plan developed by the campus administrator.

Special Education

Discipline Process (ARD & MD)  
Compliance

Guidance Document

## AEP Personalized Transition Plan

Not later than five instructional days after the date of a student's release from an alternative education program (AEP), the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from the required transition team (§37.023, Education Code).

### Required Transition Team

Student Name: \_\_\_\_\_ UID: \_\_\_\_\_

Grade:  AEP Release Date: \_\_\_\_\_ Transition Plan Begin Date: \_\_\_\_\_

Campus Behavior Coordinator: \_\_\_\_\_

School Counselor(s): \_\_\_\_\_

School District Peace Officer(s): \_\_\_\_\_

Student Resource Officer(s): \_\_\_\_\_

Licensed Clinical Social Worker(s): \_\_\_\_\_

Classroom Teacher(s): \_\_\_\_\_

Other School District Personnel: \_\_\_\_\_

I. Determine the best educational placement for the student as required by §37.023(d)(1), Education Code. The required transition team may review the student's academic progress while attending the AEP, including the academic growth assessment provided by the AEP administrator.

II. List any recommendations for:

# House Bill 473

## HB 473

Requires the threat assessment team to notify a parent prior to conducting a threat assessment of a student to provide the parent with an opportunity to participate in the assessment and provide information about the student to the team; requires the threat assessment team to provide the parent the findings and conclusions after completing a threat assessment.

Parent  
Notification

Guidance  
Document

Process and  
Compliance

Safe  
Supportive  
Schools  
Program



# House Bill 567 (The Crown Act)

## HB 567

Prohibits a school district dress code or grooming policy (including any extra curricular dress code or grooming policy) to discriminate from any hair texture or protected hairstyle commonly or historically associated with race. (Dress Code is in Student Handbook)

Student Handbook

Student Code of Conduct

District Discipline Practices

Review Committee : Student  
Handbook



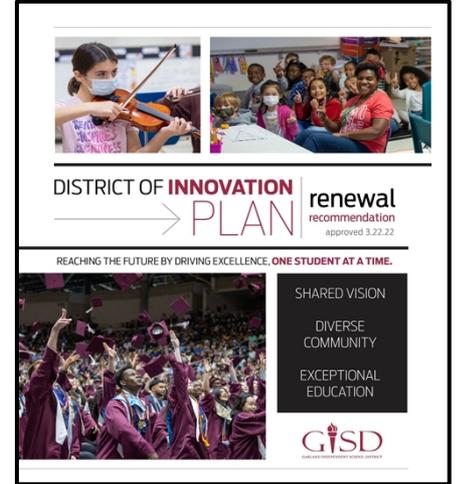
**Student  
Handbook and  
Code of Conduct**  
2023-2024



GISD

# District of Innovation Policy exemptions

- Campus Behavior Coordinator Provisions
- Out of School Suspension for Students Below Grade 3
- **Unauthorized Persons: Refusal of Entry, Ejection from School Property**



# Questions, Comments, & Concerns ?

[Legislative Bills Affecting Student Code of Conduct](#)





## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	August 22, 2023
<b>Agenda Item:</b>	Consider Approval of Endorsement for TASB Board of Directors Region 10, Position D
<b>Agenda Section:</b>	Action Item
<b>Trustee Responsible:</b>	Mrs. Linda Griffin President, Board of Trustees

### **Summary/Background Information:**

Trustees will consider an endorsement for the Texas Association of School Board's Board of Directors for Region 10, Position D currently held by incumbent Mr. Kevin Carbo, Mesquite ISD. The district has received Mr. Carbo's endorsement request as well as an endorsement request from his opponent Mr. Francisco J. ("Harvey") Oaxaca, McKinney ISD. Both requests are included for discussion and consideration.

### **Administrative Recommendations:**

Provided for consideration.

July 11, 2023

Dr. Ricardo Lopez  
Superintendent  
Garland ISD  
501 S. Jupiter Rd.  
Garland, TX 75042-7108

Dear Superintendent Lopez,

I am writing to ask that you share with your Board this request for endorsement. I am the current incumbent on the TASB Board of Directors (BOD) running for reelection to the 10D seat. I have been a region 10 representative since 2018. During my tenure, I have been a member of the Finance Committee, Vice-Chair of the Bylaws Committee, Chair of the Resolutions Committee, a member of the Nominations Committee, sat on the Planning and Development Committee and presently, a Director on the Member Services Committee.

I have been a Mesquite ISD Trustee since 1996, President of the NTAASB, Chair of the TASB Risk Management Fund, Director on the NSBA Board and I graduated Leadership TASB in 1998. I have hosted Grassroot efforts and testified in Austin on education and nutrition bills.

As a member of the TASB BOD, I have had the opportunity to train and guide board members to learn about the Team-of-Eight, Board/Superintendent relationship and overall, advocacy for public education and the 5.5 million kids we serve. I know that I am only one of 42 members. However, my years of service and experience have helped me attain a position of trust among my fellow board members.

All I ask is that you share this endorsement request with your Board, for another term.

Respectfully,

*Kevin Carbo*

Kevin Carbo  
Mesquite ISD Trustee  
TASB BOD - 10D



# TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

DATE: **June 21, 2023**

NAME: **Kevin Carbo**

MAILING ADDRESS: [REDACTED]

CITY: [REDACTED]

ZIP: [REDACTED]

BUSINESS PHONE: \_\_\_\_\_ RESIDENCE PHONE: \_\_\_\_\_

CELL PHONE: [REDACTED] FAX NUMBER (if applicable): \_\_\_\_\_

We communicate with our Board members primarily via e-mail. Please list your preferred email address.

E-MAIL: [REDACTED]

SCHOOL DISTRICT: **Mesquite ISD**

LOCAL TERM EXPIRES: **05/2024** YEARS ON BOARD: **27 years**  
(Month/year)

Upon expiration of current term on your local board, will you seek reelection?

YES  NO

BOARD POSITIONS HELD (including dates): **Secretary 1998, 1999, 2008, 2018, and 2023. Vice-President 2000, 2001, 2009, 2019. President 2002, 2003, 2010.** \_\_\_\_\_

OCCUPATION: **Retired**

CURRENT EMPLOYER: **N/A** \_\_\_\_\_

DATES: \_\_\_\_\_

EDUCATION-HIGH SCHOOL: **Colegio San Antonio** COLLEGE: **DBU and Univ. of Dallas**

OTHER EDUCATION: **Six Sigma Black Belt** \_\_\_\_\_ DEGREES: **MBA** \_\_\_\_\_

HOBBIES/SPECIAL INTERESTS: **Coaching and Bowling** \_\_\_\_\_

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (offices held including dates): \_\_\_\_\_

Chairman of Tomahawk District (Boy Scouts), Director on the NALEO Board, Current: 3<sup>rd</sup>. VP Mesquite Council of PTA's, President Buzzards Clubs of America – Metro Chapter, \_\_\_\_\_

ADDITIONAL COMMENTS: I have worked with the TASB GR team since 1997 and testified before the House Education Committee and the Senate Nutrition Committee. Chaired the RMF for 5 of the 12 years I served on it. I presided over the Real Estate Committee that sold the RFM Lamar Buildings. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## A Quick Biography of Kevin Carbo, Sr.

Kevin Carbó was born in New York. He grew up in Puerto Rico, graduated from Colegio San Antonio (Catholic School) and was a High School Basketball coach. As a coach, Kevin won a state championship at the age of 20. He moved to Texas in 1984 and completed a bachelor's in Finance from Dallas Baptist University and an MBA from the University of Dallas. Kevin has worked as a manager, for 30 years, in the banking and insurance industries. He recently retired as a Manager II for the City of Dallas working at Dallas Love Field.

Kevin was the Chair of the National Hispanic Caucus; he sat on the board of Directors for the National Association of Latino Elected Officials, and was a Director on the National School Board Associations board. He was first elected to his local school board in 1996. He has served as the Chairman of Tomahawk District, Circle 10 of the Boy Scouts of America. At work, Kevin's enjoys serving his department employees as he provides coaching and mentoring. He believes in his employees' welfare. "I care about the employees because if you take care of your employees, they will take care of the customers". Kevin and [REDACTED] have been married 41 years and have two children [REDACTED] and six grandchildren.

His hobby is bowling and he believes in "Servant Leadership". As a parent he coached youth soccer, baseball and basketball and Bowling. As an adult he has been a keynote speaker for "Concilio" and the Jr. ROTC in Mesquite. Kevin currently serves as a Director on the Board of Directors of the Texas Association of School Boards.

His roles on the TASB Board have been as follows:

1. Budget and Finance
2. Bylaws Committee (Vice-Chair)
3. Planning & Development
4. Resolutions Committee (Chair)
5. Nominations Committee
6. Member Services Committee



# MCKINNEY

INDEPENDENT SCHOOL DISTRICT

Office of the Superintendent

---

August 4, 2023

Dr. Rick Lopez  
Garland ISD  
501 S. Jupiter  
Garland, TX 75042

Dear Dr. Lopez,

I hope your summer is going well and your preparations for next school year are productive. I am writing to notify you that one of our board members, Mr. Francisco J. ("Harvey") Oaxaca, is a candidate for the TASB Board of Directors. He is seeking the Region 10, Position D seat, and I ask that your board of trustees consider endorsing him for this position.

Harvey's educational administration experience has served as a strong foundation for his transition to a McKinney ISD board member. He served McKinney ISD for 23 years of a 40-year education career that included experience as a campus and central office administrator. Harvey has been a member of the MISD Board of Trustees since 2021, and this year, will hold the office of Board Secretary.

Harvey's passion for his position and the school district he serves is the quality that I believe will make him a strong member of the TASB Board of Directors. He is an advocate for students and teachers and works tirelessly for public education.

Finally, Harvey has been the best type of board member. He works in our community to be a consensus builder and is loyal to the employees of MISD. He feels that education is the key to better opportunities for all and brings his experience and heart to serve others to the MISD Board of Trustees. Harvey is also a member of the Mexican American School Boards Association.

I ask that you join the McKinney ISD Board of Trustees in endorsing Mr. Harvey Oaxaca for the TASB Board of Directors. I am convinced he will serve this board with the same passion and conviction that he has served for MISD.

Sincerely,



Shawn Pratt  
Superintendent



# TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

DATE: June 6, 2023

NAME: Francisco Javier "Harvey" Oaxaca

MAILING ADDRESS: [REDACTED]

CITY: [REDACTED] ZIP: [REDACTED]

BUSINESS PHONE: [REDACTED] RESIDENCE PHONE: [REDACTED]

CELL PHONE: [REDACTED] FAX NUMBER (if applicable): [REDACTED]

We communicate with our Board members primarily via e-mail. Please list your preferred email address.

E-MAIL: [REDACTED]

SCHOOL DISTRICT: McKinney Independent School District

LOCAL TERM EXPIRES: May/2025 YEARS ON BOARD: 2 years  
(Month/year)

Upon expiration of current term on your local board, will you seek reelection?

YES  NO

BOARD POSITIONS HELD (including dates) Legislative Advocacy Committee (2022-2023) District SBDM Team (2022-Present)

OCCUPATION: Retired/Education (Teacher/Coach/Administrator)

CURRENT EMPLOYER: N/A DATES: N/A

EDUCATION-HIGH SCHOOL: (Ysleta ISD) Bel Air High School COLLEGE: McMurry University (BS)

OTHER EDUCATION: Texas A&M Commerce DEGREES: Masters of Education (EdAd)

HOBBIES/SPECIAL INTERESTS: Reading, Working Out, Raising our dogs- 1 ShiTzu and 2 Basset Hounds

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (offices held including dates): McKinney Family YMCA (2011-2016-President 2013-15,) North Texas Job Corps Community Relations Committee, (2010-present, President 2017-present), Volunteer McKinney Board Member, 2011-2013, Medical Center of McKinney Board Member (2015-Present) McKinney Police Chief Citizen's Advisory Council (2016-Present)

ADDITIONAL COMMENTS: I am a life-long learner and strive to be a servant. What I lack in Board experience, I make up for it with a passion to learn and to work with a Team to accomplish a goal.

I retired from a very rewarding and successful 40-year educational career, I have been a Teacher, Athletic Coach, a campus level administrator at the Elementary, Middle, and High School level, I have also been a Central Office administrator at the Director level. This experience gives me a unique view of education and the issues that we as an organization of Board members need to address. I have no agenda other than learn about and serve our TASB Board of Directors.

### Bio: Francisco Javier “Harvey” Oaxaca

Originally from El Paso, Texas, the 9<sup>th</sup> of 14 children, Harvey Oaxaca retired from the McKinney ISD on June 30, 2015 after a fulfilling 40year (23 in McKinney) career from the public education system. He has been a campus principal and has held various Central Office administrative positions during his special MISD career.

Harvey was elected to the McKinney ISD Board of Trustees to a 4year term in May of 2021. He feels strongly that education is the key to better opportunities for all, especially in a diverse community such as McKinney. He is hoping to bring this experience and heart to serve on the TASB Board.

Harvey and his wife, [REDACTED], have been married 34 years. [REDACTED] is a retired school Counselor. The Oaxacas moved to McKinney in 1993 and have been very active in the community. They have 2 adult sons, [REDACTED] is an Area Director for the Boulder Valley School District (Colorado) and [REDACTED] is an Adjunct Professor of Dance at Case Western University (Cleveland, Ohio)

Harvey Oaxaca – Place 7 (At-Large)





## Garland Independent School District Board of Trustee

**Date of Meeting:** August 22, 2023

**Agenda Item:** Approve Local Policies from TASB Update 121

**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 121 includes policy recommendations to address legislative changes from the 88th Legislature, Regular Session and revisions based on updates to the Texas Administrative Code. Recommended changes to local policies address the following topics:

- Fixed Assets (Reviewed and vetted by Paul Gonzales)
- Competitive bidding (Reviewed and vetted by Mark Booker)
- Competitive Sealed Proposals (Reviewed and vetted by Mark Booker)
- Compensation plans (Reviewed and vetted by Dr. Gradyne Brown)
- Admissions (Reviewed and vetted by Dr. Babetta Hemphill)
- Bullying (Reviewed and vetted by Dr. Babetta Hemphill and Mary Garcia)
- Texas Economic Development Act

- School Safety Personnel (Reviewed and vetted by Dr. Shelley Garrett)
- Child Nutrition (Reviewed and vetted by Dr. Shelley Garrett)

CKB (LOCAL):	ACCOUNTING INVENTORIES
CKEC (LOCAL):	SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS
CLB (LOCAL):	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT MAINTENANCE
COA (LOCAL):	FOOD AND NUTRITION MANAGEMENT: PROCUREMENT
CRF (LOCAL):	INSURANCE AND ANNUITIES MANAGEMENT: UNEMPLOYMENT INSURANCE
CVA (LOCAL):	FACILITIES CONSTRUCTION: COMPETITIVE BIDDING
CVB (LOCAL):	FACILITIES CONSTRUCTION: COMPETITIVE SEALED PROPOSALS
DEA (LOCAL):	COMPENSATION AND BENEFITS: COMPENSATION PLAN
FD (LOCAL):	ADMISSIONS
FFI (LOCAL):	STUDENT WELFARE: FREEDOM FROM BULLYING

**Administrative Recommendations:** For approval.



## (LOCAL) Policies Packet

For your convenience, this file contains *only* the local policies from your school district's TASB update packet.

### What is in this packet?

- Instruction sheet for recommended (LOCAL) policies
- Explanatory Notes for recommended (LOCAL) policies
- Clean copies of recommended (LOCAL) policies
- Annotated (redlined) copies of recommended (LOCAL) policy changes

### This is not the full update packet.

To retrieve your district's full update packet, log in to Policy Online™ and visit My Policy Manual > Local Manual Updates > Numbered Updates.

### What is in the full update packet?

The full update packet contains:

- A summary of the overall policy update
- (LEGAL) policies and (EXHIBIT) documents that describe the statutory framework in which your local policies must operate
- Instructions and Explanatory Notes for every policy change, not just the (LOCAL) policies
- Guidance on how to:
  - Present recommended policy changes to the board
  - Keep minutes
  - Notify TASB of board action
  - Maintain your historical record
  - Update your administrative regulations

### Disclaimer and Copyright

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

Entire localized update packet © 2023 Texas Association of School Boards, Inc. All rights reserved.

Instruction Sheet  
TASB Localized Policy Manual Update 121

**Garland ISD**

<b>Code</b>	<b>Type</b>	<b>Action To Be Taken</b>	<b>Note</b>
CFB	(LOCAL)	Replace policy	Revised policy
CKE	(LOCAL)	DELETE policy	See explanatory note
CKEC	(LOCAL)	ADD policy	See explanatory note
CLB	(LOCAL)	Replace policy	Revised policy
COA	(LOCAL)	Replace policy	Revised policy
CRF	(LOCAL)	Replace policy	Revised policy
CVA	(LOCAL)	Replace policy	Revised policy
CVB	(LOCAL)	Replace policy	Revised policy
DEA	(LOCAL)	Replace policy	Revised policy
FD	(LOCAL)	Replace policy	Revised policy
FFI	(LOCAL)	Replace policy	Revised policy

# Explanatory Notes

## TASB Localized Policy Manual Update 121

### Garland ISD

#### **CFB(LOCAL)                      ACCOUNTING: INVENTORIES**

Revisions regarding the capitalization threshold are based on amended guidance from *GASB Implementation Guide 2021-1*, Question 5.1, regarding the capitalization of assets with individual acquisition costs below the threshold if the assets in the aggregate are significant. The amended guidance applies to reporting periods beginning after June 15, 2023.

The district's locally developed provisions throughout the rest of the policy remain unchanged. Please review the provisions for accuracy and contact your policy consultant if revisions are needed.

#### **CKE(LOCAL)                      SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL**

To better align the district's legal and local policies, provisions addressing school resource officers have been relocated to CKEC(LOCAL).

#### **CKEC(LOCAL)                      SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS**

Provisions addressing school resource officers have been relocated to this code from CKE(LOCAL). Please review the provisions for accuracy. If revisions are needed regarding other security personnel, please contact your policy consultant.

#### **CLB(LOCAL)                      BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: MAINTENANCE**

Administrative Code rules regarding integrated pest management (IPM) were amended to include district-owned residential property among the district facilities subject to the IPM requirements. Although the changes to the rules add "residential property" to the buildings and grounds subject to IPM requirements, it is our understanding from the Texas Department of Agriculture that this inclusion is intended to apply only to district-owned residential property that is primarily used as student housing. As requested by TDA, revisions include such residential property among the district facilities subject to the district's IPM program.

#### **COA(LOCAL)                      FOOD AND NUTRITION MANAGEMENT: PROCUREMENT**

Based on information received from the district, the enclosed revisions are recommended to update the position of the employee responsible for overseeing procurement with federal child nutrition funds and for determining whether the district will apply a geographic preference when procuring certain products.

#### **CRF(LOCAL)                      INSURANCE AND ANNUITIES MANAGEMENT: UNEMPLOYMENT INSURANCE**

There are no significant revisions to the text on reasonable assurance; however, the policy template has been updated to accommodate the new adoption date function in Policy Online®. This policy is being issued at no charge to the district.

#### **CVA(LOCAL)                      FACILITIES CONSTRUCTION: COMPETITIVE BIDDING**

Policy BJA(LOCAL) authorizes the superintendent to delegate responsibilities to other employees of the district as permitted by law; thus, it is not necessary to include a reference to the superintendent's designee at Specifications. In addition, the policy template has been updated to accommodate the new adoption date function in Policy Online®. This policy is being issued at no charge to the district.

#### **CVB(LOCAL)                      FACILITIES CONSTRUCTION: COMPETITIVE SEALED PROPOSALS**

As noted above, policy BJA(LOCAL) authorizes the superintendent to delegate responsibilities to other employees of the district as permitted by law; thus, it is not necessary to include a reference to the super-

# Explanatory Notes

## TASB Localized Policy Manual Update 121

### Garland ISD

intendent's designee at Specifications. In addition, the policy template has been updated to accommodate the new adoption date function in Policy Online®. This policy is being issued at no charge to the district.

#### DEA(LOCAL)                      **COMPENSATION AND BENEFITS: COMPENSATION PLAN**

To eliminate the possibility of confusion about the frequency of pay, we recommend replacing *bimonthly* with the more specific and widely used *semi-monthly*. Other revisions are recommended for policy style and to clarify the circumstances under which certain employees will receive premium pay during an emergency closing for a disaster.

If the district no longer wants to provide premium pay for nonexempt employees who are required to work during an emergency closing for a disaster, please contact your policy consultant for appropriate revisions to this policy.

The [Legal Issues in Update 121](#) memo describes common legal concerns and best practices specific to this policy's topic.

#### FD(LOCAL)                      **ADMISSIONS**

Recommended revisions to this policy at Transition Assistance reflect the repeal and replacement of an Administrative Code provision regarding awarding credit to a student who is homeless or in substitute care. Under the new rule, a district must adopt a policy to ensure credit has been awarded appropriately prior to enrollment. Other changes provide greater flexibility for the district with regard to requiring proof of residency by referring to administrative regulations.

The [Legal Issues in Update 121](#) memo describes common legal concerns and best practices specific to this policy's topic.

#### FFI(LOCAL)                      **STUDENT WELFARE: FREEDOM FROM BULLYING**

The [Minimum Standards for Bullying Prevention](#), completed by TEA on January 31, 2023, include a requirement for policy provisions on reporting bullying incidents. Existing policy language addresses reporting by students and staff. The enclosed revisions are recommended to address the new minimum standards.

**Capitalization  
Threshold**

The capitalization threshold for purposes of classifying individual capital assets and infrastructure assets shall be \$5,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

**Capital Assets**

Property shall be classified as a capital asset if it:

1. Has an initial cost exceeding \$5,000 per item;
2. Is not consumed as a result of use;
3. Has a useful life of at least one year; and
4. Is controllable, can be identified by a permanent or assigned number, and can be accounted for through a physical inventory system.



To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.

All school resource officers shall receive at least the minimum amount of education and training required by law.



**Integrated Pest  
Management  
Program**

The District is committed to following integrated pest management (IPM) guidelines as required by Chapter 1951 of the Occupations Code and Title 4, Chapter 7 of the Administrative Code in all pest control activities that take place on District property.

Definition

IPM is a pest management strategy that relies on accurate identification and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under IPM, whenever economical and practical, multiple control tactics shall be used to achieve the best control of pests. These tactics shall include, but are not limited to, the judicious use of pesticides.

Standards

The District's IPM program shall govern the District's use of pesticides, herbicides, and other chemical agents for the purpose of controlling pests, rodents, insects, and weeds in and around District facilities, including residential property primarily used as student housing.

IPM Coordinator

The Superintendent shall designate the IPM coordinator(s), who shall be registered with the Texas Department of Agriculture. The IPM coordinator(s) shall receive training in accordance with law and shall provide training to District employees, as necessary.

Application Time  
Frame

The IPM coordinator(s), in addition to the responsibilities set out in CLB(LEGAL), shall coordinate with appropriate District administrators or other designated and trained employees regarding pesticide or herbicide applications in accordance with law. The IPM coordinator(s) shall determine when an emergency situation exists and an exception to the 48-hour notice requirement may be made.

No Unauthorized  
Application

If the IPM coordinator is a licensed applicator, the IPM coordinator may apply pesticides in accordance with law. No other employee or other person or entity shall be permitted to apply a pesticide or herbicide at a District facility, including residential property primarily used as student housing, without the prior approval of the IPM coordinator and other than in the manner prescribed by law and the District's IPM program.



**Procurement**

The director of student nutrition shall oversee the use of federal child nutrition funds to procure appropriate goods and services necessary for providing food service to students and shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to comply with all state and federal requirements for use of these funds.

[See CO(LEGAL) and COA(LEGAL)]

**Geographic Preference**

The Board delegates to the director of student nutrition the authority to determine whether the District will apply a geographic preference when procuring unprocessed, locally grown or locally raised agricultural products and to:

1. Specify the types of products for which any geographic preference will be applied; and
2. Define the geographic area to be preferred for each applicable product.



INSURANCE AND ANNUITIES MANAGEMENT  
UNEMPLOYMENT INSURANCE

CRF  
(LOCAL)

**Reasonable  
Assurance**

The District shall issue letters of reasonable assurance, as appropriate, to employees in positions requiring less than 12 months of service whose services are anticipated to be needed at the beginning of the following school year. [See DCD and DCE]



FACILITIES CONSTRUCTION  
COMPETITIVE BIDDING

CVA  
(LOCAL)

**Specifications**

The Superintendent shall ensure that detailed specifications are prepared for any construction project for which competitive bids are sought.

**Bid Process**

All bids shall be submitted in sealed envelopes, plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified. All interested parties shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

**Safety Record**

If the District considers the safety record of bidders in determining to whom to award a contract, the safety record shall be defined as a bidder's OSHA (Occupational Safety and Health Administration) inspection logs for the last three years, a loss analysis from the bidder's insurance carrier, and a loss history covering all lines of insurance coverage carried by the bidder.



FACILITIES CONSTRUCTION  
COMPETITIVE SEALED PROPOSALS

CVB  
(LOCAL)

**Specifications**

The Superintendent shall prepare a request for proposals for any construction project for which competitive sealed proposals are sought.

**Process**

All proposals shall be submitted in sealed envelopes, plainly marked with the name of the proposal and the time of the deadline for submission. Proposals shall be opened at the time specified. All offerors shall be invited to attend the proposal opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

Withdrawal and  
Late Proposals

Any proposal may be withdrawn prior to the scheduled time for opening. Proposals received after the specified time shall not be considered.

Proposal  
Acceptance

The District may reject any and all proposals.

**Safety Record**

If the safety record of offerors is considered in selecting a proposal, the record shall be defined as an offeror's OSHA (Occupational Safety and Health Administration) inspection logs for the last three years, a loss analysis from the offeror's insurance carrier, and a loss history covering all lines of insurance coverage carried by the offeror.



COMPENSATION AND BENEFITS  
COMPENSATION PLAN

DEA  
(LOCAL)

The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]

**Pay Administration**

The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The classification of each job title within the compensation plan shall be based on the qualifications, duties, and market value of the position.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or semi-monthly installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

Pay Increases

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. Any pay adjustments for individual employees shall be determined within the approved budget following established procedures.

*Midyear Pay  
Increases*

Contract  
Employees

A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements]

Noncontract  
Employees

The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

**Pay During Closing**

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [See EB for the authority to close schools]

COMPENSATION AND BENEFITS  
COMPENSATION PLAN

DEA  
(LOCAL)

Premium Pay  
During Disasters

Nonexempt employees who are required to work to mitigate the reason for an emergency closing shall be paid premium pay, which is the rate of one and one-half times their regular rate of pay for any on-site work done in a 40 hour week. All other nonexempt employees who are required to work during an emergency closing shall be paid their regular rate of pay.

Overtime for time worked over 40 hours in a week shall be calculated and paid according to law. [See DEAB] The Superintendent shall approve payments and ensure that accurate time records are kept of actual hours worked during emergency closings.

**Persons Age 21 and Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

**Underage Students**

Except as required by law, the District shall not admit an underage student.

**Registration Forms**

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

**Proof of Residency**

In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency. A copy of the validation document for residency shall be placed in the student's permanent record file. The District shall accept the following types of records as proof of residency:

1. A current contract or lease agreement for a dwelling within the District boundaries.
2. A current utility bill (water, gas, electricity) for an address within the District boundaries.
3. A current mortgage payment document for a dwelling within the District boundaries.
4. Written or verbal verification from an on-site supervisor of managed property that a student and/or either a parent or a legal guardian resides at the complex, which is located within the District boundaries.
5. A notarized affidavit stating that a student and/or either a parent or a legal guardian resides within the District boundaries with another homeowner/lessee. The affidavit shall be accompanied by a residency validation document for the homeowner/lessee.

For guidelines governing an interdistrict transfer for a student whose parent or guardian has a contract for a residence within District boundaries, see policy FDA.

In accordance with law, the District may make reasonable inquiries to determine whether the student is a resident of the District, including when a document submitted for purposes of proving residency is not in the name of the adult who is enrolling the student. Based on an individual's circumstance, the District may grant exceptions to the requirement to produce a document listed above. When required by law, the District shall waive the requirement to prove residency in the District boundaries.

**Minor Living Apart**

Person Standing in  
Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular  
Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student  
in Grandparent's  
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria adopted by the Board.

**"Accredited" Defined**

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

**Grade-Level  
Placement**

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited  
Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

**Transfer of Credit**

Accredited Texas  
Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or  
Nonaccredited  
Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a non-accredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition  
Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

**Withdrawal**

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]



---

**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

---

**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Minimum Standards**

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

<b>District Action</b>	
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.





## (LOCAL) Policy Comparisons

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

In this packet, you will find:

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

Annotations are shown as follows:

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

---

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

---

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

<b>Contact:</b>	<b>School Districts and Education Service Centers</b>	<b>Community Colleges</b>
	<a href="mailto:policy.service@tasb.org">policy.service@tasb.org</a>	<a href="mailto:colleges@tasb.org">colleges@tasb.org</a>
	800.580.7529	800.580.1488

**Capitalization  
Threshold**

The capitalization threshold for purposes of classifying individual capital assets and infrastructure assets shall be ~~\$5,000~~\$5,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

**Capital Assets**

Property shall be classified as a capital asset if it:

1. Has an initial cost exceeding \$5,000 per item;
2. Is not consumed as a result of use;
3. Has a useful life of at least one year; and
4. Is controllable, can be identified by a permanent or assigned number, and can be accounted for through a physical inventory system.

**School Resource  
Officers**

~~To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.~~

~~A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.~~

**Training**

~~All school resource officers shall receive at least the minimum amount of education and training required by law.~~

~~[See CKEC]~~

To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.

All school resource officers shall receive at least the minimum amount of education and training required by law.

**Integrated Pest Management Program**

The District is committed to following integrated pest management (IPM) guidelines as required by Chapter 1951 of the Occupations Code and Title 4, Chapter 7 of the Administrative Code in all pest control activities that take place on District property.

Definition

IPM is a pest management strategy that relies on accurate identification and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under IPM, whenever economical and practical, multiple control tactics shall be used to achieve the best control of pests. These tactics shall ~~possibly~~ include, but are not limited to, the judicious use of pesticides.

Standards

The District's IPM program shall govern the District's use of pesticides, herbicides, and other chemical agents for the purpose of controlling pests, rodents, insects, and weeds in and around District facilities, including residential property primarily used as student housing.

IPM Coordinator

The Superintendent shall designate the IPM coordinator(s), who shall be registered with the Texas Department of Agriculture. The IPM coordinator(s) shall receive training in accordance with law and shall provide training to District employees, as necessary.

Application Time Frame

The IPM coordinator(s), in addition to the responsibilities set out in CLB(LEGAL), shall coordinate with appropriate District administrators or other designated and trained employees regarding pesticide or herbicide applications in accordance with law. The IPM coordinator(s) shall determine when an emergency situation exists and an exception to the 48-hour notice requirement may be made.

No Unauthorized Application

If the IPM coordinator is a licensed applicator, the IPM coordinator may apply pesticides in accordance with law. No other employee or other person or entity shall be permitted to apply a pesticide or herbicide at a District facility, including residential property primarily used as student housing, without the prior approval of the IPM coordinator and other than in the manner prescribed by law and the District's IPM program.

**Procurement**

The ~~Superintendent~~director of student nutrition shall oversee the use of federal child nutrition funds to procure appropriate goods and services necessary for providing food service to students and shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to comply with all state and federal requirements for use of these funds.

[See CO(LEGAL) and COA(LEGAL)]

**Geographic Preference**

The Board delegates to the ~~Superintendent~~director of student nutrition the authority to determine whether the District will apply a geographic preference when procuring unprocessed, locally grown or locally raised agricultural products and to:

1. Specify the types of products for which any geographic preference will be applied; and
2. Define the geographic area to be preferred for each applicable product.

INSURANCE AND ANNUITIES MANAGEMENT  
UNEMPLOYMENT INSURANCE

CRF  
(LOCAL)

**Reasonable  
Assurance**

The District shall issue letters of reasonable assurance, as appropriate, to employees in positions requiring less than 12 months of service whose services are anticipated to be needed at the beginning of the following school year. [See DCD and DCE]

**Specifications**

The Superintendent ~~or designee~~ shall ensure that detailed specifications are prepared for any construction project for which competitive bids are sought.

**Bid Process**

All bids shall be submitted in sealed envelopes, plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified. All interested parties shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

**Safety Record**

If the District considers the safety record of bidders in determining to whom to award a contract, the safety record shall be defined as a bidder's OSHA (Occupational Safety and Health Administration) inspection logs for the last three years, a loss analysis from the bidder's insurance carrier, and a loss history covering all lines of insurance coverage carried by the bidder.

FACILITIES CONSTRUCTION  
COMPETITIVE SEALED PROPOSALS

CVB  
(LOCAL)

<b>Specifications</b>	The Superintendent <del>or designee</del> shall prepare a request for proposals for any construction project for which competitive sealed proposals are sought.
<b>Process</b>	All proposals shall be submitted in sealed envelopes, plainly marked with the name of the proposal and the time of the deadline for submission. Proposals shall be opened at the time specified. All offerors shall be invited to attend the proposal opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.
Withdrawal and Late Proposals	Any proposal may be withdrawn prior to the scheduled time for opening. Proposals received after the specified time shall not be considered.
Proposal Acceptance	The District may reject any and all proposals.
<b>Safety Record</b>	If the safety record of offerors is considered in selecting a proposal, the record shall be defined as an offeror's OSHA (Occupational Safety and Health Administration) inspection logs for the last three years, a loss analysis from the offeror's insurance carrier, and a loss history covering all lines of insurance coverage carried by the offeror.

COMPENSATION AND BENEFITS  
COMPENSATION PLAN

DEA  
(LOCAL)

The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]

**Pay Administration**

The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The ~~Superintendent or designee shall classify~~ classification of each job title within the compensation plan shall be based on the qualifications, duties, and market value of the position.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or ~~bimonthly~~ semi-monthly installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

Pay Increases

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. ~~The Superintendent or designee shall determine~~ Any pay adjustments for individual employees; shall be determined within the approved budget following established procedures.

~~Mid-Year~~ Midyear  
Pay Increases

Contract  
Employees

A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements]

Noncontract  
Employees

The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

**Pay During Closing**

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [See EB for the authority to close schools]

COMPENSATION AND BENEFITS  
COMPENSATION PLAN

DEA  
(LOCAL)

Premium Pay  
During Disasters

Nonexempt employees who are required to work ~~during to mitigate the reason for~~ an emergency closing ~~for a disaster, as declared by a federal, state, or local official or the Board,~~ shall be paid premium pay, which is the rate of one and one-half times their regular rate of pay for any on-site work done in a 40 hour week. ~~All other nonexempt employees who are required to work during an emergency closing shall be paid their regular rate of pay.~~

Overtime for time worked over 40 hours in a week shall be calculated and paid according to law. [See DEAB] The Superintendent ~~or designee~~ shall approve payments and ensure that accurate time records are kept of actual hours worked during emergency closings.

**Persons Age 21 and Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

**Underage Students**

Except as required by law, the District shall not admit an underage student.

**Registration Forms**

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency  
*Initial Enrollment*

~~At the time of initial registration~~ In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency ~~as defined by law~~. A copy of the validation document for residency shall be placed in the student's permanent record file. The District shall accept the following types of records as proof of residency:

1. A current contract or lease agreement for a dwelling within the District boundaries.
2. A current utility bill (water, gas, electricity) for an address within the District boundaries.
3. A current mortgage payment document for a dwelling within the District boundaries.
4. Written or verbal verification from an on-site supervisor of managed property that a student and/or either a parent or a legal guardian resides at the complex, which is located within the District boundaries.
5. A notarized affidavit stating that a student and/or either a parent or a legal guardian resides within the District boundaries with another homeowner/lessee. The affidavit shall be accompanied by a residency validation document for the homeowner/lessee.

For guidelines governing an interdistrict transfer for a student whose parent or guardian has a contract for a residence within District boundaries, see policy FDA.

In accordance with law, the District may make reasonable inquiries to determine whether the student is a resident of the District, including when a document submitted for purposes of proving residency is not in the name of the adult who is enrolling the student. Based on an individual's circumstance, the District may grant exceptions to the requirement to produce a document listed above. When required by law, the District shall waive the requirement to prove residency in the District boundaries.

~~Continued  
Enrollment~~

~~After a student's initial enrollment, the District shall verify residency through the annual registration forms and may investigate stated residency as necessary.~~

**Minor Living Apart**

Person Standing in  
Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular  
Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student  
in Grandparent's  
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria adopted by the Board.

**"Accredited" Defined**

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

**Grade-Level  
Placement**

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited  
Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

**Transfer of Credit**

Accredited Texas  
Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or  
Nonaccredited  
Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition  
Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to ~~determine transfer of~~ ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

**Withdrawal**

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

---

**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

---

**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Minimum Standards**

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

<b>District Action</b>	
Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** August 22, 2023

**Agenda Item:** Resolution Concerning Waiver of Local Board Policy to Require Two Readings of Policy before Adoption

**Agenda Section:** Action Item

**Administrator Responsible:** Lisa Ray  
General Counsel

**Summary/Background Information:**

Local Policy DH (Local) is presented as a minor update and a corollary to CKED Local and the Resolution from TASB in response to the passage of HB 3, which concerns the armed security officer requirement for school districts.

Given the timing of when TASB provided its new policy, CKED (Local), which will be adopted after second read, and the accompanying resolution requiring school boards to declare a good cause exception, the minor edit to DH Local should be adopted in one read along with the adoption of CKED (Local) and the afore-mentioned resolution so the policies are aligned. Given the unique timing of school districts compliance of HB 3 by September 1, 2023, it is recommended that the Board waive its own requirement in BF (Local) by resolution and adopt the new policy on one reading. This waiver of the dual reading requirement in BF (Local) is limited to this particular update.

**Administrative Recommendations:**

The Resolution Concerning Waiving Local Policy Requirement to First Present Board Policy DH (Local) Update as a Discussion Item is presented for your approval.

**BOARD OF TRUSTEES  
GARLAND INDEPENDENT SCHOOL DISTRICT  
RESOLUTION CONCERNING WAIVING  
LOCAL POLICY REQUIREMENT TO FIRST PRESENT  
BOARD POLICY DH (LOCAL) AS A DISCUSSION ITEM**

**State of Texas**

§

**County of Dallas**

§

§

**WHEREAS**, the Garland Independent School District Board of Trustees has adopted policies BF (Legal) and (Local) to address matters of law and local discretion regarding how Board Policies are presented for adoption and approval at Garland ISD; and

**WHEREAS**, the Garland Independent School District Board of Trustees local policy require that proposed policies or revisions to policy shall be first presented to the Board as discussion items; and

**WHEREAS**, the Garland Independent School District Board of Trustees local policy requires that formal adoption of new or revised local policies shall not occur earlier than the next meeting of the Board after discussion; and

**WHEREAS**, on July 27, 2023, the Texas Association of School Boards (“TASB”) provided guidance for school districts to add particular language to its DH (Local) policy to cross-reference to the CKE policy series;

**WHEREAS**, the proposed change to DH (Local) will align with CKED Local and with the resolution to be adopted by the Garland Independent School District Board of Trustees at the August 22, 2023 board meeting regarding armed security officers;

**WHEREAS**, Garland Independent School District Board policy BF Local would not allow the District to have two readings of the proposed minor change to DH (Local) before September 1, 2023, when HB 3 goes into effect.

**NOW, THEREFORE, BE IT RESOLVED,**

1. BF (Local) policy require that proposed policies or revisions to policy shall be first presented to the Board as discussion items; and
2. The addition of the CKE series policy language to DH (Local) is being presented to the Board of Trustees as a corollary to CKED (Local), which is a new policy issued by TASB in regards to armed security officers.

3. On July 27, 2023, the Texas Association of School Boards (“TASB”) provided guidance for school districts to add particular language to its DH (Local) policy to cross-reference to CKE;
4. For the sake of efficiency and expediency, the proposed change should be adopted and approved at the Board meeting on August 22, 2023, so the District may be aligned with their policies regarding armed security officers.
5. This waiver is just for the adoption of DH (Local) for this meeting and will not apply to future versions which may be provided for Board adoption.

PASSED, APPROVED AND ADOPTED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, DALLAS COUNTY, TEXAS on the 22nd day of August 22, 2023.

**Garland ISD Board of Trustees**

**Attest:**

---

Linda Griffin,  
Garland ISD Board President

---

Johnny Beach,  
Garland ISD Board Secretary



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** DH (LOCAL)

**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 #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:**

DH Local makes a minor reference to the CKE policy series. Adopting this policy change will align with the adoption of CKED(LOCAL) and related resolution to make it possible for Garland ISD to fulfill the 88<sup>th</sup> Legislature's requirement to have one full-time armed security officer at each district campus.<sup>1</sup>

**Administrative Recommendations:** For approval.

---

<sup>1</sup> For reference: CKEB allows districts to utilize TCOLE-certified employees as armed security officers. CKEC allows districts to utilize police officers from local jurisdictions as armed security officers. CKED which will be brought for approval for second read is a TASB-issued policy.

### PROPOSED REVISIONS

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

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

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

#### **Violations of Standards of Conduct**

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

#### **Weapons Prohibited**

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

#### Exceptions

No violation of this policy occurs when:

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

#### **Electronic Communication**

#### Use with Students

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

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

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

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

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

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

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

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

Personal Use

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

Reporting Improper Communication

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

Disclosing Personal Information

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

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

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

**Harassment or Abuse** An employee shall not engage in prohibited harassment, including sexual harassment, of:

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

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

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

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

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

**Relationships with Former Students** An employee shall not engage in a romantic relationship with a former District student who:

1. Is not yet 21 years of age; and
2. Has graduated from the District within the past two years.

A romantic relationship is characterized by a pattern of exclusivity and shall be determined using criteria outlined in DF(LEGAL).

**Tobacco and E-Cigarettes** An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]

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

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

during working hours while on District property or at school-related activities during or outside of usual working hours:

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

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

Exceptions

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

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

Sanctions

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

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

Notice

Employees shall receive a copy of this policy.

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

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

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

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

**Dress and Grooming**

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



## Garland Independent School District Board of Trustees

**Date of Meeting:** August 22, 2023

**Agenda Item:** CKED(LOCAL)

**Agenda Section:** Action Item

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

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 #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:**

Adding CKED(LOCAL) to existing board polices CKEB and CKEC will make it possible for Garland ISD to fulfill the 88<sup>th</sup> Legislature's requirement to have one full-time armed security officer at each district campus.<sup>1</sup>

**Administrative Recommendations:** For approval.

---

<sup>1</sup> For reference: CKEB allows districts to utilize TCOLE-certified employees as armed security officers. CKEC allows districts to utilize police officers from local jurisdictions as armed security officers.

SECURITY PERSONNEL  
OTHER SECURITY ARRANGEMENTS

CKED  
(LOCAL)

**Employees  
Authorized to  
Possess Firearms**

Purpose	The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.
Authorization	<p>Pursuant to its authority under state law, the Board may authorize specific District employees to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law.</p> <p>Each specifically authorized employee shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee.</p> <p>Participation in this safety and security program shall be strictly voluntary and shall not be a requirement of any employee position.</p>
Revocation	<p>The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy.</p> <p>However, authorization for a specific employee to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason.</p>
Handgun Licensees	<p>Only a District employee who maintains a current license to carry a handgun in accordance with state law shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan.</p> <p>A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).</p>
Training	The District shall provide to each District employee who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.
Permitted Weapons and Ammunition	Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.

SECURITY PERSONNEL  
OTHER SECURITY ARRANGEMENTS

CKED  
(LOCAL)

Implementation

The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District's emergency operations plan.



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	August 22, 2023
<b>Agenda Item:</b>	Discuss and Adopt Resolution to Declare a Good Cause Exception for House Bill 3 Armed Security Officer Requirement
<b>Agenda Section:</b>	Action Item
<b>Administrator Responsible:</b>	Dr. Shelley Garrett Assistant Superintendent of Safety & Operations

### **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 #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:**

The Board of Trustees, having claimed a good cause exception, will develop and document an alternative standard with which the District is able to comply, in accordance with HB 3 and Sections 37.0814 (d) and (3) of the Texas Education Code.

**Administrative Recommendations:** For approval.

**RESOLUTION OF THE GARLAND INDEPENDENT SCHOOL  
DISTRICT BOARD OF TRUSTEES TO DECLARE A GOOD CAUSE EXCEPTION  
FOR HOUSE BILL 3 ARMED SECURITY OFFICER REQUIREMENT**

**WHEREAS**, Section 37.0814(a) of the Texas Education Code requires the board of trustees of each school district to ensure that at least one (1) armed security officer is present during regular school hours at each district campus; and

**WHEREAS**, “armed security officer” as defined by Section 37.0814(a) must be a school district peace officer, school resource officer or a commissioned peace officer employed as security personnel; and

**WHEREAS**, the Board of Trustees has determined that the District would require 38 additional school resource officers to comply with the armed security officer requirement; and

**WHEREAS**, the Board of Trustees has concluded that the district cannot comply with this requirement due to the availability of personnel who qualify to serve as a security officer as described in Section 37.0814(a), therefore

**BE IT RESOLVED,**

1. That pursuant to Section 37.0814(c) of the Texas Education Code, the Board of Trustees hereby claims a good cause exception to the armed security officer requirement of Section 37.0814(a).
2. That Garland Independent School District’s non-compliance is due to the availability of personnel who qualify to serve as a security officer as described in Section 37.0814(a).
3. That, as provided by Section 37.0814(d), the Board of Trustees hereby establishes an alternative standard for the provision of armed security at GISD campuses with which the District is able to comply.
4. That the alternative standard and the District’s plan for compliance with that standard is summarized in Exhibit A to this Resolution.
5. That additional details of the District’s alternative standard, including security sensitive details made confidential by law, are incorporated into Annex K, Appendix D of the District’s Multi-Hazard Emergency Operations Plan (MEOP), which is hereby approved and adopted by reference in this Resolution.
6. That it is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the Board of Trustees of the Garland Independent School District at which this Resolution was adopted was posted at a

place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas

Government Code and that unless authorized by law, this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Board of Trustees further ratifies, approves and confirms such written notice and posting thereof.

**FINALLY PASSED AND ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2023.**

By: \_\_\_\_\_  
President, Board of Trustees  
Garland Independent School District

**ATTEST:**

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

## **Exhibit A—Alternative Standard Plan**

The alternative standard and the District's plan for compliance with that standard are summarized as follows:

Garland ISD will allocate 40 full-time Armed Security Officers utilizing the School Safety Training Program (aka, Guardian Plan); two Security Specialists of Armed Security Officers; and one Security Coordinator of Armed Security Officers to fulfill House Bill 3's requirement to ensure that at least one armed security officer is present during regular school hours at each district campus.

The 40 Armed Security Officers will be vetted, supervised, evaluated, and monitored by GISD's Security Department.

The Security Dept. will employ two Security Specialists and one Security Coordinator to ensure efficient supervision and a tight span of control.

In addition to the School Guardian requirements, i.e., license to carry per Department of Public Safety under the authority of TX Govt Code 411, Subchapter H and School Safety Training per TX Govt Code 411.1901, Garland ISD will also require additional training, e.g., Active Shooter Rapid Response Training (ALERRT), Stop the Bleed, Civilian Response to Active Shooter Events (CRASE), School-Based Law Enforcement (SBLE), Verbal Judo, and CPR/AED training.

These officers will also conduct Standard Response Protocol training, intruder detection audits, and daily door lock checks at their respective campuses.