

**Garland Independent School District**

**Board of Trustees**

**Regular Meeting**

**Tuesday, November 19, 2024**

**Agenda**

**5:00 PM**

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance - **Siniyah L Jenkins, Freeman Elementary School** 5
- 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 2024 UIL State Marching Contest Qualifiers - **Joseph Figarelli** 6
    - 2. Recognize Texas School Nurses Organization (TSNO) 2024 School Nurse Administrator of the Year Award Recipient - **Jose Mata** 7
  - B. Going the Extra Mile (GEMs)
    - 1. Recognize Going the Extra Mile (GEM) Recipient - **Jason Wheeler** 8
  - C. Receive Phase 2 Elementary #3 Consolidation Update - **Dr. Ida Perales, Dr. Jason Adams** 9
  - D. Receive Intruder Detection Audit Report - **Mark Quinn** 22
- V. Discussion Items
  - A. Trustees' Report 23
    - 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

B. Superintendent's Report	33
C. Future Agenda Items	34
VI. Consent Agenda - Consider approval of	
A. Human Resources Report	35
B. Consider Approval of \$18,500 Donation from The Barrington Group Limited, Inc. – David Gowdy – <b>Keith Hopson</b>	40
C. Consider Approval of Budget Transfers and Amendments to the 2024-25 General Fund – <b>Elisa Cordova-Long</b>	41
D. Consider Ratification of Resolution for Event at the Curtis Culwell Center – <b>Dr. Tiffany Gilmore</b>	44
E. Consider Approval of the Interlocal Cooperation Agreement for Governmental Services Relating to Solid Waste and Recycling Collection between Garland Independent School and the City of Garland – <b>Mark Booker and Paul Gonzales</b>	48
F. New Bids	
1. Contract#175-25 - Consider Approval of Purchase of Custodial Supplies, Hand Soap, and Sanitizer - Warehoused – <b>Mark Booker and Paul Gonzales</b>	54
2. Contract#32-24-08 - Consider Approval of Purchase of CTE Instructional Material, Equipment and Software – <b>Mark Booker and Carmen Blakey</b>	55
3. Contract#35-25-01 - Consider Approval of Purchase of Special Education Staffing Services – <b>Mark Booker and Dr. Tanya Ramos</b>	56
4. Contract#394-25 - Consider Approval of Purchase of Special Education Staffing Services – <b>Mark Booker and Dr. Tanya Ramos</b>	58
5. Contract#394-25-01 - Consider Approval of Purchase of Special Education Staffing Services – <b>Mark Booker and Dr. Tanya Ramos</b>	60
6. Contract#120-25 - Consider Approval of Purchase of Behavior Intervention and Management Web Based – <b>Mark Booker and Mary Garcia</b>	61
7. Contract#211-25-01 - Consider Approval of Purchase of Online Scheduling and Data Systems – <b>Mark Booker and Dr. Jason Adams</b>	62
8. Contract#302-25-03 - Consider Approval of Purchase of Instructional Material – <b>Mark Booker and Dr. Melissa Hill</b>	63
9. Contract#341-25 - Consider Approval of Purchase of Translation and Interpretation Services – <b>Mark Booker and Jason Wheeler</b>	64
G. Modification to Awarded Bids	
1. Contract#14-24-02 - Consider Approval of Modification to Advertising Services – <b>Mark Booker and Jason Wheeler</b>	66

2. Contract#214-19-07 - Consider Approval of Modification to HVAC Control System Parts and Service – <b>Mark Booker and Paul Gonzales</b>	67
H. Increase to Awarded Bids	
1. Contract#322-20-01 - Consider Approval of Increase in Awarded Amount for Plumbing Installation, Maintenance, Repair, & Gas Meter Testing – <b>Mark Booker and Paul Gonzales</b>	68
2. Contract#273-24 - Consider Approval of Increase in Awarded Amount for Digital Sports Software – <b>Mark Booker and Ron Griffen</b>	69
3. Contract#394-23-08 - Consider Approval of Increase in Awarded Amount for Special Education Staffing Services – <b>Mark Booker and Dr. Tanya Ramos</b>	70
VII. Action Item (Non Consent)	
A. Consider Approval of the Independently Audited Financial Statements for Fiscal Year 2024 – <b>Arturo Valenzuela</b>	71
B. Consider Approval of the 2024 Dallas Central Appraisal District Board of Directors Resolution and Ballot – <b>Kristi Cooper</b>	72
C. Consider Approval of 2023-2024 District & Campus Improvement Plans – <b>Dr. Melissa Hill and Coleman Bruman</b>	99
D. Consider Approval of 2024-2025 HB3 Improvement Plans: Early Childhood Literacy & Math Proficiency (TEC §11.185) and CCMR (TEC §11.186) – <b>Dr. Melissa Hill, Coleman Bruman</b>	158
E. Consider Approval of Recommended 2025-2026 New Secondary Course Offerings – <b>Coleman Bruman and Dr. Tiffany Gilmore</b>	170
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. Discussion and deliberation regarding TEA's Intruder Detection Audits.	
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 551.072. Deliberations about Real Property, a governmental body may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.	
1. Discussion and update regarding real estate purchases previously delegated to the Superintendent at the February 2024 Board Bond Special Meeting and other possible real estate acquisitions.	
D. 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.

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

X. Adjournment



## BOARD OF TRUSTEES AGENDA

**Date:** 11/19/24

**Presented By:** Jason Wheeler, Exec. Dir. of Communications

**Subject:** Student Pledges – November 2024

### Information Item

**Executive Summary:**

Siniyah L Jenkins, a 5<sup>th</sup> grader from Freeman Elementary School, will be reading the pledges at the Tuesday, November 19 Garland ISD School Board meeting.

**Administrative Recommendations:**

Informational Item

**Financial Impact and Funding Source:**

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 11/19/24

**Presented By:** Joseph Figarelli, Director of Fine Arts

**Subject:** Evidence of Excellence Recognition Nov. 2024 - 2024 UIL State Marching Contest

### Information Item

#### **Executive Summary:**

The UIL state marching contest is one of the most competitive fine arts competitions in Texas. These performances involve complex musical arrangements, drill designs, props, and choreography. For several months, band directors and their assistants worked tirelessly with students to perfect the technical aspects of their marching show and the production of contest-quality sound.

This year, our band directors have created GISD history! Under the direction of Jared Hudler and his team, Kyleigh Randolph, Joshua Gonzalez, Vinicius Santana, Christopher Rivera, and Suzy Mauldin, the Lakeview Centennial High School band advanced to the 5A UIL State Marching Contest. This is a first in Lakeview's 48-year history.

Additionally, the Sachse High School band under the direction of Holly Taylor and her team, Brett Ryan, Garrett Tucker, Thai-Tu Nguyen, and Tyler Bates advanced to the 6A UIL State Marching Contest. This is the second time the Sachse band has advanced to state but the first time they have been named Champions of the Area C Marching Contest.

This is the first time GISD has had two bands advance to the state level in the same year.

#### **Administrative Recommendations:**

Informational Item

#### **Financial Impact and Funding Source:**

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 11/19/24

**Presented By:** Jose Mata, Director of Communications and Marketing

**Subject:** Evidence of Excellence Recognition Nov. 2024 - 2024 School Nurse Administrator of the Year

### Information Item

#### **Executive Summary:**

The Texas School Nurses Organization (TSNO) is dedicated to enhancing whole student wellness and learning by strengthening school nursing practice. School nurses are vital leaders who connect health care and education, coordinate care, advocate for quality, student-centered support, and collaborate to create systems that empower individuals and communities to reach their fullest potential.

Exceptional school nursing is made possible through outstanding leadership, which inspires and empowers nurses to excel. The TSNO has recognized this excellence in Garland ISD by honoring our very own Director of Health Services, Renee Kotsopolous—affectionately known as Nurse K—as the 2024 School Nurse Administrator of the Year! We want to recognize her for this incredible accomplishment.

Nurse K has been a member of Garland ISD for 25 years, and this recognition not only celebrates her individual achievements but also shines a spotlight on the exceptional care and dedication of all the nurses in our district. Thank you, Nurse K, for all you do for our students and nursing staff.

#### **Administrative Recommendations:**

Informational Item

#### **Financial Impact and Funding Source:**

N/A



## BOARD OF TRUSTEES AGENDA

**Date:** 11/19/24

**Presented By:** Jason Wheeler, Exec. Dir. of Communications

**Subject:** Going the Extra Mile Recognition – November 19, 2024

### Information Item

**Executive Summary:**

This month, we proudly recognize Joseph Figarelli, Director of Fine Arts, for his extraordinary dedication and impactful leadership in Garland ISD. Under his guidance, our Fine Arts programs have flourished, with notable achievements including two bands recently qualifying for state competition, increased community involvement amongst our programs, and a record-breaking number of state honors.

His efforts have not only elevated the standards of our Fine Arts programs but have also enriched the lives of students and the broader community. Please join us in celebrating Mr. Figarelli for going above and beyond in his commitment to excellence.

**Administrative Recommendations:**

Informational Item

**Financial Impact and Funding Source:**

N/A



---

## BOARD OF TRUSTEES AGENDA

Date: November 19, 2024

Presented By: Dr. Ida Perales, Chief Leadership Officer  
Dr. Jason Adams, Chief Academic Officer

Subject: Phase 2 Update Elementary #3 Consolidation

### Information Item

**Executive Summary:**

During this agenda item, school trustees will receive an update regarding the consolidation plan for Elementary #3.

**Administrative Recommendations:**

Information item only.

**Recommended Motion for Action Items:**

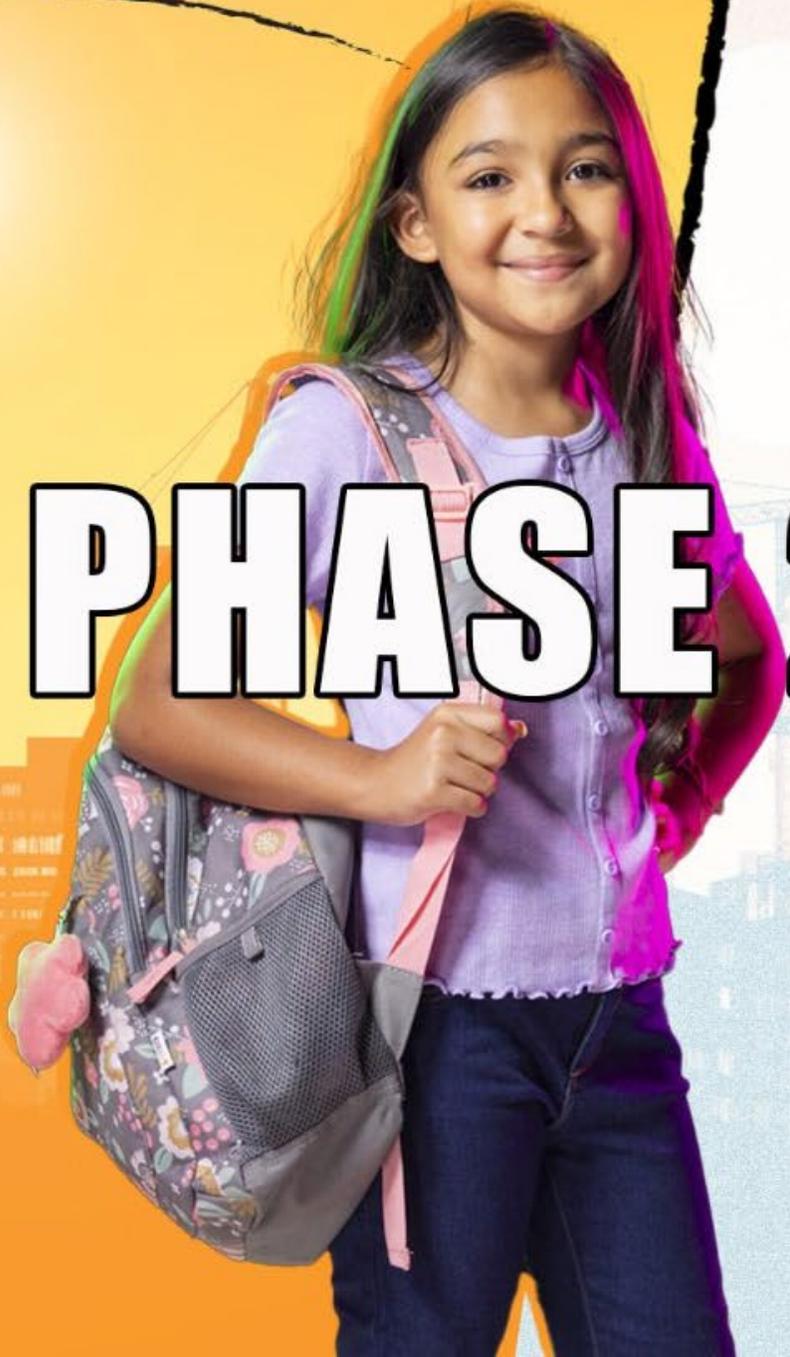
Information item only.

**Financial Impact and Funding Source:**

TBD

# PHASE 2 BOND UPDATE

ELEMENTARY #3 CONSOLIDATION



HEATHER GLEN  
ELEMENTARY

GISD BOND 2023

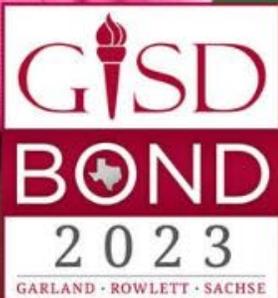
# PROPOSITION A

Safety Enhancements - Facility Upgrades - Infrastructure Improvements



## \$1.1 Billion

Garland - Rowlett - Sachse



# Our Journey to Today

- **May 2023** - Passed GISD Bond
- **Nov 2023** - Elementary Consolidation Plan
- **Feb 2024** - Phase 2 Elementary Architects
- **Mar 2024** - Phase 2 Renaming Elementary #3 to Linda L. Griffin
- **May 2024** - Phases 2-5: Projects CMAR
- **Nov 2024** - Phase 2 Bond Update - Elementary #3 Consolidation

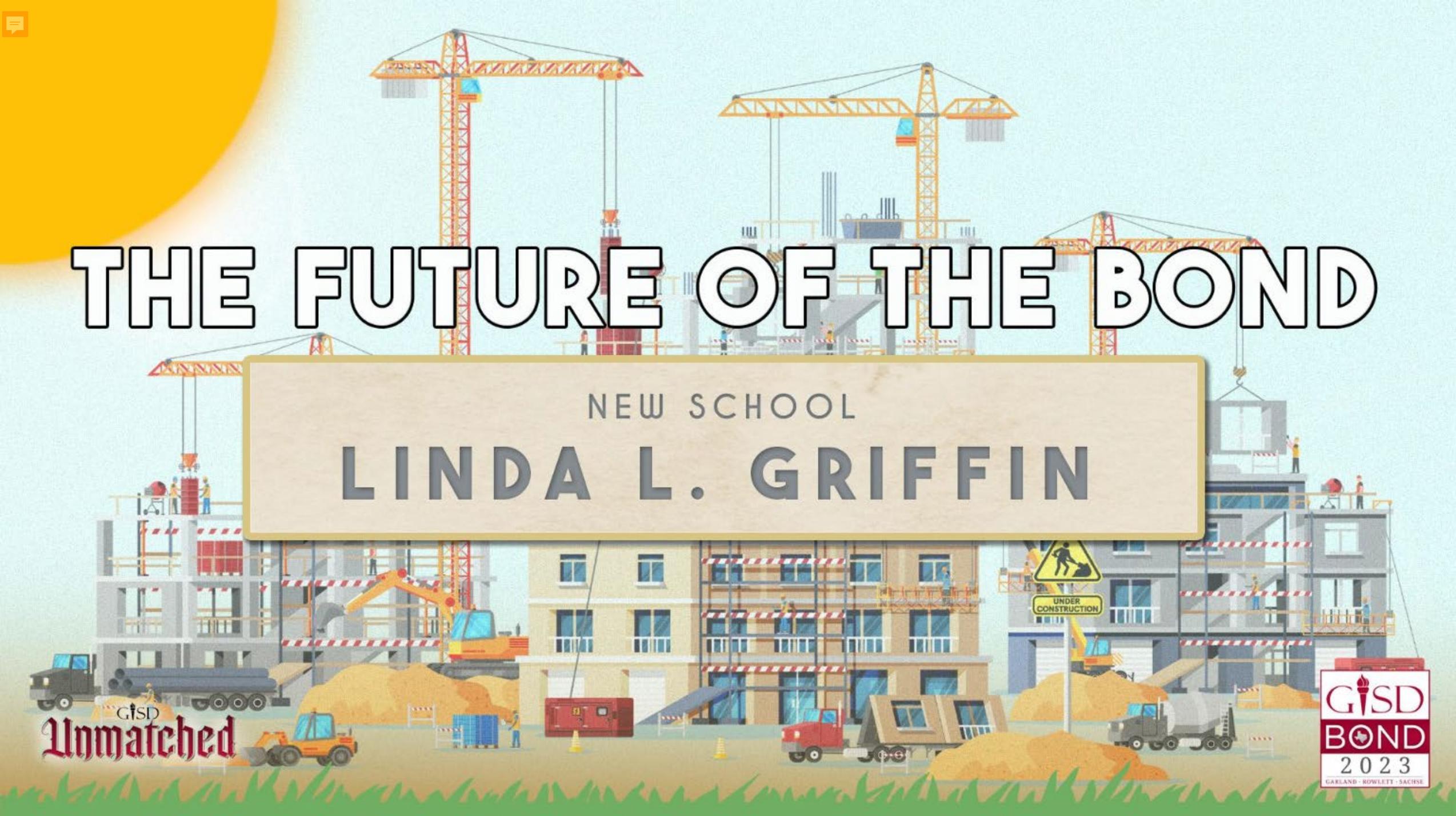
# B.H. FREEMAN ELEMENTARY



GISD  
*Unmatched*

# KIMBERLIN ELEMENTARY



An illustration of a construction site for a new school building. In the background, several yellow tower cranes are lifting materials. The main building is a multi-story structure with blue windows and grey walls, partially covered in scaffolding and red-and-white striped safety barriers. In the foreground, there are piles of yellow sand, a red generator, a yellow excavator, a red truck, a grey cement mixer, and a yellow forklift. A yellow sign with a black silhouette of a person digging and the text 'UNDER CONSTRUCTION' is visible. The sky is light blue with a large yellow sun in the top left corner.

# THE FUTURE OF THE BOND

NEW SCHOOL

LINDA L. GRIFFIN

gtsd  
**Unmatched**

**GISD**  
**BOND**  
2023  
GARLAND · ROWLETT · SACRE

# THE WHY



Fiscal Responsibility



Optimize Learning Environments



Declining Enrollment

# CURRENT ENROLLMENT AT CONSOLIDATION CAMPUSES



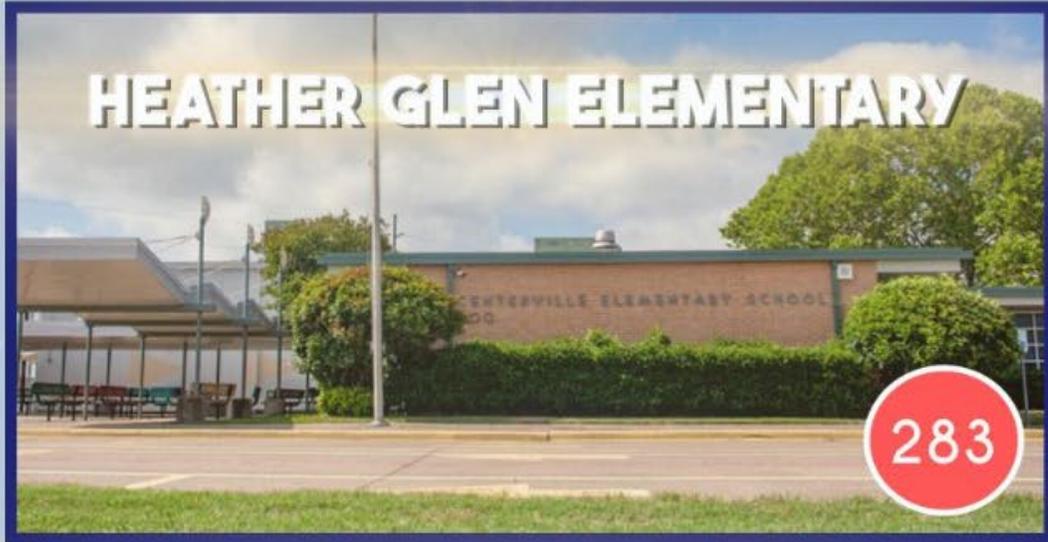
ENROLLMENT = 557



HEATHER GLEN  
ELEMENTARY

ENROLLMENT = 283

# GISD CONSOLIDATION LOGISTICS



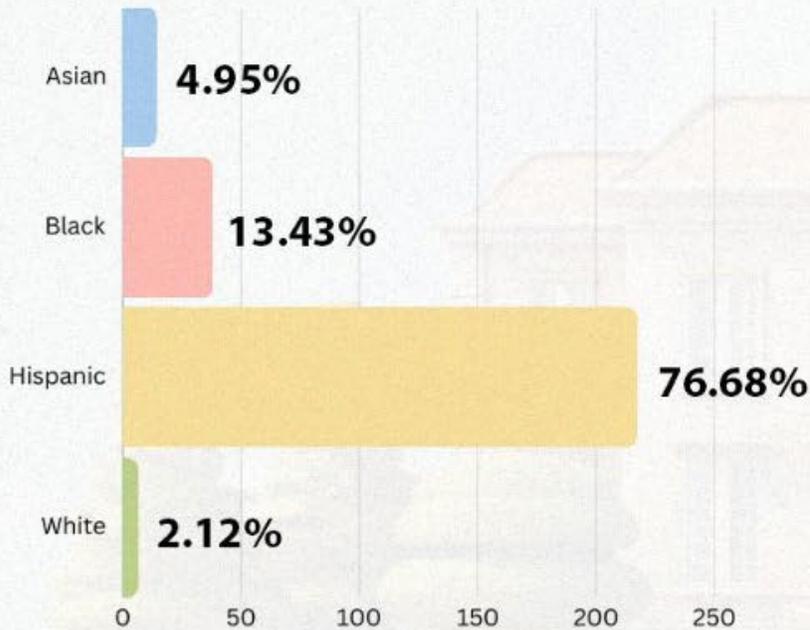
**HEATHER GLEN  
ELEMENTARY**

EST. ENROLLMENT = 840

# NEW SCHOOL ENROLLMENT & DEMOGRAPHICS

## HEATHER GLEN

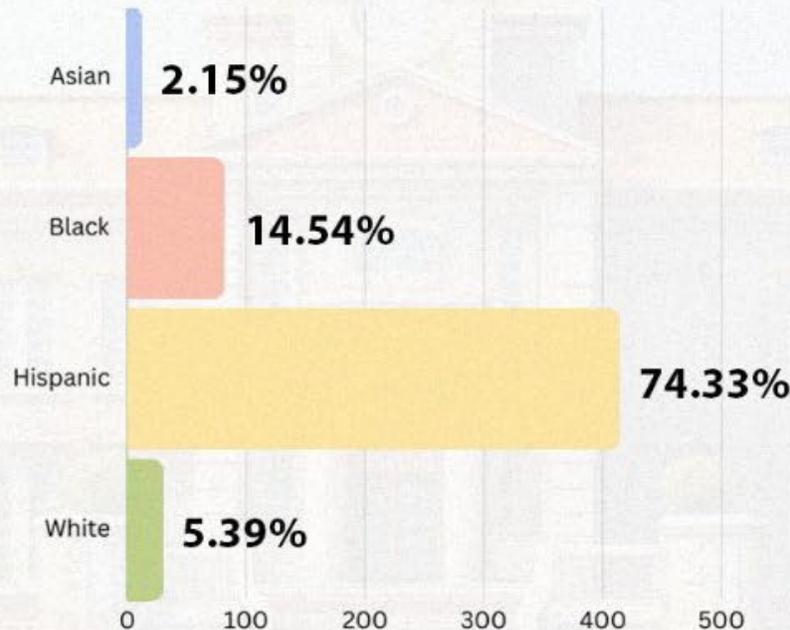
ELEMENTARY



ENROLLMENT = 283

## MONTCLAIR

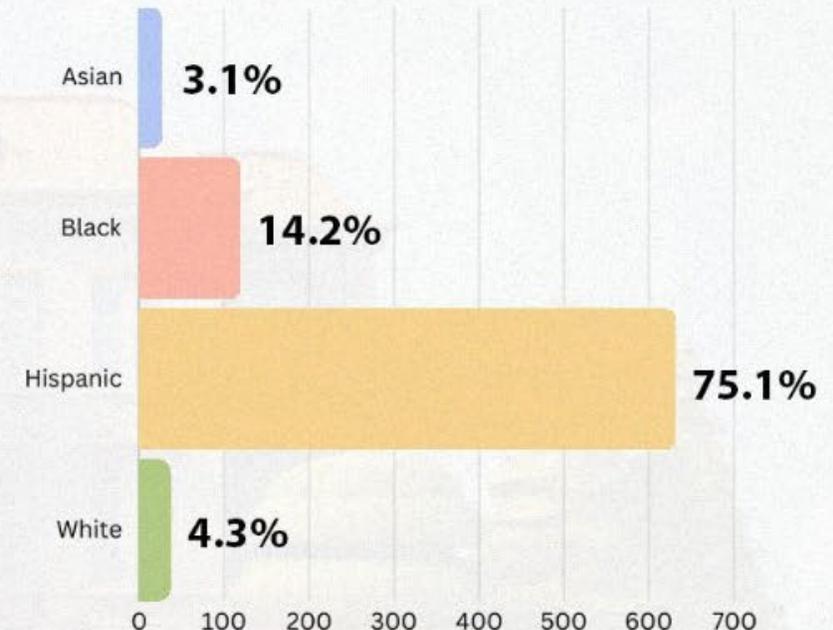
ELEMENTARY



ENROLLMENT = 557

## LINDA L. GRIFFIN

ELEMENTARY



ENROLLMENT = 840



## CAMPUS STAFF MEETINGS

6&7

NOVEMBER

NOVEMBER

19

## BOARD MEETING



## PARENT MEETINGS

## MEC MEETING

2

DECEMBER

DECEMBER

3

DECEMBER

4&5

## CAMPUS VISION MEETING



# HEATHER GLEN & MONTCLAIR COMMUNITY

O'BANION MIDDLE SCHOOL

Tuesday, December 3 | 6:30 - 7:30 PM



HEATHER GLEN  
ELEMENTARY



---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024  
**Presented By:** Mark Quinn, Director of Security  
**Subject:** Receive Intruder Detection Audit Report

### Information Item

**Executive Summary:**

The top priority of Garland ISD and the State of Texas is keeping students and staff safe every day. The Texas School Safety Center recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit seeks to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff.

We are working closely with our district's School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone at our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board's support.

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 Intruder Detection 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.

**Financial Impact and Funding Source:**

N/A



---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Dr. Ricardo López, Superintendent

**Subject:** Trustees' Report

### Discussion Item

**Executive Summary:**

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:**

Provided for your information and discussion.

# November 18, 2024 - November 24, 2024

November 2024							December 2024						
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, November 18

## Tuesday, November 19

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

## Wednesday, November 20

10:00am - 11:30am Council PTA Meeting (Student Services Auditorium)

6:00pm - 8:00pm North Texas Area Association of School Boards (NTAASB) Meeting (Magda A. Hernandez Institute of Wellness and Professional Learning 4615 N. MacArthur Blvd Irving, Texas 75038)

## Thursday, November 21

## Friday, November 22

## Saturday, November 23

## Sunday, November 24

# November 25, 2024 - December 1, 2024

November 2024							December 2024						
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, November 25

12:00am Thanksgiving Break →

## Tuesday, November 26

← Thanksgiving Break →

## Wednesday, November 27

← Thanksgiving Break →

## Thursday, November 28

← Thanksgiving Break →

Thanksgiving Day (United States)

## Friday, November 29

← 12:00am Thanksgiving Break

Day After Thanksgiving Day (United States)

## Saturday, November 30

## Sunday, December 1

# December 2, 2024 - December 8, 2024

December 2024

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

January 2025

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

## Monday, December 2

## Tuesday, December 3

## Wednesday, December 4

**11:30am - 2:00pm Noon Exchange Club Christmas 2024 Party**  
(Curtis Culwell Center) - Ricardo Lopez

## Thursday, December 5

**7:00am - 9:00am Garland Chamber's 37th Annual Community Fellowship Breakfast** (The Atrium at Granville Arts Center)

## Friday, December 6

**6:00pm - 10:00pm GEF - Tinsel & Trivia** (Curtis Culwell Center (4999 Naaman Forest Blvd, Garland, TX 75040, United States)) - Ricardo Lopez

## Saturday, December 7

## Sunday, December 8

# December 9, 2024 - December 15, 2024

December 2024

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

January 2025

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

**Monday, December 9**

**Tuesday, December 10**

**Wednesday, December 11**

**11:30am - 1:00pm Rowlett Chamber of Commerce** (Rowlett Community Center) - Ricardo Lopez

**Thursday, December 12**

**Friday, December 13**

**9:00am - 2:00pm Special Olympics - Bowling Competition** (Bowlero (1950 Marketplace Dr, Garland, TX 75041)) - Christi Davis

**Saturday, December 14**

**Sunday, December 15**

# December 16, 2024 - December 22, 2024

December 2024

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

January 2025

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

## Monday, December 16

## Tuesday, December 17

**4:00pm - 5:00pm Board Bond Special Meeting** (Board Room) -  
Mechelle Hogan

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

## Wednesday, December 18

**10:00am - 11:30am Council PTA Meeting** (Harris Hill Administration  
(Garland/Rowlett Room))

## Thursday, December 19

## Friday, December 20

## Saturday, December 21

## Sunday, December 22

# December 23, 2024 - December 29, 2024

December 2024

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

January 2025

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

## Monday, December 23

12:00am Winter Break →

## Tuesday, December 24

← Winter Break →

Christmas Eve (United States)

## Wednesday, December 25

← Winter Break →

Christmas Day (United States)

## Thursday, December 26

← Winter Break →

## Friday, December 27

← Winter Break →

## Saturday, December 28

← Winter Break →

## Sunday, December 29

← Winter Break →

# December 30, 2024 - January 5, 2025

December 2024

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

January 2025

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

## Monday, December 30

← Winter Break →

## Tuesday, December 31

← Winter Break →

New Year's Eve (United States)

## Wednesday, January 1

← Winter Break →

New Year's Day (United States)

## Thursday, January 2

← Winter Break →

## Friday, January 3

← 12:00am Winter Break

## Saturday, January 4

## Sunday, January 5

# January 6, 2025 - January 12, 2025

January 2025							February 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4						1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	

**Monday, January 6**

**Tuesday, January 7**

**Wednesday, January 8**

**11:30am - 1:00pm Rowlett Chamber of Commerce** (Rowlett Community Center) - Ricardo Lopez 🗓️

**Thursday, January 9**

**Friday, January 10**

**Saturday, January 11**

**9:00am - 10:30am Coyle MS Band Hall Renaming Ceremony** (Ed Coyle Middle School (4500 Skyline Dr, Rowlett, TX 75088)) - Christi Davis

**1:00pm - 5:00pm 2025 Lunar New Year Celebration** (TBD) - Ricardo Lopez

**Sunday, January 12**

# January 13, 2025 - January 19, 2025

January 2025							February 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4						1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	

## Monday, January 13

## Tuesday, January 14

**3:00pm - 5:00pm Finance, Facilities and Operations Committee Meeting** (Board Room) [🕒](#)

**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, January 15

## Thursday, January 16

## Friday, January 17

## Saturday, January 18

**36th Annual Dr. Martin Luther King, Jr. Garland, Texas Parade and March** (Granville Arts Center)

## Sunday, January 19

**2025 Dr. Martin Luther King, Jr. Praise Dance and Step Team YOUTH Extravaganza** (Granville Arts Center)



---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Dr. Ricardo López, Superintendent

**Subject:** Superintendent's Report

### Discussion Item

**Executive Summary:**

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

**Administrative Recommendations:**

Provided for your information and discussion.



---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Dr. Ricardo López, Superintendent

**Subject:** Future Agenda Items

### Discussion Item

**Executive Summary:**

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

**Administrative Recommendations:**

For discussion.



## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Dr. Gradyne Brown, Assistant Superintendent Human Resources

**Subject:** Consider Approval of Human Resources Report

### Consent Agenda

**Executive Summary:**

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2024-2025 school year.

**Administrative Recommendations:**

Administration recommends approval.

**Financial Impact and Funding Source:**

N/A

**November 2024  
Administrative New Hires List**

**Administrative New Hires to Date: 5**

**Current: 1**

**Total: 6**

**Administrative New Hires**

<b>School/Dept.</b>	<b>Last Name</b>	<b>First Name</b>	<b>Exp</b>	<b>College</b>	<b>Degree</b>	<b>Job Title</b>	<b>Effective Date</b>
Office of Innovation	Nunez	Jacob	17	Concordia University TX	BA	Director Office of Innovation	12/2/24
					M.Ed		

**November 2024  
Professional New Hires List**

<b>New Hires to Date: 219</b>
<b>Current: 9</b>
<b>Total: 228</b>

<b>School/Dept.</b>	<b>Last Name</b>	<b>First Name</b>	<b>Exp</b>	<b>College</b>	<b>Degree</b>	<b>Job Title</b>	<b>Effective Date</b>
Classical Center at Brandenburg Middle School	Smith	Kendra	11	Texas Tech University	BS	Teacher	10/7/24
				Concordia University	M.ED		
Guidance & Counseling	Irby	Kyonna	13	Texas Woman's University	BA	Responsive Services Counselor	11/11/24
				Univerversity of TX at Arlington	MS		
Guidance & Counseling	Garcia	Gabrielle	2	Texas A&M University	BS	Responsive Services Counselor	12/9/24
				Texas Woman's University	MA		
Northlake Elementary	Harris	Javonne	0	Texas Southern University	BA	Teacher	11/4/24
Sellers Middle School	Clayton	Rezahn	0	University of Central Oklahoma	BS	Teacher	11/4/24
Sellers Middle School	Hodgson	Julie	5	University of Maryland	BS	Teacher	10/22/24
				Texas Woman's University	MA		
Shugart Elementary School	Ali	Miriam	0	University of Texas at Dallas	BA	Teacher	10/31/24
				Texas A&M University at Commerice	MS		
Toler Elementary School	George	Ryan	0	University of Texas Galveston	BS	Teacher	10/7/24
				South Texas Collge of LAW	JD		
Toler Elementary School	Stanley	Joseph	3	Dallas Baptist University	BA	Teacher	10/28/24
				Dallas Baptist University	MA		

**November 2024**  
**Resignation and Retirement List - Paraprofessionals**

<b>ParaProfessional Resignation/Retirements:</b>	<b>Approved to Date: 64</b>				
<b>November 2024</b>	<b>Current: 26</b>				
	<b>Total: 90</b>				
<b>School/Dept.</b>	<b>Name</b>	<b>Job Title</b>	<b>Experience</b>	<b>Reasons</b>	<b>Effective Date</b>
Bullock Elementary School	Frazier, Clarissa	Aide/Instructional Title I	0 years with GISD	Resignation/Personal	11/1/2024
Caldwell Elementary School	Herrera, Maria	Aide/Library	0 years with GISD	Resignation/Other	10/18/2024
Caldwell Elementary School	Medina Torres, Juana	Aide/Emergent Bilingual Instructional	2 years/0 years with GISD	Resignation/Unsatisfied with Job	10/25/2024
Carver Elementary School	Gonzalez, Thalia	Secretary Principal	6 years/5 years with GISD	Resignation/Personal	10/30/2024
Carver Elementary School	Thompson, Shamela	Aide/Prekindergarten	13 years/1 year with GISD	Resignation/Other	10/18/2024
Cisneros Prekindergarten School	Greenhaw, Isabel	Aide/SPED ECSE Prekindergarten	3 years with GISD	Resignation/Career Change	10/25/2024
Classical Center at Vial Elementary School	Lucas, Sonia	Aide/Emergent Bilingual Instructional	8 years with GISD	Resignation/Health Reasons	10/25/2024
Couch Collegiate Prep Elementary	Moreno Rodriguez, Deisy	Data Clerk	3 years with GISD	Expiration Employment Authorization	10/24/2024
Couch Collegiate Prep Elementary	Munyenye, Margaret	Aide/Pre K ESL	1 year with GISD	Resignation/Health Reasons	11/12/2024
Coyle Technology Center for Math & Science	Singleton, Steven	Aide/SPED ALE	0 years with GISD	Resignation/Personal	10/7/2024
Davis Elementary School	Glispie, Felicia	Aide/SPED ALE	0 years with GISD	Resignation/Career Change	10/24/2024
Davis Elementary School	Young, Alexis	Aide/SPED ALE	4 years/2 years with GISD	Resignation/Personal	11/8/2024
Dorsey Elementary School	Whitmill, Mina	Aide/SPED Behavioral Adjustment	3 years/1 year with GISD	Resignation/Personal	11/6/2024
Ethridge Elementary School	Rodriguez, Cindy	Aide/Diagnostician	1 year with GISD	Resignation/Personal	10/24/2024
Harris Hill Building	Garcia, Jessica	Buyer	16 years/2 years with GISD	Resignation/Other Texas School	11/1/2024
Kimberlin Academy for Excellence	Clark, Karen	Campus Technology Assistant	11 years with GISD	Retirement/TRS	12/31/2024
Liberty Grove Elementary School	Price, Jerrica	Aide/SPED ALE Idea B	0 years with GISD	Resignation/Moving out of State	10/24/2024
M.D. Williams Elementary School	Kersey, Summer	Aide/SPED ALE	3 years with GISD	Resignation/Personal	10/1/2024
M.D. Williams Elementary School	Hernandez, Katlyn	Aide/Prekindergarten Bilingual	1 year with GISD	Resignation/Moving out of State	10/1/2024
Naaman Forest High School	Vera, Ruth	Aide/Office	3 years with GISD	Resignation/Career Change	11/15/2024
North Garland High School	Riojas, Maria	Accounting Clerk	2 years with GISD	Resignation/Professional Development	12/20/2024
Pearson Elementary School	Wright, Jeanie	Aide/Prekindergarten	21 years with GISD	Retirement/TRS	12/31/2024
Rowlett Elementary School	Jordan, Cherelle	Aide/Diagnostician	0 years with GISD	Resignation/Other	10/31/2024
Rowlett High School	Bonilla Guzman, Siomara	Aide/SPED ALE	4 years with GISD	Resignation/Other	10/8/2024
Southgate STEM Elementary	Chancellor, Brenden	Campus Technology Assistant	1 year with GISD	Resignation/Career Change	11/1/2024
Spring Creek Elementary School	Greenleaf, Jill	Aide/SPED CBSE Idea B	14 years with GISD	Retirement/TRS	5/28/2025

**November 2024  
Resignation and Retirement List - Professionals**

<b>Professional Resignation/Retirements:</b>	<b>Approved to Date: 85</b>				
<b>November 2024</b>	<b>Current: 32</b>				
	<b>Total: 117</b>				
<b>School/Dept.</b>	<b>Name</b>	<b>Job Title</b>	<b>Experience</b>	<b>Reasons</b>	<b>Effective Date</b>
Austin Academy for Excellence	Cook, Evan	Teacher/French	29 years/2 years with GISD	Retirement/TRS	12/31/2024
Back Elementary School	Muenz, Debra	Teacher/3rd Gr.	12 years with GISD	Resignation/Unsatisfied with Job	5/28/2025
Bussey Middle School	Walton, John	Teacher/Math 7th & 8th Gr.	17 years/16 years with GISD	Retirement/TRS	1/6/2025
Carver Elementary School	Jaime Lebron, Luis	Teacher/Elementary LPAC Lead	23 years/3 years with GISD	Resignation/Relocation	10/31/2024
Carver Elementary School	Mancias, Josefina	Teacher/4th Gr.	13 years/2 years with GISD	Retirement/TRS	12/31/2024
Curtis Culwell Center	Taylor, Benjamin	Sales Representative	1 year with GISD	Resignation/Career Change	11/1/2024
Davis Elementary School	Romanko, Anne	Teacher/Kindergarten	19 years with GISD	Retirement/TRS	5/28/2025
Davis Elementary School	Hulme, Braeden	Teacher/Early Childhood Special Education	0 years with GISD	Resignation/Health Reasons	11/11/2024
Dr. Marvin D. Roden Technology Center	Rattan, Ryan	Network Engineer Cyber-Security	13 years with GISD	Resignation/Personal	11/1/2024
Dr. Marvin D. Roden Technology Center	Goddard, Carol	Technical Analyst	31 years with GISD	Retirement/TRS	12/31/2024
Garland High School	Nguyen, Anh	Teacher/Technology Education	7 years with GISD	Resignation/Personal	12/20/2024
Garland High School	Norris-Jimenez, Phylcia	Teacher/English	5 years/1 year with GISD	Resignation/Health Reasons	11/01/2024
Giddens-Steadham Elementary School	Garza, Gina	Teacher/Art	11 years/10 years with GISD	Resignation/Career Change	11/6/2024
Gilbreath-Reed Career and Technical Center	Chandler, Brent	Teacher/Metal Fabrication	9 years/7 years with GISD	Resignation/Career Change	1/3/2025
Harris Hill Building	Major, Tara	Grants Compliance Specialist Title I	10 years with GISD	Resignation/Career Change	10/25/2024
Heather Glen Elementary School	Jaimenz, Daisy	Teacher/Bilingual 4th Gr.	0 years with GISD	Resignation/Personal	11/7/2024
Lakeview Centennial High School	Lee, Whitney	Athletic Trainer	0 years with GISD	Resignation/Moving out of State	10/25/2024
Maintenance Department	Bayardo, Frank	Director Custodial Services	28 years/2 years with GISD	Resignation/Career Change	11/11/2024
Naaman Forest High School	Connor, Maegan	Teacher/ESL	1 year with GISD	Resignation/Other Texas School	10/9/2024
Naaman Forest High School	Gillin, Bryan	Teacher/Social Studies	5 years with GISD	Resignation/Relocation	11/30/2024
North Garland High School	Borders, Patricia	Teacher/Science	29 years/17 years with GISD	Retirement/TRS	12/31/2024
North Garland High School	Brieske, Mary	Counselor	27 years/6 years with GISD	Retirement/TRS	6/2/2025
Pearson Elementary School	Jones, Alicia	Teacher/Art	2 years with GISD	Resignation/Health Reasons	10/28/2024
Professional Development Center	Vickery, Richard	Facilitator/Instructional Design Social Studies	31 years/27 years with GISD	Retirement/TRS	6/2/2025
Rowlett Elementary School	Bain, Kimberly	Principal	25 years/6 years with GISD	Retirement/TRS	12/31/2024
Rowlett High School	Nguyen, Brian	Teacher/ESL	2 years with GISD	Resignation/Career Change	11/1/2024
School Facilities	Kidd, William	Senior Construction Manager Bond	24 years/2 years with GISD	Resignation/Other Texas School	12/16/2024
Sellers Middle School	Manns, Sarah	Teacher/Reading 7th & 8th Gr.	2 years with GISD	Resignation/Personal	11/08/2024
South Garland High School	Robbins, Karen	Teacher/SPED Resource	20 years with GISD	Retirement/TRS	12/31/2024
South Garland High School	Joelle Smith, Haven	Teacher/Mathematics	3 years/2 years with GISD	Resignation/Health Reasons	10/21/2024
Transportation	Banner, Annamarie	Director of Transportation	25 years/3 years with GISD	Retirement/TRS	5/30/2025
Webb Middle School	Fallah, Elaheh	Teacher/Art	0 years with GISD	Resignation/Personal	11/06/2024



## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Keith Hopson, Coordinator Printing Services Department

**Subject:** Consider Approval of \$18,500 Donation from The Barrington Group Limited, Inc. – David Gowdy

### Consent Agenda

#### **Executive Summary:**

Garland ISD Printing Services Department is being gifted two pieces of used print equipment.

- 1) Max-4464AT Twin Shuttle Heat Press unit (2021 model) used for production of cloth material printing such as tablecloths, tote bags, anything cloth. \$12,500
- 2) Mimaki JV300-130 54” Roll-fed printer (2020 model) used for large production of color printing such as posters, banners, etc. \$6,000

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

Provided for your consideration.

#### **Recommended Motion for Action Items:**

Move to approve donation of \$18,500 Donation from The Barrington Group Limited, Inc. – David Gowdy.

#### **Financial Impact and Funding Source:**

N/A



---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Elisa Cordova-Long, Executive Director of Budget

**Subject:** Consider Approval of Budget Transfers and Amendments to the 2024-25 General Fund

### Consent Agenda

**Executive Summary:**

This report details the budget transfers and amendments proposed for approval and their respective impact on the General Fund. Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on November 12, 2024. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

**Administrative Recommendations:**

Provided for your consideration.

**Recommended Motion for Action Items:**

Move to approve the budget transfers and amendments to the 2024-25 General Fund.

**Financial Impact and Funding Source:**

N/A



**BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2024-2025  
November 19, 2024**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Current Transfers Requested</b>	<b>Current Amendments Requested</b>	<b>Proposed Amended Budget</b>
<b>REVENUES</b>					
57 Local Revenue	\$ 203,109,814	\$ 203,109,814	\$ -	\$ -	\$ 203,109,814
58 State Revenue	300,269,000	300,269,000			300,269,000
59 Federal Revenue	8,000,000	8,000,000			8,000,000
<b>Total Revenues</b>	<b>\$ 511,378,814</b>	<b>\$ 511,378,814</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 511,378,814</b>
<b>EXPENDITURES</b>					
11 Instruction	\$ 330,753,160	\$ 330,822,942	\$ 143,344		\$ 330,966,286
12 Instructional Resources and Media Services	8,927,007	8,927,020	5,500		8,932,520
13 Curriculum Development and Instructional Staff Development	15,880,744	15,523,931	26,388		15,550,319
21 Instructional Leadership	8,796,003	8,769,522	(197,600)		8,571,922
23 School Leadership	43,019,345	43,114,738	4,903		43,119,641
31 Guidance, Counseling and Evaluation Services	30,449,846	30,500,929	(4,796)		30,496,133
32 Social Work Services	529,846	529,346			529,346
33 Health Services	9,382,205	9,382,205			9,382,205
34 Student Transportation	20,503,466	20,383,466	32,793		20,416,259
35 Food Services	300,000	300,000	3,644		303,644
36 Extracurricular Activities	13,825,742	14,080,304	12,465		14,092,769
41 General Administration	21,154,065	21,158,015	12,310		21,170,325
51 Facilities Maintenance and Operations	62,838,021	64,299,104	(832,707)		63,466,397
52 Security and Monitoring Services	13,615,980	13,762,245	26,863		13,789,108
53 Data Processing Services	16,516,283	16,850,421	43,500		16,893,921
61 Community Services	1,930,834	1,921,334			1,921,334
71 Debt Service - Principal on Long-Term Debt	751,097	772,721	723,393		1,496,114
72 Debt Service Interest on Long-Term Debt	-	-			-
73 Bond Issuance Cost and Fees	-	-			-
81 Facilities Acquisition and Construction	-	-			-
91 Chapter 41 Payment	-	-			-
95 Juvenile Justice Program	36,000	36,000			36,000
97 Payments to Tax Increment Fund	-	-			-
99 Other Intergovernmental Charges	1,080,067	1,080,067			1,080,067
<b>Total Expenditures</b>	<b>\$ 600,289,711</b>	<b>\$ 602,214,310</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 602,214,310</b>
<b>Excess(Deficiency) Revenues Over(Under) Expenditures</b>	<b>\$ (88,910,897)</b>	<b>\$ (90,835,496)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (90,835,496)</b>
<b>Other Financing Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Financing Uses</b>	<b>\$ -</b>	<b>\$ (3,077,377)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (3,077,377)</b>
<b>Net Change in Fund Balance</b>	<b>\$ (88,910,897)</b>	<b>\$ (93,912,873)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (93,912,873)</b>



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2024-2025  
November 19, 2024**

**BUDGET TRANSFERS**

**EXPENDITURES**

	<u>Increase</u>	<u>Decrease</u>	<u>Net</u>
11 Instruction	\$ 344,207	\$ 200,863	\$ 143,344
12 Instructional Resources and Media Services	5,500		5,500
13 Curriculum Development and Instructional Staff Development	179,388	153,000	26,388
21 Instructional Leadership	3,000	200,600	(197,600)
23 School Leadership	10,075	5,172	4,903
31 Guidance, Counseling and Evaluation		4,796	(4,796)
34 Student Transportation	32,793		32,793
35 Food Service	3,644		3,644
36 Extracurricular Activities	12,500	35	12,465
41 General Administration	12,310		12,310
51 Facilities Maintenance & Operations		832,707	(832,707)
52 Security and Monitoring Services	26,863		26,863
53 Data Processing Services	47,370	3,870	43,500
71 Debt Service - Principal on Long-Term Debt	723,393		723,393
<b>Total Expenditures</b>	<u>\$ 1,401,043</u>	<u>\$ 1,401,043</u>	<u>\$ -</u>

**Notes: Cross-functional balance neutral transfers.**



## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Dr. Tiffany Gilmore, Executive Director of Guidance & Counseling

**Subject:** Consider Ratification of Resolution for Event at the Curtis Culwell Center

### Consent Agenda

#### **Executive Summary:**

GISD partner Trusted World has requested the use of the Curtis Culwell Center for their annual awards breakfast. In order for the Curtis Culwell Center (CCC) to be used for the event without charge, the Board of Trustees must determine that the use serves the District's public purpose. This resolution serves as a finding of the public purpose and allows the administration to determine necessary controls to ensure the public purpose is carried out.

Trusted World rented the CCC (\$5,000) for their annual awards breakfast held May 1, 2024.

It is worthy of note that Trusted World provided \$43,004 worth of clothing, toiletries and food to Garland ISD students and families in the 2022-23 school year and \$155,071 worth of resources in the 2023-24 school year (see following page for more detail).

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendation:**

Provided for your consideration.

#### **Recommended Motion for Action Items:**

Move to approve Ratification of Resolution for Event at the Curtis Culwell Center as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

\$5,000



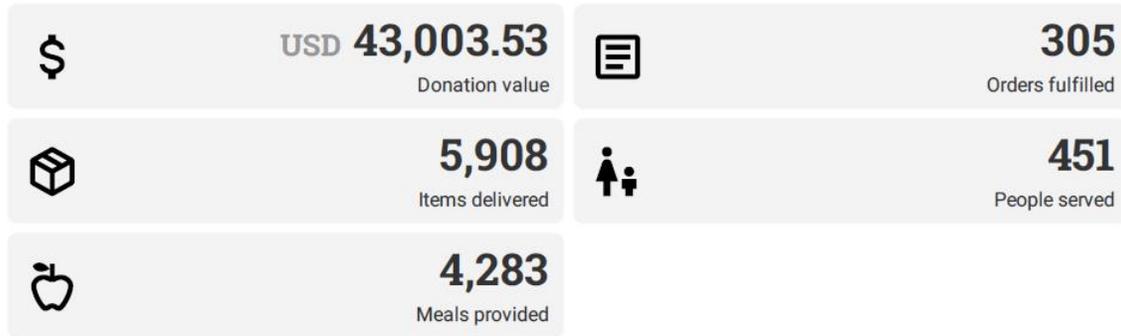
GARLAND INDEPENDENT SCHOOL DISTRICT

# BOARD OF TRUSTEES AGENDA



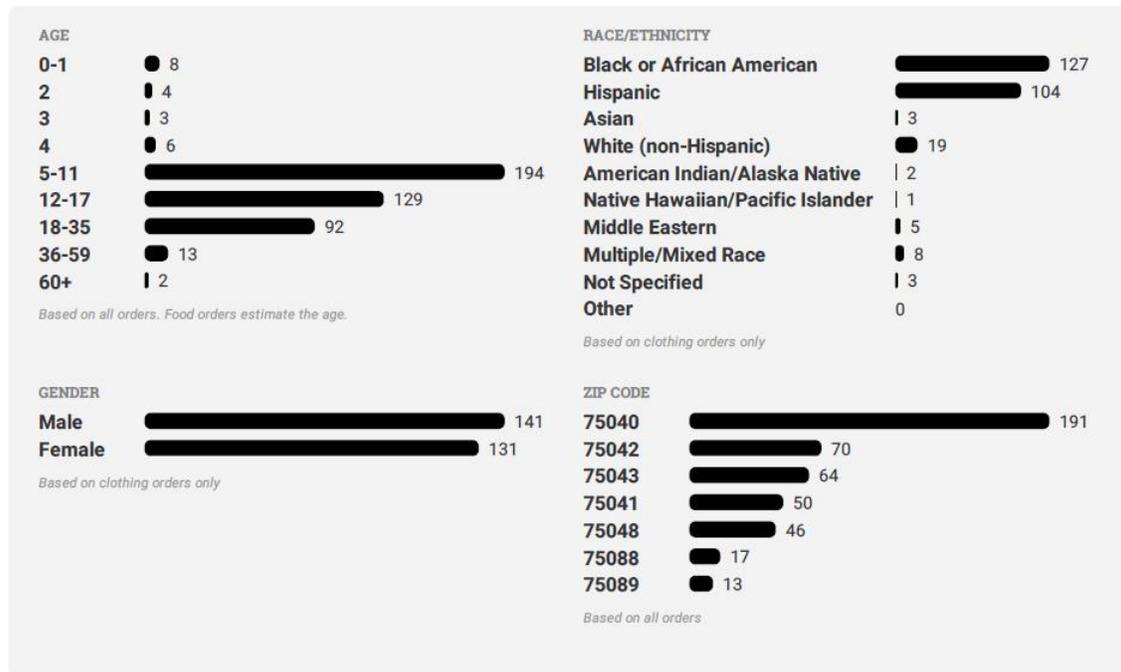
## Order Report

### SUMMARY



Report based on fulfilled orders completed between 2022-08-01 and 2023-07-31 and from clients with tag Garland ISD

### IMPACT





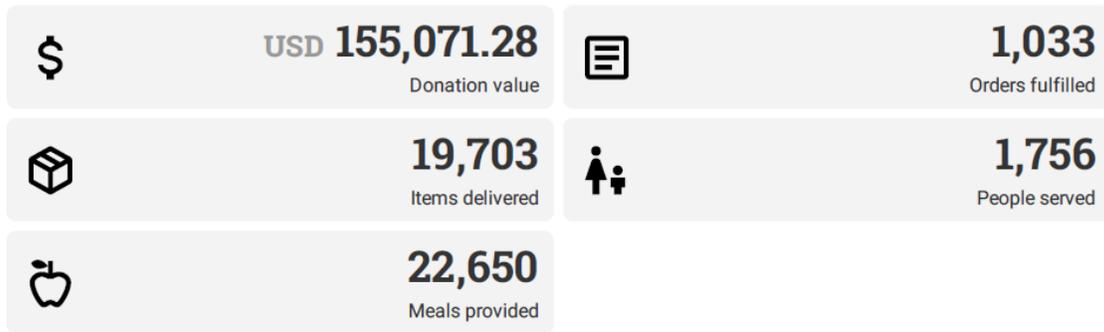
GARLAND INDEPENDENT SCHOOL DISTRICT

# BOARD OF TRUSTEES AGENDA



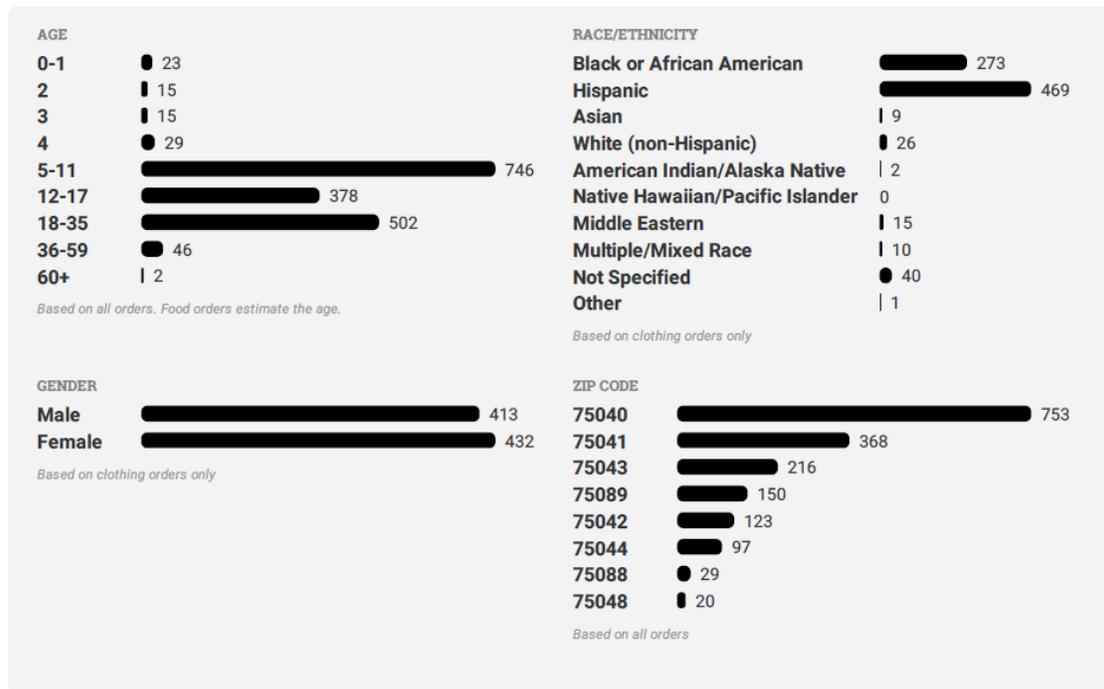
## Order Report

### SUMMARY



Report based on fulfilled orders completed between 2023-08-01 and 2024-07-31 and from clients with tag Garland ISD

### IMPACT





**A RESOLUTION OF THE GARLAND INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES**

**WHEREAS**, Trusted World (TW) desires to use the Curtis Culwell Center (CCC) for the TW Annual Awards Breakfast designed to raise funds through table sponsorship, which pays for clothing, toiletries and food for Garland ISD’s students and families;

**WHEREAS**, the use of the CCC for the TW Annual Awards Breakfast will ultimately provide Trusted World the ability to purchase new underwear and food/toiletry items for District students and families;

**WHEREAS**, the Board of Trustees finds that such expenditure will serve the District’s purpose of facilitating students’ education and well-being, and fostering good relationships with Garland ISD families and to engender and encourage support within the community for the District’s mission; and

**WHEREAS**, the Board of Trustees further finds that the District will receive an adequate return for such expenditure and that such expenditure is in the best interest of public schools in Garland ISD;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES** that the Superintendent of Schools of the District or his designee is hereby authorized to allow Trusted World to use the Curtis Culwell Center without charge and to create documentation providing the exact terms of the use.

**BE IT FURTHER RESOLVED** that the Board of Trustees waives the fee requirements for using the Curtis Culwell Center for the limited purposes outlined herein.

**BE IT FURTHER RESOLVED** that the predominant purpose of the expenditure related to the annual awards banquet is to accomplish a public purpose, not to benefit private parties, and the District shall retain sufficient control over any expenditure to ensure the public purpose is accomplished.

**PASSED AND ADOPTED** this \_\_\_\_\_ day of \_\_\_\_\_, 2024.

By: \_\_\_\_\_  
President, Board of Trustees  
Garland Independent School District

**ATTEST:**

\_\_\_\_\_  
Secretary, Board of Trustees  
Garland Independent School District



GARLAND INDEPENDENT SCHOOL DISTRICT

---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Paul Gonzales, Executive Director of Facilities and Maintenance

**Subject:** Consider Approval of the Interlocal Cooperation Agreement for Governmental Services Relating to Solid Waste and Recycling Collection between Garland Independent School and the City of Garland

### Consent Agenda

**Executive Summary:**

Garland ISD and the City of Garland are requesting Board authorization to enter into an Interlocal Cooperation Agreement for Governmental Services for the purpose of establishing a long-term contract between both entities for solid waste and recycling collection services.

Reviewed and approved by Mark Booker, Executive Director of Purchasing, Paul Gonzales, Executive Director of Facilities and Maintenance, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

**Administrative Recommendation:**

It is the administration's recommendation to approve the Interlocal Cooperation Agreement for Governmental Services Relating to Solid Waste and Recycling Collection between Garland Independent School and the City of Garland, which meets the goals of Garland Independent School District.

**Recommended Motion for Action Items:**

Move to approve the Interlocal Cooperation Agreement for Governmental Services Relating to Solid Waste and Recycling Collection between Garland Independent School and the City of Garland as presented to the Board of Trustees.

**Financial Impact and Funding Source:**

199 - General Funds

**INTERLOCAL COOPERATION AGREEMENT FOR  
GOVERNMENTAL SERVICES RELATING TO SOLID WASTE AND RECYCLING  
COLLECTION BETWEEN THE CITY OF GARLAND AND  
THE GARLAND INDEPENDENT SCHOOL DISTRICT**

This Agreement is made and entered into by and between the GARLAND INDEPENDENT SCHOOL DISTRICT, an Independent School District organized under Texas Education Code Chapter 11, located in Dallas County, Texas, (“GISD”) and the CITY OF GARLAND, TEXAS, a home rule municipality, located in Dallas County, Texas (“CITY”) (collectively, the "Parties”).

**WITNESSETH**

**WHEREAS**, the Interlocal Cooperation Act, Chapter 791, V.T.C.A., Texas Government Code provides authorization for any local government to contract with one or more local governments to perform governmental functions and services under the terms of the Act; and

**WHEREAS**, GISD and the CITY are local governments as defined in Texas Government Code, Section 791.003(4), have the authority to enter into this Agreement, and have entered into this Agreement by action of its governing body in the appropriate manner prescribed by law; and

**WHEREAS**, CITY provides residents and customers non-hazardous solid waste collection, removal, and disposal services for compactors, roll-offs containers and front load containers through its Sanitation Department, which is a division of the CITY; and

**WHEREAS**, GISD in the normal course of fulfilling its governmental function produces trash, waste and recyclable materials which it desires to have removed from its properties; and

**WHEREAS**, the CITY desires to contract with GISD and GISD desires to purchase waste removal and recycling collection services from the CITY; and

**WHEREAS**, both GISD and the CITY represent to one another that each respective party has the authority to enter into this Agreement and perform the obligations and duties stated herein; and

**NOW THEREFORE**, GISD and the CITY hereby enter into this Interlocal Agreement in consideration of the aforementioned recitals, and for the mutual considerations stated herein:

**I.**

**DESCRIPTION OF SERVICES**

1. For the consideration hereinafter agreed to be paid to CITY by GISD, CITY shall provide non-hazardous solid waste and recycling collection, removal, and disposal services for GISD hereinafter called the “Services.”

2. The Services are to be performed according to acceptable standard professional practices and to conform to the Container and Collection Service Contract and Addendum attached hereto as Exhibit A and which is incorporated herein for all purposes.
3. Except as otherwise provided for in this Agreement, the Parties agree to be bound by the terms and conditions provided within the Container and Collection Service Contract and Addendum attached as Exhibit A.

## **II. COORDINATION**

All Services under this Agreement shall be coordinated under and performed in accordance with the Container and Collection Service Contract and Addendum to the reasonable satisfaction of the GISD Director of Maintenance, or his/her designated representative, hereinafter called "Director." The Director shall have authority to approve payment for Services that have been properly provided in accordance with the terms of this Agreement. If at any time CITY fails to properly furnish all or a portion of the Services called for by this Agreement, GISD is authorized to withhold payment of funds associated with the Services not properly performed hereunder until any deficiency has been, if possible, cured. It is further agreed between GISD and the CITY that should any dispute or questions arise respecting the reasonableness of the withheld amount of payment attributable to CITY's failure to fully perform, the Parties agree to meet and make a good faith effort to resolve the dispute. Prior to GISD withholding any payment pursuant to this provision, the GISD must provide CITY with notice of any deficiencies and provide CITY ten (10) business days to remedy any deficiencies. GISD shall release any withheld funds associated with the Services not properly performed once the deficiencies are remedied.

## **III. PAYMENT**

1. The Agreement's term is five (5) years. GISD shall make payments during each year of the Agreement's term in the amounts and in the manner as listed in the attached Exhibit A.
2. Pursuant to Texas Government Code 791.011(d)3, each party paying for the performance of governmental functions or services shall make those payments from current revenues available to the paying party.

## **IV. TERM**

The term of this Agreement shall commence on April 1, 2025, and terminate on March 31, 2030, unless sooner terminated in accordance with the provisions of this Agreement.

**V.**

**INDEPENDENT CONTRACTOR**

Nothing contained in this Agreement shall be deemed or construed by the Parties hereto or by any third party to create the relationship of principal and agent or of partnership, joint venture, or employment, it being expressly understood and agreed that no provision contained in this Agreement nor any act or acts of the Parties hereto shall be deemed to create any relationship between the Parties other than the relationship of independent Parties contracting with each other solely for the purpose of effecting the provisions of this Agreement. Neither Party has the authority to enter into contracts or to assume any obligation for the other, nor to make warranties or representations on behalf of the other except in accordance with the express terms of this Agreement or as otherwise authorized in writing by the other Party. There are no third-party beneficiaries to this Agreement and no third-party beneficiaries are intended by implication or otherwise.

**VI.**

**NOTICES**

All notices, communications and reports under this Agreement shall be mailed or delivered to the respective Parties as follows:

To: Garland Independent School District  
P.O. Box 469026  
Garland, TX. 75046

Attention: Accounts Payable

With copy to: Garland Independent School District  
P.O. Box 469026  
Garland, TX. 75046

Attention: Paul Gonzales, Executive Director of Facilities & Maintenance

To: Uriel Villalpando, Sanitation Director  
The City of Garland, Texas  
1434 Commerce St.  
Garland, Texas 75040

Attention: Director of Sanitation

## VIII.

### MISCELLANEOUS

1. This Agreement is entered into subject to the Charter and ordinances of the CITY, as amended, and applicable Texas State and Federal laws. The provisions of this Agreement shall be construed in accordance with the laws and court decisions of the State of Texas; and exclusive venue for any litigation that may be filed by either party hereto in connection with this Agreement shall be in Dallas County, Texas.
2. In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions thereof and this Agreement shall be considered as if such invalid, illegal or unenforceable provision has never been contained in this Agreement.
3. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and constitute one and the same instrument.
4. This Agreement can be revised at any time by mutual consent of the Parties and shall be revised by written amendment(s) to this Agreement and signed by both Parties. No oral modifications can be made to this Agreement.
5. The captions to the various clauses of this Agreement are for informational purposes only and shall not alter the substance of the terms and conditions of this Agreement.
6. This Agreement embodies the complete agreement of the Parties hereto, superseding all oral or written previous and contemporary agreements between the Parties relating to matters in this Agreement.
7. Right to Audit. Both Parties shall keep true, complete, and accurate books and records of all costs for which it seeks reimbursement from the other Party under this Agreement. Both Parties shall have the right, upon reasonable notice and during business hours, to audit those books and records and to obtain copies of those books and records at the expense of the requesting Party.

**Garland Independent School District**

**The City of Garland, Texas**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Paul Gonzales, Executive Director of Facilities and Maintenance

**Subject:** Consider Approval of Purchase of Custodial Supplies, Hand Soap, and Sanitizer - Warehoused (#175-25)

### Consent Agenda

#### **Executive Summary:**

This new award will provide support for maintaining a consistent supply inventory of hand soap and sanitizer for district-wide custodial daily use. It should also detail the committee meeting the agenda item was presented to for review. Reviewed and approved by Paul Gonzales, Executive Director of Facilities and Maintenance, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Custodial Supplies, Hand Soap, and Sanitizer - Warehoused from Empire Paper Company, provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with two (2) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve contract#175-25 Custodial Supplies, Hand Soap, and Sanitizer - Warehoused as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: \$300,000

199 - General Fund



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Carmen Blakey, Director of Career and Technical Education

**Subject:** Consider Approval of Purchase of CTE Instructional Material, Equipment and Software (#32-24-08)

### Consent Agenda

#### **Executive Summary:**

This contract provides a student, state-of-the-art equipment, training, curriculum, and services for industry-level instruction to support CTE Programs of Study, specifically metal fabrication, welding, and diverse manufacturing courses. Reviewed and approved by Carmen Blakey, Director of Career and Technical Education, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for CTE Instructional Material, Equipment and Software from TS Enterprises Assocs Inc, provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with Four (4) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve contract#32-24-08 CTE Instructional Material, Equipment and Software as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount - \$200,000

199 - General Fund 85%

244 - Career and Technical – Basic Grant 5%

461 - Campus Activity Funds 5%

865 - Student Activity Account 5%



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Dr. Tanya Ramos, Executive Director of Student Support & Specialized Services

**Subject:** Consider Approval of Purchase of Special Education Staffing Services (#35-25-01)

### Consent Agenda

#### **Executive Summary:**

Contractors will be used to provide services to students with individualized education plans (IEP) under special education in Garland ISD when GISD has an open position that cannot be filled due to lack of candidates, for staff on FMLA, or when needed to meet federal IDEA B requirements. These vendors provide Speech and Language Therapists, School Psychologists, Diagnosticians, Vision Teachers, among other specialized staff. Cost per contractor ranges from \$75,000 to \$90,000 per assignment. The Special Education department will select the lowest priced vendor. If the lowest-priced vendor is unavailable, or if no contractor is available to provide services, the Special Education department will contact the second-lowest-priced vendor, or provide justification as to why the lowest priced vendor was not selected. This new award is requested to ensure that the award amount is sufficient, in the event that the vendors under this contract are able to fulfill contract staff needs. Reviewed and approved by Dr. Tanya Ramos, Executive Director of Student Support and Specialized Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Special Education Staffing Services for Special Education Services companies listed on the Exhibit "A", provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase

Contract Term: One (1) year with two (2) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve contract#35-25-01 Special Education Staffing Services as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: \$500,000

199 - General Funds

**Exhibit A**

Soliant Health

SunBelt Staffing

Beyond Therapy Educational Solutions



## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Dr. Tanya Ramos, Executive Director of Student Support & Specialized Services

**Subject:** Consider Approval of Purchase of Special Education Staffing Services (#394-25)

### Consent Agenda

#### **Executive Summary:**

Contractors will be used to provide services to students with individualized education plans (IEP) under special education in Garland ISD when GISD has an open position that cannot be filled due to lack of candidates, for staff on FMLA, or when needed to meet federal IDEA B requirements. These vendors provide Speech and Language Therapists, School Psychologists, Diagnosticians, Vision Teachers, among other specialized staff. Cost per contractor ranges from \$75,000 to \$90,000 per assignment. The Special Education department will select the lowest priced vendor. If the lowest-priced vendor is unavailable, or if no contractor is available to provide services, the Special Education department will contact the second-lowest-priced vendor, or provide justification as to why the lowest priced vendor was not selected. This new award is requested to ensure that the award amount is sufficient, in the event that the vendors under this contract are able to fulfill contract staff needs. Reviewed and approved by Dr. Tanya Ramos, Executive Director of Student Support and Specialized Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Special Education Staffing Services, from the company(s) listed below in "Exhibit A", provides the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Cooperative Purchasing Contract

Contract Term: One (1) year with four (4) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve contract#394-25 Special Education Staffing Services as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: \$500,000

199 - General Funds

Exhibit A

Amplio Learning Technologies, Inc.

Assessment Intervention Management, LLC

AYA Healthcare, Inc

Beyond Therapy Educational Solutions

Chatterbox Therapy, PLLC.

EDU Healthcare, LLC

E-Therapy, LLC

HealthPRO Pediatrics

Invo Healthcare Associates, LLC

Maxim Healthcare Staffing Services, Inc.

New Direction Solutions, LLC dba Procare Therapy

Orange Tree Staffing, LLC

RCM Technologies (USA), Inc. dba RCM Health Care Services

RemoteSpeech, LLP.

RPh on the Go USA, LLC dba Spindle

Serve, Educate, And Empower Diverse Students

SHC Services, Inc. dba Supplemental Health Care

Sunbelt Staffing, LLC



## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Dr. Tanya Ramos, Executive Director of Student Support & Specialized Services

**Subject:** Consider Approval of Purchase of Special Education Staffing Services (#394-25-01)

### Consent Agenda

#### **Executive Summary:**

Contractors will be used to provide services to students with individualized education plans (IEP) under special education in Garland ISD when GISD has an open position that cannot be filled due to lack of candidates, for staff on FMLA, or when needed to meet federal IDEA B requirements. These vendors provide Speech and Language Therapists, School Psychologists, Diagnosticians, Vision Teachers, among other specialized staff. Cost per contractor ranges from \$75,000 to \$90,000 per assignment. The Special Education department will select the lowest priced vendor. If the lowest-priced vendor is unavailable, or if no contractor is available to provide services, the Special Education department will contact the second-lowest-priced vendor, or provide justification as to why the lowest priced vendor was not selected. This new award is requested to ensure that the award amount is sufficient, in the event that the vendors under this contract are able to fulfill contract staff needs. Reviewed and approved by Dr. Tanya Ramos, Executive Director of Student Support and Specialized Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Special Education Staffing Services from Paramount Educational Evaluation & Consulting Services LLC, provides the best value to the Garland Independent School District.

New Award

Procurement Method: Cooperative Purchasing Contract

Contract Term: One (1) year with four (4) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve contract#394-25-01 Special Education Staffing Services as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: \$150,000

199 - General Funds



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Mary Garcia, Director Student Services

**Subject:** Consider Approval of Purchase of Behavior Intervention and Management Web Based (#120-25)

### Consent Agenda

#### **Executive Summary:**

This contract provides a web-based discipline data collection system. The platform collects all classroom and campus student discipline referrals and stores them under a student profile.

Reviewed and approved by Mary Garcia, Director Student Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Behavior Intervention and Management Web Based from NCS PEARSON INC, provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with one (1) annual renewal option

#### **Recommended Motion for Action Items:**

Move to approve contract#120-25 Behavior Intervention and Management Web Based as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: \$85,000

199 - General Fund



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Dr. Jason Adams, Chief Academic Officer

**Subject:** Consider Approval of Purchase of Online Scheduling and Data Systems (#211-25-01)

### Consent Agenda

#### **Executive Summary:**

This contract provides a scheduling resource to enhance the master schedule process for middle and high school campuses. This software enables campuses to build their schedules more efficiently while identifying programming and staffing redundancies, helping to pinpoint potential cost savings. Reviewed and approved by Jason Adams, Chief Academic Officer, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Online Scheduling and Data Systems from Timely School LLC, provides the best value to the Garland Independent School District.

New Award

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with Four (4) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve contract#211-25-01 Online Scheduling and Data Systems as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount - \$225,000

199 - General Fund



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Dr. Melissa Hill, Executive Director Elementary Teaching and Learning

**Subject:** Consider Approval of Purchase of Instructional Material (#302-25-03)

### Consent Agenda

#### **Executive Summary:**

These resources are used to provide the best practice instruction in reading and writing for students in the ELAR classroom for Grade K-5. Classroom teachers may use these resources to provide Tier 1 literacy instruction in whole group and small group settings as well as to provide additional support for students not adequately responding to initial instruction. It should also detail the committee meeting the agenda item was presented to for review. Reviewed and approved by Melissa Hill, Executive Director Elementary Teaching and Learning, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer for Instructional Material from Greenwood Publishing Group, LLC, provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Cooperative

Contract Term: One (1) year with four (4) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve contract#302-25-03 Instructional Material as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed the Amount: \$475,000

199 - General Fund 20%

211 - Title 1 Part A – Improving Basic Programs 80%



GARLAND INDEPENDENT SCHOOL DISTRICT

---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Jason Wheeler, Executive Director Communications and Marketing

**Subject:** Consider Approval of Purchase of Translation and Interpretation Services  
(#341-25)

### Consent Agenda

#### **Executive Summary:**

Translation and Interpretation services are provided to all Garland ISD staff, students, and parents within our community in over 100+ languages utilizing contracted vendors to meet the district's language accessibility needs. Reviewed and approved by Jason Wheeler, Executive Director Communications and Marketing, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Translation and Interpretation Services for the companies listed in "Exhibit A", provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve contract#341-25 Translation and Interpretation Services as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: \$150,000

199 - General Fund 50%

224 - IDEA - Part B, Formula 50%

## **341-25 Translation and Interpretation Services**

Ad-Astra, Inc

Corporate Translation Services Inc

Deaf Action Center

Elizabeth Bargas

Fox Medical Case Management Inc

Gina Underwood

Idea Language Services Llc

Illana Sutton

Interlingua International Inc

Language Line Services

Langua USA Incorporated

Linguistica International Inc

Lionbridge Global Solutions Ii Inc

Masterword Services Incorporated

Mitio Inc

Obed Ortiz

Officemotive Inc

Propio Ls Llc

Taika Translations

Translation & Interpretation Network Llc

Translinguist Inc

Universe Technical Translation

Yirgalem Tizazu

Zab Llc



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Jason Wheeler, Executive Director of Communications and Public Relations

**Subject:** Consider Approval of Modification to Advertising Services (#14-24-02)

### Consent Agenda

#### **Executive Summary:**

The modification of award will ensure contracts and payments are in the name of the correct entity. The original award amount remains the same and the company listed below is the requested modification. Reviewed and approved by Jason Wheeler, Executive Director of Communications and Public Relations, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation to modify the award as listed below:

Change From: Hero K12 LLC

Change To: SchoolMint INC

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options.

#### **Recommended Motion for Action Items:**

Move to approve modification to contract#14-24-02 Advertising Services as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: \$400,000

199 - General Fund



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Paul Gonzales, Executive Director of Facilities and Maintenance

**Subject:** Consider Approval of Modification to Control System Parts and Service (#214-19-07)

### Consent Agenda

#### **Executive Summary:**

The Omnia cooperative contract is a five-year term which was presented as a four-year term. This modification will allow the District to utilize the company for the full five year term. The award amount remains the same as the previous award.

This modification will allow us to continue with the agreement to encompass contract services, repairs, and maintenance for our HVAC systems, ensuring a cohesive and efficient approach to system management. Reviewed and approved by Paul Gonzales, Executive Director of Facilities and Maintenance, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation to modify the award as listed below:

Change From: First of four (4) annual renewal options

Change To: One (1) year with four (4) annual renewal options

Procurement Method: Cooperative Purchase Contract

#### **Recommended Motion for Action Items:**

Move to approve modification to contract#214-19-07 HVAC Control System Parts and Service as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: \$1,500,000

199 - General Fund



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Paul Gonzales, Executive Director of Facilities and Maintenance

**Subject:** Consider Approval of Increase in Awarded Amount for Plumbing Installation, Maintenance, Repair, and Gas Meter Testing (#322-20-01)

### Consent Agenda

#### **Executive Summary:**

Additional funds are required to address current emergency repairs that raised at Garland HS and Rowlett HS. The repairs include fixing the 8” water main break outside Fine Arts at Garland HS and fixing the Billy Nichols gas leaks under the building and in classroom science tables at Rowlett HS. The amount requested will also address district-wide contingencies. Reviewed and approved by Paul Gonzales, Executive Director of Facilities and Maintenance, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration’s recommendation that the offer(s) for Plumbing Installation, Maintenance, Repair, and Gas Meter Testing from the companies, United Mechanical and DMI Corp, provide the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Bid

Contract Term: Final of four (4) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve increase to contract#322-20-01 Plumbing Installation, Repair, and Gas Meter Testing as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: Original Award \$74,999 Increase \$500,000 New Award \$574,999

199 - General Fund



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Ron Griffen, Executive Director of Athletics

**Subject:** Consider Approval of Increase in Awarded Amount for Digital Sports Software (#273-24)

### Consent Agenda

#### **Executive Summary:**

This increase is necessary due to a greater demand for this software service which has reduced the available funds for the Athletics Department. The software is used across various sports, including football, volleyball, boys' and girls' basketball, boys' and girls' soccer, baseball, and softball. The primary goal of this software is to assist our teams in managing their practices effectively and ultimately enhance their performance on game days. Additionally, it provides athletes with the ability to create highlight reels that can be shared with colleges. This feature enables individuals to showcase their skills and enhance their chances of gaining admission to the college of their preference. Reviewed and approved by Ron Griffen, Executive Director of Athletics, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Digital Sports Software from HUDL, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchasing Contract

Contract Term: One (1) year with four (4) annual renewal options

#### **Recommended Motion for Action Items:**

Move to approve increase to contract#273-24 Digital Sports Software as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: Original Award \$100,000 Increase \$1,000 New Award \$101,000

199 - General Fund



## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Dr. Tanya Ramos, Executive Director of Student Support & Specialized Services

**Subject:** Consider Approval of Increase in Awarded Amount for Special Education Staffing Services (#394-23-08)

### Consent Agenda

#### **Executive Summary:**

Contractors will be used to provide services to students with individualized education plans (IEP) under special education in Garland ISD when GISD has an open position that cannot be filled due to lack of candidates, for staff on FMLA, or when needed to meet federal IDEA B requirements. These vendors provide Speech and Language Therapists, School Psychologists, Diagnosticians, Vision Teachers, among other specialized staff. Cost per contractor ranges from \$75,000 to \$90,000 per assignment. The Special Education department will select the lowest priced vendor. If the lowest-priced vendor is unavailable, or if no contractor is available to provide services, the Special Education department will contact the second-lowest-priced vendor, or provide justification as to why the lowest priced vendor was not selected. This increase is requested to ensure that the award amount is sufficient, in the event that the vendors under this contract are able to fulfill all District needs. Reviewed and approved by Dr. Tanya Ramos, Executive Director of Student Support and Specialized Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer for Special Education Staffing Services from Accountable Healthcare Staffing and The Stepping Stones Group LLC, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: Second of four (4) annual renewals options

#### **Recommended Motion for Action Items:**

Move to approve increase to contract#394-23-08 Special Education Staffing Services as presented to the Board of Trustees.

#### **Financial Impact and Funding Source:**

Not to Exceed Amount: Original Award \$1,000,000 Increase \$500,000 New Award \$1,500,000

199 - General Fund



---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Arturo Valenzuela, Executive Director of Finance

**Subject:** Consider Approval of the Independently Audited Financial Statements for Fiscal Year 2024

### Action Item

**Executive Summary:**

The accounting firm of WhitleyPenn performed the independent audit of the District's financial statements for the fiscal year ended June 30, 2024. Final copies of the audited financial statements will be provided at the board meeting.

This agenda item was presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

**Administrative Recommendations:**

Provided for your consideration.

**Recommended Motion for Action Items:**

Move to approve the independent audit of the District's financial statements for the fiscal year ended June 30, 2024 as presented to the Board of Trustees.

**Financial Impact and Funding Source:**

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Kristi Cooper, Director of Tax Services

**Subject:** 2024 Dallas Central Appraisal District Board of Directors Resolution and Ballot

### Action Item

#### **Executive Summary:**

In accordance with state law, the Dallas Central Appraisal District Chief Appraiser has provided a resolution, election ballot and the voting entitlement for our jurisdiction so we may cast our vote for a member of the Dallas Central Appraisal District Board of Directors.

Garland ISO is entitled to 200 votes.

State law requires each school district to vote by official ballot resolution. Attached is the resolution, election ballot and the biographies/resumes of each of the 15 candidates.

Presented to the Finance, Facilities and Operations Committee for review on November 12, 2024.

#### **Administrative Recommendations:**

Provided for your consideration.

#### **Recommended Motion for Action Items:**

Move to approve the 2024 Dallas Central Appraisal District Board of Directors Resolution and Ballot.

#### **Financial Impact and Funding Source:**

N/A



**Garland Independent School District**  
Department of Taxation

**Street Address**  
901 West State Street  
Garland, TX  
75040

**Phone**  
972-494-8570

**FAX**  
972-494-8631

**To:** Arturo Valenzuela  
Executive Director of Finance  
Business Operations

**From:** Kristi Cooper  
Director of Tax Services

**Subject:** 2024 DCAD Board of Directors Resolution and Ballot

In accordance with state law, the Dallas Central Appraisal District Chief Appraiser has provided a resolution, election ballot and the voting entitlement for our jurisdiction so we may cast our vote for a member of the Dallas Central Appraisal District Board of Directors.

Garland ISD is entitled to 200 votes.

State law requires each school district to vote by official ballot resolution. Attached is the resolution, election ballot and the biographies/resumes of each of the 15 candidates.

RESOLUTION NO. 2024-\_\_\_\_

A RESOLUTION OF THE GARLAND INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES, CASTING ITS VOTE FOR A MEMBER OF THE BOARD OF DIRECTORS OF THE DALLAS CENTRAL APPRAISAL DISTRICT; AND PROVIDING FOR AN EFFECTIVE DATE.

WHEREAS, the Chief Appraiser has provided the participating taxing units eligible to vote the nominees for the Appraisal District Board of Directors in accordance with Chapter 6 of the Texas Property Tax Code;

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

Section 1. That the Garland Independent School District Board of Trustees does hereby cast its **200 votes in accordance with the attached ballot**, for a member of the Board of Directors of the Dallas Central Appraisal District.

Section 2. That this Resolution shall become effective immediately from and after its passage.

DULY RESOLVED AND ADOPTED by the Board of Trustees of the Garland Independent School District does hereby confirm its votes for a member of the Dallas Central Appraisal District Board of Directors, on this 19<sup>th</sup> day of November 2024.

PASSED, APPROVED AND ADOPTED this 19<sup>th</sup> day of November 2024.

Attest:

---

Larry Glick, Secretary  
Board of Trustees of the  
Garland Independent School District

---

Robert Selders Jr., President  
Board of Trustee of the  
Garland Independent School District

**Dallas Central Appraisal District Official Ballot**  
Election of Members to the Board of Directors

Below are the candidates for appointment to the five (5) voting positions on the Board, listed alphabetically. Please indicate your taxing unit’s vote(s) by entering the number of votes to the right of the candidate(s) of choice.

<u>Nominees</u>	<u>Votes</u>
Kevin Carbo, Sr.	
Brett Franks	
Clyde C. Hairston	
Beth Nunneley Mazziotta	
Pauline Medrano	
Dan Micciche	
Carma R. Morgan	
Elishima Myles	
Debra North	
Demarcus Odom	
Larry Offutt	
William David Palmer	
Cassandra Phillips	
Yemi Salau	
Camile White	

Submit this official ballot before December 15, 2024, to Chief Appraiser, Shane Docherty, via email [DcadElections@dcad.org](mailto:DcadElections@dcad.org) and mail a hardcopy to Shane Docherty, Executive Director/Chief Appraiser, 2949 N. Stemmons Fwy., Dallas, Texas 75247.

Attach this ballot to the resolution passed by your taxing unit authorizing the taxing unit vote.

## **Kevin Carbo**

### *Biography*

Born in Brooklyn, New York. and moved to Puerto Rico when he was 4 years old and arrived at Tampa in 1980 and Texas in 1984. Carbo has lived in Texas for most of his life and Mesquite is home.

Carbo earned a bachelor's degree in finance from Dallas Baptist University and an MBA from the University of Dallas. He retired from the City of Dallas where he managed contracts, procurement and budgets for the Airfield Management Department at Dallas Love Field. His resume includes banking for Chase Bank in the back office performing operations and as a Personal Banker in the Mesquite Branch. Managed check processing for Allstate Insurance and oversaw compliance operations in their two operations centers in Irving, TX and Wheeling, IL. Served as chair of the Dallas Clearinghouse District which oversees the mailing operations relationship between its members in the Dallas Metroplex and USPS.

His vast involvement with leadership began in the late 1980s as a PTA parent where he served as President at all levels (Elementary, Middle School and High School) and ultimately served as first vice-president of the Mesquite Council of PTA's. I have been blessed to participate and lead several programs and associations. For example: I am a 1998 graduate of Texas Association of School Boards leadership program (LTASB), served as President of the North Texas Association of School Boards (NTAASB). Chaired the TASB Risk Management Fund Board which, at the time, was the fifth largest fund board in the USA and managed and managed insurance and bond business for their membership. Currently he sits as a Director of the TASB Board of Directors (BOD). Chaired the National Hispanic Caucus (a Council of NSBA) and sat as a Director on the National School Board Association (NSBA) BOD. He is President of a local Buzzard Clubs of America (BCOA) league chapter. Served as Chairman of Circle Ten Tomahawk District. Coached youth baseball and soccer leagues. Served my Church as a youth leader. Has been a keynote speaker at Jr. ROTC banquets and keynote speaker for Concilio, which is an association that helps school kids, and their parents better understand the rigors of school life and what awaits after graduation.

He and his wife, Jossie, have two children that were educated through the Mesquite ISD system, and they enjoy six grandchildren. He is active in the community by attending and presenting information in forums, town hall meetings and local club meetings. His passion has always been to help others do better. He says: "I love the job I am doing for Texas Public Education, and I firmly believe that the work we do is of the utmost importance to the future of our State and Country".

Thank you for the privilege of your time.

**Brett Franks**

Mayor Pro Tem

City Council Place 1

City of Sachse

Councilmember Brett Franks and his family moved to the City of Sachse in 2000. In June 2012 he was elected to serve as Place One of the City Council. Since that time Councilmember Franks has been elected by his Council peers to serve as Mayor Pro Tem in 2015, 2020, 2022, 2023, and 2024. Brett has served as the Council Liaison to the Parks and Recreation Board since 2012 and held a position on the Board for two years prior to being elected to City Council. He was a voting member of the Municipal Development District Board from its creation in 2018 until 2021 when he became the Council Liaison to the Board. He also serves as a voting member on each of the three Tax Increment Financing Reinvestment Zone Boards. He is a former member of the Sachse Baseball Association and Campus Improvement Team at Hudson Middle School.

Mr. Franks is an Orthopedic Physicians Assistant with the Sports Medicine Clinic of North Texas. As a proud graduate of the United States Military Academy West Point and Army veteran, Mr. Franks also volunteers his time every year to organize the Annual Memorial Day Event in Sachse.

Councilmember Franks is interested in representing the suburban cities of DCAD because of the increasing concerns by residents regarding appraisals. He relishes the chance to provide a voice for area property owners and help develop collaborative solutions. The consistent escalation of property values in Dallas County, has caused great concern for many residents and business owners. He sees an opportunity to increase education and communication from the District and improve transparency related to the appraisal process. He believes that providing this information and giving better explanation to citizens regarding the appeal process would improve how DCAD serves the citizens in the District. Committing to regular communication with those he serves is a priority for Councilmember Franks.



# CLYDE C. HAIRSTON

MAYOR, CITY OF LANCASTER

## EDUCATION

**DOCTORATE OF RELIGIOUS PHILOSOPHY (PH.D)/** TABERNACLE BIBLE COLLEGE/TAMPA FL

**MASTERS OF DIVINITY/** TABERNACLE BIBLE COLLEGE/TAMPA, FL

**BACHELORS OF ARTS IN BIBLICAL STUDIES AND THEOLOGY/** MINNESOTA GRADUATE SCHOOL OF THEOLOGY/ BROOKLYN CENTER, MN

**CERTIFICATE OF DIPLOMA IN BIBLICAL STUDIES AND THEOLOGY/** DAYSPRINGS BIBLE COLLEGE INSTITUTE AND SEMINARY/ TAMPA, FL

## CONTACT

**CITY OF LANCASTER  
211 N HENRY STREET  
LANCASTER, TX 75146  
PH: 469-970-4432  
CHAIRSTON@LANCASTER-TX.COM**



## CAREER HIGHLIGHTS

Mayor Clyde C. Hairston has been a positive community leader in the City of Lancaster for over thirty-three (33) years. Mayor Hairston’s passion for serving began with him being an appointed member of the Human Relations Commission, a citizen’s forum, to bring racial harmony to the City. Before serving on the Lancaster City Council, Mayor Hairston became the first Official Chaplin by city council resolution. As time progressed, Mayor Hairston was elected as Lancaster City Councilmember for District 5 for eleven (11) years. He then went on to serve as the first Deputy Mayor Pro Tempore for three (3) terms before becoming the Mayor in 2018. Currently, he is in his third term as Mayor of the City of Lancaster. He earned the 2017 (CMO) Certified Municipal Official certification, through the Texas Municipal League Institute (TMLI), which included Open Government Training, Open Meeting Act, and Public Information Act. In February 2021, Mayor Hairston received the following Texas Municipal League Institute certifications: Certified Municipal Official, Certificate of Recognition, and Certificate of Outstanding Accomplishment.

Mayor Hairston has a proven participatory record in leadership within the City of Lancaster and the Lancaster Independent School District (L.I.S.D.). He served on the Lancaster Outreach Center Board of Directors, Senior Chaplain for the Dallas County Constable Precinct One (2007-2010), and as President of the Lancaster Interdenominational Ministerial Alliance (LIMA) for four (4) years; he currently serves as Treasurer of LIMA. Mayor is also serving as President on the North Central Texas Housing and Finance Corporation (NCTHFC) board and is a member of the Metroplex Mayors Association.

His community involvement and engagement with residents went further than his role as an elected leader. As a council representative, he served on the Library Board, the Parks and Recreation (4B) Board, the Airport Board, the Museum Board, and the Civic Service Commission. He was responsible for Meadowcreek Community Park being built for our youth and families. Mayor Hairston takes pride in giving back and investing in the City of Lancaster. He continued to be active throughout the community by serving as a partner for eight years, 2010-2018, with the Lancaster Independent School District (L.I.S.D.)

In addition, Mayor Hairston’s community involvement includes presenting for My Brother’s Keeper Summit for young men and volunteering as a community leader greeter for Back to School Red Carpet Day in the City of Lancaster. Mayor Hairston has been a beacon for his community and strongly believes it takes all of us as a community to come together and make our city better.

*"It's not about me, it's about we"*

-Mayor Clyde C. Hairston

Beth Nunneley Mazziotta  
Nunneley Real Estate  
[bmazz@swbell.net](mailto:bmazz@swbell.net)  
214-662-7114

### Background

City of Dallas and Dallas County Resident for 43 years

Dallas Area Real Estate Agent/Broker for 23 years

Meals on Wheels Volunteer for 27 years

Current DCAD Board of Director (appointed by City of Dallas)

### Education/Schools Attended

Nocona High School

SMU Cox School of Business (studied Negotiation Expert)

Oxford University, England

Texas Women University (studied TV/Radio/Marketing)

### If elected DCAD Board of Director, I will continue to:

- Support all Dallas County Taxing Jurisdictions and the Property Owners of Dallas County
- Ensure DCAD establishes accurate and fair property valuations annually
- Ensure the most qualified Appraisal Review Board (ARB) members are appointed to serve
- Ensure DCAD sets the standard for all Appraisal Districts in Texas



**DAN MICCICHE**  
**DALLAS ISD TRUSTEE**  
**DISTRICT 3**

Dan Micciche is partner emeritus at the law firm of Akin, Gump, Strauss, Hauer & Feld. He has lived in Dallas since 1981, and has been a resident of Dallas ISD District 3 for over 25 years. He was first elected to the Dallas ISD Board of Trustees in 2012. He served as President of the Dallas ISD Board Trustees from 2016 to 2018 and has also served multiple terms as 1st Vice President and Secretary. Dan is a frequent speaker at school board events, neighborhood and community meetings.

**Dan started and chaired his firm's School Partnership Program with James W. Fannin Elementary School in Dallas from 2005 to 2012. The program won the State Board of Education's gold level award for community partnerships in 2011.**

Dan has received a number of recognitions for his work in public education, including the "No Kid Hungry" Award from Share Our Strength; "The Closing the Gap" Award from Leadership ISD; the "Voice of Children Award" from Children at Risk; as well as awards from the Texas State Teachers Association and the Ferguson Road Initiative in appreciation of his service to Dallas ISD.

Dan also serves as a director of the Texas Association of School Boards.

Dan received his B.A. with highest honors from Stony Brook University, where he was a member of Phi Beta Kappa. He received his J.D. from the University of Chicago Law School. He also received a **master's degree in education policy and analysis** from the Harvard Graduate School of Education.

Dan has been recognized by clients and peers in *The Best Lawyers in America* for 16 consecutive years; in ***Chambers USA: America's Leading Lawyers for Business*** for 20 consecutive years; in *Texas Super Lawyers* for 17 consecutive years; and as one of the best lawyers in Dallas by *D Magazine* for 11 consecutive years.

Dan has been active in the Dallas and Texas bar associations and has served in the following roles:

Chair, Dallas Bar Association Tax Section. 2001

Chair, State and Local Tax Committee, Tax Section, State Bar of Texas, 2002-2004

Chair, Tax Section, State Bar of Texas, 2008-2009

He was also named Lawyer of the Year 2020 (DFW Tax) by Best Lawyers in America.

**Dan's civic and charitable activities include serving on the Board of Directors of the American Red Cross Dallas, the Greater East Dallas Chamber of Commerce, and Workforce Solutions Greater Dallas. He also served on the Mayor's Task Force on Ethics Reform, which drafted and recommended a sweeping ethics reform proposal that was adopted unanimously by the Dallas City Council.**

Dan was also the former vice chair of Texas C-BAR (Community Building through Attorney Resources), a pro bono organization. In addition, he previously served on the School Finance Task Force of the Greater Dallas Chamber; the Board of Directors of the **State Bar of Texas; and Comptroller's Tax Advisory Group** under three different Comptrollers.

Dan is a 1999 graduate of the Greater Dallas Chambers Leadership Dallas Program and a 1998 graduate of the Leadership Arts Program of the Dallas Business Committee for the Arts.

**Dan served on his firm's associate and counsel compensation committees for over ten years and also coordinated the associate and counsel evaluation process for many years. He also served as the hiring partner for the firm's Dallas office for many years. He was the recipient of the firm's first Partner Recognition Award for his mentoring of counsel and associates and the firm's Pro Bono Partner of the Year Award. He was the 11th lawyer inducted into Akin**

**Gump's "Pro Bono and Public Service Hall of Fame" based on his contributions to pro bono and community service throughout his legal career.**

## Mrs. Carma Morgan



**Phone:** 972-291-1581

**Email:** [carma.morgan@chisd.net](mailto:carma.morgan@chisd.net)

M.Ed in Educational Leadership Texas  
Woman's University

Bachelors in Sociology from Cameron  
University

**Board Trustee**

**Place:** 2

**Trustee Since:** 2022

**Term Expiration:** 2025

**Bio:** Cedar Hill ISD Trustee Carma Morgan has worked as an educator since 1997. She began as a Social Studies and Mathematics Teacher in Dallas ISD and became an administrator in Lancaster ISD. Morgan is currently an Instructional Coordinator in DeSoto ISD.

Morgan earned a Master's Degree in Educational Leadership from Texas Woman's University in Denton and a Bachelor's Degree in Sociology with a minor in Mathematics from Cameron University in her hometown of Lawton, Oklahoma.

Morgan served honorably in the United States Air Force as a Dental Assistant for four years. She was stationed in North Dakota, Korea and Texas.

Morgan has lived in Cedar Hill since 2007 and is the proud parent of five daughters – two of whom graduated from Cedar Hill ISD and three of whom are current CHISD scholars.

## **Elishima Myles, MBA**

My name is Elishima Myles, I currently serve as the Mayor Pro Tem for the city of Balch Springs. I have the privilege of working for Dallas College at the Lancaster Campus as Project Coordinator Relationship Management and Instructor, delivering quality adult career training programs to a diverse population for over ten years in post-secondary education. I earned my Bachelor of Science in Business Administration from the University of Louisiana at Lafayette (formerly the University of Southwestern Louisiana), I hold a Master of Business Administration with a concentration in Finance from Texas A&M University-Commerce and an Associate of Applied Science in Accounting.

I have pursued various continuing education opportunities to enhance my skills and knowledge. I completed a Human Resources Associate program in Human Resources Management at Dallas College. Additionally, I attended the Advocacy Essentials for Leaders course at the University of Notre Dame's Mendoza College of Business in New Orleans, LA. I also earned a Project Management Certificate from North Lake College in Irving, TX. These experiences have equipped me with valuable insights and tools to better serve my community and advance in my career.

Before transitioning to higher education, I spent 14 years at JP Morgan Chase Bank, where I served as a Financial Operations Manager for a decade in the Investment Banking Asset Services and Broker Dealer Services Operations. I managed and coordinated efforts across teams while maintaining a high standard of production, and the security of assets and funds. Throughout my tenure, I collaborated with various business partners to identify gaps, improve processes, and enhance operational efficiency.

I currently serve as a Board of Director for Leadership Southwest. An organization designed to develop tomorrow's leaders and community volunteers by making a significant contribution to the future of the Southwest Dallas County. My desire lies in educating others to make a difference in their communities, and in the importance of financial literacy and debt management. As I continue to serve Dallas County through teaching, and community outreach and engagement, I have been an active volunteer and community activist in my own community of Balch Springs for over 15 years.

My passion for serving my community continues to motivate my civic involvement, which began in 2006 when I was appointed to the Balch Springs Planning and Zoning Commission. I served on the board for 10 years, including 8 years as Chair. That same year, I also joined the Balch Springs Citizen Police Academy, where I dedicated two years to understanding and helping our local law enforcement. In 2008, I was appointed as an Advisor to the Balch Springs Parks and Recreation Advisory Board, and I had the honor of serving as Chair for 6 of my 8 years on the board.

In 2015, I was honored to receive the Balch Springs Citizen of the Year award, a recognition that truly reflects my commitment to my community. Then, in 2017, I was further acknowledged by the Balch Springs City Council with a plaque celebrating my dedication and loyalty to the city. These awards motivate me to continue serving and making a positive impact in the city of Balch Springs and in Dallas County.

Debrah S North  
[DebrahNorth20@gmail.com](mailto:DebrahNorth20@gmail.com)

### Summary of Qualifications

A native of Dallas, Texas, Debrah North is an accomplished professional with extensive experience in financial services, insurance, asset management, and IT account management. A proven leader in both corporate and nonprofit sectors, she has held key positions that emphasize community engagement, strategic growth, and operational excellence. Her service record includes significant leadership roles in local and regional organizations, with a deep commitment to diverse partnerships and strategic initiatives across North Texas. She is actively involved in civic responsibilities, including service on the City of DeSoto Zoning Board of Adjustments and Building and Standards.

### Key Professional and Community Leadership Roles

- Financial Advisor trainee, Edward Jones: Specializing in financial services for clients impacted by breast cancer, focusing on wealth management, asset growth, and personalized financial planning.
- IT Account Manager: Successfully managed corporate accounts, ensuring client satisfaction and the delivery of tailored technology solutions.
- City of DeSoto Zoning Board of Adjustments and Building and Standards: Actively contribute to city planning and zoning decisions, ensuring compliance with building standards.
- North Texas Commission Member: Support regional initiatives for economic development and community engagement.
- Past President, DeSoto Rotary Club: Led local community service programs, focusing on youth leadership, public service, membership, and scholarships.
- Assistant Governor and Inclusion Chair, Rotary District 5810: Drove district-wide growth and developed diverse inclusion and membership initiatives.
- Executive Board Member & VP of Development, Cedar Hill ISD Education Foundation: Managed fundraising efforts and strengthened community partnerships to support educational programs to support scholars, teachers, and staff. Since its inception, CHEF has provided more than \$1 million in funding to support Cedar Hill ISD initiatives!
- Leadership North Texas Alumni: Engaged in regional leadership development and stewardship fostering strategic partnerships from regions that have successfully addressed regional issues and challenges relevant to the region; and participate in the development of appropriate strategies for North Texas.
- Past Board Member and Alumni, Leadership Southwest: Contributed to leadership training and regional community development programs.

### Skills and Expertise

Financial and Wealth Management • Client Relations and Portfolio Strategy • IT Account Management • Community Leadership and Engagement • Diverse Inclusion Advocacy • Civic and Municipal Service • Fundraising and Development



### **Councilman Demarcus Odom**

Councilman Demarcus Odom is a versatile and accomplished councilman for the City of Hutchins, Texas. A professional, that constantly demonstrates leadership and experience while driving city and regional growth, for the southern section of Dallas. Councilman Odom strategic mindset, creative flair, and dedication have consistently delivered outstanding results for a wide range of projects and new development.

Councilman Odom holds a BS degree from Florida State University and applies his education and knowledge to stay up to date on industry trends, that translate into a more robust city, while keeping content creation, and constant community engagement. Councilman Odom attributes his success and accomplishments from his discipline in the US Navy. As a Navy crewman, Councilman Odom was taught to “Put the people first”. That ability has led to increased brand visibility and multiple business opportunities for the City of Hutchins.

Councilman Odom political journey has seen him excel for the City of Hutchins and outside the city as well. Besides serving as an elected official, Councilman Odom further demonstrates his leadership skill while serving on the Economic Development Board and Parks and Recreation Board for the City of Hutchins. Outside the city, he is a proud graduate of Leadership Southwest and currently sits on their Board of Directors.

In summary, Councilman Odom is an innovative for energizing the city, community involvement and making major improvements to the southern section of Dallas. The creativity, and results-driven approach have consistently delivered impactful solutions for citizens in an ever-growing area. His track record of success, combined with his “Can do Attitude”

# LARRY OFFUTT

---

Innovative and self-directed professional with a broad range of safety policy-training development, insurance, risk management and loss prevention experience, will bring talent and vision to an organization. A willing partner with all levels of the organization who, through strategic planning, improvement of processes, internal and external customer service, will sustain prevention and claims control programs to enhance cash flow and profits. Offers unique abilities for hospitably industry due to extensive day-to-day operating experience. Program Presenter and/or Expert Testimony: OSHA / Dept. of Labor / NIOSH / National Child Labor / Consumer Product Safety / NRA / NFA / Risk and Insurance Management Institute (RIMS) / Tri-National Safety & Security Council of North American Trade Agreement (NAFTA).

---

## KEY STRENGTHS

---

Team Building/Leadership • Strategic/Project Planning • Restaurant Operations • Interpersonal/Technical Skills • Oral/Written Communications • Critical Thinking • Program-Focused • Creative Services • Customer Service • Organizational Skills • Networking • Adaptability • Risk Exposure Prevention • Emergency Preparedness

---

## PROFESSIONAL EXPERIENCE

---

**DIRECTOR, SAFETY & RISK MANAGEMENT, SAN ANTONIO, TX 2010-PRESENT**

**STEAK 'N' SHAKE (CURRENTLY AS A CONTRACTOR)**

- In conjunction with the CEO & CFO determine appropriate levels of exposure and ability to retain and manage those 'self-insured' loss amounts.
- Establish a communication and trust level support relationship at all levels of Operations in order to directly impact profits, and protection of associates and guests.
- Initiate and 'sell' prevention programs and tools for Operations, Supply Chain, and R & D.
- Manage all third-party lawsuits, mediations and OSHA compliance issues for 500-plus locations.
- Review and recommend all insurance contracts/insurers including broker selection, services and fees.

**KEY CHALLENGES/SOLUTIONS**

- Complete the 'turn around' of Risk Management, Insurance and Claims Handling programs. Reduced average claim cost and reserves by absolute ownership of the process in directing the TPA / Insurer and Defense .
- Develop and manage team in all functions of insurance programs including procurement, certificates, and administration (\$1M deductible on WC & GL).
- Implement solutions for lag reporting of incidents resulting in improved reporting 96% with 24 hour 'notice' .
- Establish quarterly reviews of all claims with a value of \$5,000 or more along with lowering TPA's authority levels, demanding intense investigative integrity and immediate defense assignments.
- Revamp and implement Crisis Communications policies and procedures as well as being a 'first responder' for all issues associated with guest / employee / product incidents.
- Investigate and implement creative avenues for total cost of risk addressing premiums, retentions, reserves and claim expense resulting in increased cash flows for Operations.

**VICE PRESIDENT, OPERATIONS SAFETY & RISK MANAGEMENT, DALLAS, TX 2005-2009**

**CORE SOLUTIONS, LLC / SNELLING STAFFING SERVICES, LLC / INTREPID HEALTHCARE USA, INC.**

- Established Risk Management Department including Workers' Compensation, Property and General Liability claims handling procedures internally and with third party administrators.
- Identify internal and external exposures at all levels of business units. Develop and implement solutions for elimination or mitigation of risks. Drug Free Workplace and Modified Duty Programs.
- Directed all functions of insurance programs including procurement and administration.
- Lead all claims-handling activities by direct reports and 51 TPA adjusters across the country, including methodology for quarterly file reviews. Achieved results in faster claim closing, reduced litigation, and appropriate reserve levels. Average claims costs were decreased by 20% over a two-year period.
- Established approved panel of defense attorneys in local jurisdictions, and coordinate all litigated claims with Legal

and Human Resources Departments.

**LARRY OFFUTT, PAGE 2**

**DIRECTOR, SAFETY & LOSS CONTROL, MIAMI, FL 1997-2004**  
**BURGER KING CORPORATION (BKC U.S AND INTERNATIONAL)**

- World-wide responsibilities for the development, approval and implementation of policies, procedures and programs related to safety, security and loss control for 30,000 employees in over 1500 locations internationally. Responsibilities included communication and coordination of Risk Management and Operations across a wide spectrum of services to achieve a best in industry Safety & Risk Program.
- Facility safety / security management of 1500 corporate locations and BKC World Headquarters, including on-site security, Medical Emergency Response Teams and coordination of Shared Services, including fleet, executive protection and facility maintenance.
- Supervised and updated forensic Loss Control (cash and inventory) auditing programs for all corporate operations.
- Chief witness / responder on behalf of BKC in all regulatory and legal proceedings regarding safety-health/accidents, including vicarious liability (10,000 plus franchise locations) actions.
- Coordinated and directed claims handling with on-site dedicated Property/ General Liability unit, remote Workers' Compensation units in various states, and appropriate local legal counsel.

---

**PROFESSIONAL**

**WORLD SAFETY ORGANIZATION**  
REGISTERED SAFETY DIRECTOR  
CERTIFIED SAFETY TECHNICIAN

**NATIONAL SAFETY COUNCIL (FL)**  
PROFESSIONAL SAFETY CERTIFICATION

**RIMS**  
RISK MANAGEMENT SOCIETY

**NRA SERVSAFE**  
CERTIFIED FOOD SERVICE INSTRUCTOR

**PLAYGROUND SAFETY INSTITUTE**  
CERTIFIED SAFETY INSPECTOR

**FEMA**  
COMMUNITY EMERGENCY RESPONSE

**NRRDA**  
NATIONAL RETAIL AND RESTAURANT DEFENSE ASSOCIATION

COMMUNITY AND VOLUNTEER

Dallas City Commissioner appointed by Dallas City Council- Landmark Commission Oct 2021 - Present

Founding Member - Remember Black Dallas -Jan 2019 - Present · Civil Rights and Social Action  
City of Dallas Emergency Management (FEMA) Dec 2016 - Present  
Founder & Member - Historic Preservation League (now Preservation Dallas)  
Member- Supporter – Dallas NAACP  
Founder & Board Member - Swiss Ave Historic District  
Founding and Current Member – Friends of Aldredge House Museum  
Dallas County Park Board  
Member - Supporter - The Southern Poverty Law Center  
Member-Supporter – National Council of Jewish Women Dallas

Civic and Professional Awards/Recognition/Service;

City of Dallas  
Mayor's Award Beautiful Clean Dallas  
City of Dallas - Review Board  
Savage Park (recognition and dedication as founder of Historic Preservation Movement)  
Dallas Chamber of Commerce (East – Ret)  
Chairman - Governmental Affairs Committee  
Chairman - Parks Committee  
Boy Scouts of America  
Scout Master .. Special Needs Scouts  
Department of Defense – Operation Eagle – 9-11 Pentagon Recovery  
  
NAFTA  
Tri-National Committee – Safety & Security

I am a dedicated historic preservationist with a passion for conserving the rich cultural and ethnic heritage of our region while understanding our city/county is not a museum and must change and adopt to differing needs and demands in order to grow and progress. , I have played a pivotal role in preserving and revitalizing historically significant landmarks and neighborhoods in the Dallas area thus raising property vales while protecting generational cultures/ traditions. My extensive portfolio includes the rehabilitation and restoration of dozens of residential and commercial properties not only in Dallas but also in notable areas of Coral Gables, Florida, and San Antonio, Texas. As an active member of Preservation Dallas, Remember Black Dallas, Texas Historic Society, the Dallas Historical Society and the Dallas Landmark Commission, my expertise and advocacy have been instrumental in safeguarding the architectural treasures that define our area's character. Beyond my contributions to Dallas, my work in Coral Gables (also known as The Black Gables) and San Antonio (Denver Heights), has underscored my deep commitment to historical preservation across diverse cultures, socio-economic neighborhoods. My unwavering commitment to the preservation of historic sites, cultures, and communities ensures that the rich tapestry of cultures remains an integral part of Dallas' vibrant future.

## **WM. DAVID PALMER**

1705 Colony Dr  
Irving, Texas 75061

(214) 557-8406  
david@premarkhs.com

### **Successful in Improving, Building and Restructuring Companies**

Persuasive leader with strong ability to communicate with and motivate people at all levels, build cross-functional teams and accomplish results. Solid accounting, financial and operational background in manufacturing coupled with more than thirty-five years of legal experience. My quantitative and qualitative analytical skills and strategic thinking have a proven record of success identifying, developing, and implementing innovative solutions to complex business problems.

#### **03/07 – Present**

##### **PREMARK HEALTH SCIENCE, INC.**

Irving, TX

##### **President/Shareholder/Director**

Co-Founder of company performing contract manufacturing and packaging of functional foods, dietary supplements and personal care goods. Beginning in 2007 with 6 employees, we now have 45 full-time employees operating out of our 74,815sf facility in Las Colinas. Our production capability involves the manufacture of nutritional powder blends, two-piece hard gel capsules, and liquids. Our packaging capability includes bottles, canisters and tubs, as well as flexible single serve pouches, stick packs and multi serve re-sealable bags.

We are highly focused on the quality, safety and efficacy of the products we produce. The company is registered with the FDA and Texas Department of State Health Services as a Food Manufacturer and OTC Drug Manufacturer. We are third-party cGMP certified by NSF for Dietary Supplement production and SQF for Food production. I focus my leadership and communication skills on empowering employees throughout the company to improve their business and personal skill sets.

#### **01/06 – 02/07**

##### **STRATEGIC SOLUTIONS**

Irving, TX

Consult manufacturing and/or marketing companies selling nutritional and personal care goods. Provide clients with legal/regulatory counsel, development of business plan, marketing strategy and CRM techniques, implementation of lean manufacturing techniques, and financial modeling.

#### **10/94 – 08/05**

##### **PROGRESSIVE LABORATORIES, INC**

Irving, TX

##### **President / Chief Operating Officer / Director**

I was recruited to this privately owned manufacturer and distributor of nutritional supplements, personal care goods, OTC drugs and medical devices as Vice President/General Counsel in 1994. We experienced continual growth and my achievements led to promotions to Vice President/Chief Operating Officer in 1999 and then President/COO in 2002.

From 1997, I led all aspects of operational and strategic activities, with my direct reports being the Chief Financial Officer, Director of Operations, Plant Manager, Purchasing Manager, and after 2002, the Sales Managers for the Brand Lines and Contract Manufacturing. Progressive engages in sales of branded products to Health-Care Practitioners, branded products direct-to-consumer, and contract manufacturing. Under my leadership, and within the very

conservative spending constraints of a small company, we outpaced the industry by averaging over 14% revenue growth per year while improving every financial marker of the business.

Cross-functional teams included every employee, to participate in monthly training videos, written reporting of application of their learning in both work and personal life. The training strengthened their personal growth, team attitude, and self-motivation. This team-environment preparation fostered involving the top third of the employees in strategy planning and development of long-term strategic objectives. More than half of the employees were directly involved in establishing detailed action plans, and accountable for achieving strategic goals.

The company-wide participation in developing the strategic plan and marketing plan spawned an excited and electric atmosphere as all employees began to see new direction taking shape. I felt tremendous satisfaction in leading this process, both from the aspect of witnessing the personal development of our management team and employees, and their enthusiasm in positioning the company for the next growth stage.

**4/90 - 10/94**

**LAW OFFICE OF WM. DAVID PALMER**

Dallas, TX

**Sole Practitioner**

The practice focused on commercial transactions, including representation of both buyers and sellers in business purchase transactions, representing the franchisor entity in the private offering of franchises, business organization drafting, and bankruptcy with two successful Chapter 11 Reorganizations of small businesses. I took court appointments from the juvenile courts representing minors, and the family courts as an ad litem, which was very personally fulfilling. During 1990, and again between late 1992 and 1994 traveled extensively with domestic client representation in Mexico and Panama. I developed a very strong interest in Latin America, and began to study international commercial transactions and the Spanish language. My practice profitably grew with a network of referring attorneys and a loyal client following.

**1/88 - 4/90**

**RAY E. GREEN & ASSOCIATES, P.C.**

Dallas, TX

**Associate Attorney**

**8/86 - 1/88**

**NIELSEN & COMPANY, P.C.**

Dallas, TX

**Associate Attorney/Law Clerk**

**9/76 - 7/86**

**KRAFT FOODS COMPANY, INC.**

Chicago, IL

**Law Department – Senior Tax Accountant (3/84 – 7/86)**

**Internal Audit Department - Senior Auditor (6/82 - 2/84)**

**Garland Manufacturing Plant and Dallas Foodservice - Accounting Clerk (9/76 – 5/82)**

**EDUCATION:**

**SOUTHERN METHODIST UNIVERSITY, Dallas, TX**

Master of Business Administration, May 2004

(Executive M.B.A. Program)

Beta Gamma Sigma National Honorary Business Fraternity

**DePAUL UNIVERSITY COLLEGE OF LAW, Chicago, IL**

Juris Doctor, January 1987

**SOUTHERN METHODIST UNIVERSITY, Dallas, TX**

Bachelor of Business Administration, May 1982 - *Cum Laude*

Major - Accounting

Beta Alpha Psi National Honorary Accounting Fraternity

Minor – Political Science

**PROFESSIONAL:**

**Member:** State Bar of Texas (#15435950)

**PERSONAL:**

Born May 25, 1958, at Methodist Hospital, Dallas TX. Married to Allyson since January 1983 and active in Boy Scouts with our three sons who are all Eagle Scouts. Friends of Scouting Chairman, Western Star District, 2005, 2006 and 2007.

**Director:** Greater Irving – Las Colinas Chamber of Commerce 2001 – 2007

**Director:** Irving Sister Cities 2012 - Present

**Commissioner:** City of Irving, Planning and Zoning Commission 2005 – 2012

**Board Member:** City of Irving Tax Increment Investment Zone (TIF) No. 1 2012 - 2015

**Councilman:** City of Irving Place 8 At-Large 2015 – 2021. Chair to the Planning and Development Committee, co-chair to the Boards and Committees Appointments Committee and served on the Audit and Finance Committee and the Transportation and Natural Resources Committee. Council liaison to the National League of Cities and is a liaison to the Youth Council.

11. I am interested in serving on the DCAD Board of Directors in order to make contributions in improving the function of DCAD as well as the appraisal process in general. I believe my background, skills and experience will be a positive contribution to the Board.

Cassandra Phillips  
810 Jungle Drive  
Duncanville, TX 75116  
CPhillips4DuncanvilleISD@gmail.com  
214.682.3293  
October 15, 2024

Dallas Central Appraisal District Board of Directors  
2949 N. Stemmons Freeway  
Dallas, TX 75247

Dear Taxing Entities,

I am writing to formally announce my candidacy for re-election to the Dallas Central Appraisal District (DCAD) Board of Directors. It has been a privilege to serve on the board, and I am eager to continue contributing my experience, dedication, and vision to ensure the ongoing success of the DCAD in serving our community. With over 20 years of experience as a Real Estate Broker, I have developed a deep understanding of the importance of fair property appraisals and the critical role that transparency and accountability play in building trust between the appraisal district and the public.

During my time on the board, I have focused on key responsibilities, including appointing a fair and equitable chief appraiser, approving budgets that align with the needs of the cities and school districts we serve, and approving a biennial reappraisal plan. I am committed to ensuring that all properties are appraised at market value by January 1 each year, and that the information is delivered on time. My dedication to appointing objective and impartial members to the Appraisal Review Board has been a cornerstone of my efforts to maintain a fair and trusted system for property owners.

One of my primary goals has always been to promote transparency within the DCAD. This commitment to transparency not only strengthens public trust but also ensures that the district operates efficiently and effectively.

As I seek re-election, my passion for serving the community remains as strong as ever. I believe my experience, insight, and dedication uniquely position me to continue making a positive impact. I am excited about the opportunity to build on the progress we've made, and I look forward to the chance to continue advocating for a fair, transparent, and equitable appraisal process for all.

Thank you for your consideration. I would be honored to continue serving on the Dallas Central Appraisal District Board of Directors, and I am confident that together, we can further strengthen the appraisal system that benefits both property owners and the taxing entities we serve.

Sincerely,

Cassandra Phillips

**Cassandra Phillips** 810 Jungle Drive Duncanville, TX | Cassandra@PPRDfw.com | 214-682-3293 |

**Objective:** Dedicated and accomplished Real Estate Broker with over 20 years of service in the community. Passionate about fostering trust and transparency between the appraisal district and the public. Dedicated to enhancing the efficiency and effectiveness of DCAD through continued service and advocacy.

**Education:**

- Bachelor of Science in University Studies, The University of Texas at Arlington, Arlington, TX [2012]
- Associate of Applied Science (AAS), Cedar Valley College, Lancaster, TX [1993]

**Professional Experience: Managing Broker | Phillips Price Realty, Duncanville, TX | Feb 2005 - Present**

- Supervision, Compliance, Leadership, Training and Development, Transaction Oversight, Client Relations, Risk Management, Technology Integration and Community Engagement.
- Applies strong negotiation skills to secure favorable contract terms, resulting in increased profitability.
- Conducts thorough audits, identifying discrepancies and implementing corrective actions to ensure compliance.
- Provides outstanding customer service, consistently exceeding customer satisfaction targets.
- Demonstrates diligence in resolving customer concerns promptly and effectively.
- Recognized as a great listener and problem solver, contributing to a positive work environment.

**Supervisor | Drive Financial, Dallas | June 1998 - March 2000**

- Led and motivated a team, achieving a 92% increase in overall team productivity.
- Developed and implemented collection strategies that improved team efficiency and performance.
- Utilized exceptional time management and organizational skills to meet tight deadlines.

**Skills:**

- Contract Knowledge: In-depth understanding of contract negotiations and compliance.
- Time Management: Proven ability to manage multiple tasks efficiently and meet deadlines.
- Communication: Exceptional verbal and written communication skills.
- People Skills: Adept at building and maintaining positive relationships with clients and colleagues.

**Community Involvement: Elected School Board Trustee | Duncanville ISD | 2017 - Present**

- Contributes to strategic decision-making to enhance the educational experience for students.
- Advocates for community engagement and improved educational resources.
- Overseeing a substantial \$125 million budget.
- Ensuring fiscal prudence, and making strategic financial decisions to support the educational objectives and well-being of the students and the broader school community.

**Elected Dallas Central Appraisal District Director for Suburban Schools | 2020**

- Committed to ensuring fair and equitable property appraisals
- Transparent communication
- Responsible budgeting
- Appointing a fair and equitable Chief Appraiser
- Approving a biennial reappraisal plan

**By actively pursuing my role as an elected official, my aim is to contribute to the success of the Dallas Central Appraisal District with integrity and operational excellence.**

Yemi Salau brings 15 years of rich experience in SAP and Project Management. Throughout his career, he has held key roles at renowned organizations, including IBM, Accenture, Verizon, CSC, Deluxe, General Dynamics, and PepsiCo. He has led significant projects for major clients, contributing to federal initiatives like the Logistics Modernization Program (LMP) and the US Navy Supply Command (NAVSUP), as well as being involved in Verizon's 5G rollout.

In 2023, Yemi was elected as a Council member for place 7 in Balch Springs. He earned his Bachelor of Science degree in Electrical Engineering from Farmingdale State University.

Beyond his professional pursuits, Yemi is actively engaged in community volunteering and enjoys traveling with his family. He is also a passionate reader, making time for literature whenever he can.

**CAMILE DENISE WHITE**

Is currently a Board Trustee for Dallas Independent School District (ISD) for District 4 and serves as the Board Secretary.

She is the Dallas ISD Board Delegate for Texas Association of School Boards (TASB).

Camile White is a licensed Texas Realtor and has served on several committees with MetroTex Association of Realtors.

She loves Dallas and understands the balance between business and home ownership. Camile will bring her Real Estate experience and belief that it is important to have people from all walks of life to represent everyone in Dallas County. The tax base that is generated is vital in keeping public schools, and cities operating all while providing amenities for citizens.

She is an elected Party Precinct Chair and serves as House District 107 Coordinator where she helps inform voters and increase voter participation.

Camile White is currently a member of Dallas CERT Team because she is concerned about those around her and wants people to be safe which is why she volunteers as the Vice Chair of Hillside Oaks Crime Watch.

Ms. White has served on the Dallas Public Library Board for Dallas City Council, District 5, on the Trustee Board of St. Luke "Community" United Methodist Church with a budget of millions in assets where she was vital in helping make decisions that kept assets up to date and in great working condition, and also made decisions on proposed land acquisitions.

Camile was a Government Adjunct Professor for Dallas College where she taught Political Science.

She has a Masters Degree in Political Science from the University of Texas at Arlington.

Ms. White is married and has three children, and two beautiful grandsons.



---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Dr. Melissa Hill, Executive Director, Elementary Teaching and Learning  
Coleman Bruman, Executive Director, Secondary Teaching and Learning

**Subject:** 2024-2025 District & Campus Educational Improvement Plans  
as required by TEC §11.251(a) & BQ(LEGAL)

### Action Item

**Executive Summary:**

In line with Texas Education Code §11.251, each school district's board of trustees must develop, review, and update improvement plans for both the district and each campus every year to boost student performance. The board also approves performance goals annually and ensures that district and campus plans are in place.

The District & Campus Improvement Plans outline a commitment to high expectations and strategies that provide students with an outstanding education, aligning with Garland ISD's vision and goals for student success. These plans establish key goals to drive focused actions, tracking, and monitoring throughout the 2024-2025 school year.

Virtual copies for review of the 2024-2025 Campus Improvement Plans for all GISD campuses are accessible at [bit.ly/2425CIP](https://bit.ly/2425CIP)

This item will be presented to the Academic & District Affairs Committee and then to the GISD School Board for approval on November 19, 2024.

**Administrative Recommendations:**

Administration recommends approval.

**Recommended Motion for Action Items:**

Recommend to Approve 2024-2025 District & Campus Educational Improvement Plans



## **BOARD OF TRUSTEES AGENDA**

### **Financial Impact and Funding Source:**

N/A

GISD

# Unmatched

## 2024-2025 DISTRICT & CAMPUS EDUCATIONAL IMPROVEMENT PLANS

as required by TEC §11.251(a) & BQ(LEGAL)

PRESENTATION TO THE GARLAND ISD BOARD OF TRUSTEES  
ACADEMIC & DISTRICT AFFAIRS COMMITTEE

Tuesday, November 12, 2024



# Board Policy BQ(Legal)

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually to improve the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

# UNMATCHED Goals

## UNMATCHED Foundations

Grade 3

Grade 6

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams. **(HB3)**

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-Grade Mathematics STAAR exams. **(HB3)**

Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th Grade Reading Language Arts STAAR exams.

Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Mathematics STAAR exams.

## UNMATCHED Pathways

CCMR

Increase the percentage of all graduates meeting College, Career and Readiness (CCMR) standards. **(HB3)**

## UNMATCHED Excellence

Campus A-F

Eliminate all D and F rated campuses.

# Goal Scorecard



Board Goals Scoreboard		Indicator	2024 Baseline	20230 Target	28-32 TEA Interim Goal
Goal 1	Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd STAAR exams. <b>(HB3)</b>	Reading	44%	61%	55%
Goal 2	Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd STAAR exams. <b>(HB3)</b>	Math	42%	58%	58%
Goal 3	Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th grade STAAR exams.	Reading	51%	55%	53%
Goal 4	Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on STAAR exams.	Math	26%	56%	56%
Goal 5	Increase the percentage of all graduates meeting College, Career and Readiness (CCMR) standards. <b>(HB3)</b>	CCMR	94%	96%	73%
Goal 6	Eliminate D and F campuses.	TEA Rating	12 Ds & 6 Fs	0	NA

# Improvement Plan Process

- Alignment to Board/District Goal
- Performance Outcome Review
- Comprehensive Needs Assessment
- Root Cause Analysis
- Priority Goal Determination
- Goal Setting & Action Planning
- Implementation Monitoring & Support
- Outcomes Analysis

## DID YOU KNOW?

THE DISTRICT IMPROVEMENT PLAN IS DEVELOPED ACROSS INSTRUCTIONAL AND LEADERSHIP DEPARTMENTS TO ENSURE THAT THE STRATEGIES RESPOND TO THE NEEDS OF ALL STUDENTS.

CAMPUS IMPROVEMENT PLANS ARE DEVELOPED BY CAMPUS TEAMS AND REVIEWED BY DISTRICT INSTRUCTIONAL AND LEADERSHIP DEPARTMENTS TO ENSURE ALIGNMENT WITH DISTRICT INITIATIVES.

# Problem Statements

## UNMATCHED Foundations

Grade 3  
Grade 6

The data shows that only 44% of 3rd graders and 51% of 6th graders achieved 'Meets' grade level on the STAAR Reading Language Arts assessment, indicating a consistent struggle to reach proficiency in foundational literacy skills as students progress through key grades.

Current assessment results reveal that 42% of 3rd graders and 26% of 6th graders met the 'Meets' grade level in Mathematics, pointing to a downward trend in math proficiency as students advance from early to middle grades.

## UNMATCHED Pathways

CCMR

Despite a strong CCMR readiness rate of 92% for the Class of 2023, only 28% met the TSI benchmark by exam through TSIA2, SAT, or ACT, highlighting a notable gap in achieving college readiness indicators through standardized exams.

## UNMATCHED Excellence

Campus A-F

Inconsistency in accountability ratings among campus peer groups points to disparities in performance; for example, 26% of campuses are currently rated as D or F, reflecting varied success in meeting district and state standards.

# 2024-2025 Strategy Highlights

## UNMATCHED Foundations

Grade 3  
Grade 6

Math Curriculum  
GISD Writing Pathway  
Writing Feedback  
Instructional Planning Days  
Learning Community Development

## UNMATCHED Pathways

CCMR

Curriculum and Pathway Adjustments  
CCMR Campus Supports  
Data Systems

## UNMATCHED Excellence

Campus A-F

Prioritization Plan  
High Frequency Walks  
Cross-Divisional Systems

# Questions

?

GISD  
**Unmatched**

# Garland Independent School District

## District Improvement Plan

2024-2025



# Mission Statement

The Garland Independent School District exists as a **Diverse Community** with a **Shared Vision** that serves to provide an **Exceptional Education** to **ALL** of its students.

## Vision

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.

## Value Statement

We believe every student can learn.

We know every student deserves our best.

We value and celebrate all cultures.

We respect all students, families, staff and communities.

We demonstrate ethical behavior.

**EDUCATION TRANSFORMS LIVES.**

## Core Beliefs

Belief statements represent the convictions of truth held across the District. In order to realize the full potential of our Academic Acceleration Plan, every employee must manifest these shared beliefs:

1. GISD demonstrates that teachers are the number one determinant of students' success and will ensure teachers provide effective Tier I

instruction by supporting them with relevant resources, ongoing professional development, and coaching while being held accountable for student growth and achievement.

2. GISD demonstrates that all students can learn and will be held to high expectations while being supported through rigorous curriculum and instruction tailored to their needs.
3. GISD engages families as an added value and extension to learning and committed to and focused on building authentic relationships to support student learning while being culturally responsive to the needs of our community.
4. GISD bridges barriers to ensure a positive impact on student achievement.
5. GISD commits to incorporating a growth mindset, being willing to initiate change and adapt to new innovative ideas and experiences.
6. GISD embraces a high sense of urgency that yields transformational results in an ever-changing environment.
7. GISD demonstrates an equitable and inclusive environment focused on building a culture that cultivates positive student outcomes.

# Table of Contents

Core Beliefs .....	2
Comprehensive Needs Assessment .....	5
Needs Assessment Overview .....	5
Priority Problem Statements .....	7
Comprehensive Needs Assessment Data Documentation .....	8
Goals .....	10
Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2024-2025 target: 47%). .....	10
Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2024-2025 target: 45%). .....	13
Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams to 55% by 2030 (2024-2025 target: 52%). .....	15
Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams to 56% by 2030 (2024-2025 target: 31%). .....	17
Goal 5: Increase the percentage of all graduates meeting College, Career, and Military Readiness (CCMR) standards to 96% and increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards by exam only to 60% by 2030 (2024-2025 target: 33%). .....	19
Goal 6: Eliminate all D-rated and F-rated campuses by 2030 (2024-2025 target: 22% of campuses). .....	22
Policies, Procedures, and Requirements .....	25
Addendums .....	27

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### LONGITUDINAL STUDENT ACHIEVEMENT TRENDS

LITERACY / READING LANGUAGE ARTS* (STAAR)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024
Grade 3% STAAR RLA Meets Grade Level	47.3%	33.8%	47.3%	49.3%	43.3%
Grade 6% STAAR RLA Meets Grade Level	36.7%	27.4%	38.3%	46.2%	50.3%

\*calculated based on first/primary administration for students included in accountability subset; does not include STAAR Alternate assessments

MATHEMATICAL PROFICIENCY* (STAAR)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024
Grade 3% STAAR Mathematics Meets Grade Level	52.3%	24.7%	47.3%	45.9%	40.9%
Grade 6% STAAR Mathematics Meets Grade Level	39.4%	22.5%	25.0%	27.8%	25.4%

\*calculated based on first/primary administration for students included in accountability subset; does not include STAAR Alternate assessments

<b>POSTSECONDARY READINESS (Gr 11 SAT SCHOOL DAY EXAMS)</b>	<b>2018-2019 (pre-COVID)</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
SAT CR Benchmark: % Met Evidence-Based Reading & Writing (Gr 11)	52%	46%	44%	46%	49%
SAT CR Benchmark: % Met Mathematics (Gr 11)	28%	25%	23%	23%	29%

<b>POSTSECONDARY READINESS (AP EXAMS)</b>	<b>2018-2019 (pre-COVID)</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
% Qualifying Exam Score (>3)	38.6%	28.6%	31.9%	31.9%	
# AP Exams Administered	9,338	7,603	8,892	8,115	
# Students Participating in AP Exams	5,054	4,641	5,526	5,194	

<b>CCMR</b>	<b>Class of 2018</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>	<b>Class of 2023</b>
CCR-CCMR^ % Graduates**	59.1%	68.8%	78.7%	86.4%	

# Priority Problem Statements

**Problem Statement 1:** Foundations (RLA) - Data show that only 44% of 3rd graders and 51% of 6th graders achieved 'Meets' grade level performance on the STAAR Reading Language Arts assessment, indicating a consistent struggle to reach proficiency in foundational literacy skills as students progress through key grades.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Foundations (Math) - STAAR assessment data reveal that 42% of 3rd graders and 26% of 6th graders met the 'Meets' grade level in Mathematics, pointing to a downward trend in math proficiency as students advance from early to middle grades.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Pathways - Despite a strong CCMR rate of 92% for the Class of 2023, only 34% met the TSI benchmark by exam through TSIA2, SAT, or ACT, highlighting a notable gap in achieving college readiness indicators through standardized exams.

**Root Cause 3:**

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** Excellence - Inconsistency in accountability ratings among campus peer groups points to disparities in performance; for example, 26% of campuses are currently rated as D or F, reflecting varied levels of success in meeting district and state standards.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2024-2025 target: 47%).

**Performance Objective 1:** Foundations

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CBAs, MAP, i-Ready, and STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement TEKS-Aligned High-Quality Instructional Materials (HQIM): Ensure all third-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster rigorous literacy development and meet the diverse needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved literacy proficiency, at Meets Grade-Level and Above, in third-grade STAAR results, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a Data-Informed Literacy Framework: Create a structured framework incorporating assessments with STAAR 2.0-formatted items which are aligned to the TEKS. Assessments include formative assessments, common assessments, and predictive modeling, to support responsive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced instructional effectiveness and real-time identification of student needs, leading to continuous literacy improvement and higher proficiency for third graders, in alignment with data-driven instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all elementary campuses. This training will focus on implementing high-quality instructional materials (HQIM), modeling effective teaching practices, and facilitating Collaborative Learning Community (CLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance literacy-focused collaboration and improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional leadership across campuses will facilitate effective literacy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Reading Language Arts through consistent implementation of data-responsive learning communities and district-aligned instructional plans.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a K-12 Writing Framework: Implement a district-wide writing framework to ensure coherent and consistent writing instruction. This vertically aligned approach will promote students' ability to articulate and synthesize knowledge across disciplines. The framework will be deployed, monitored, and evaluated as part of a comprehensive Reading Language Arts (RLA) plan, ensuring alignment with district goals and TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved literacy engagement through regular, cross-disciplinary writing practices that promote critical thinking and support STAAR readiness, leading to improved reading and writing proficiency outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Integrate AI-Powered Writing Feedback Tools: Implement technology that offers personalized feedback on writing assignments, enabling teachers to coach students toward consistent practice and improvement. This approach will leverage frequent districtwide writing opportunities, encouraging regular writing practices across the curriculum and promoting skill development.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced literacy engagement and proficiency through personalized feedback, promoting improved writing skills and preparing students to meet or exceed grade-level expectations on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Foundations (RLA) - Data show that only 44% of 3rd graders and 51% of 6th graders achieved 'Meets' grade level performance on the STAAR Reading Language Arts assessment, indicating a consistent struggle to reach proficiency in foundational literacy skills as students progress through key grades.

**Goal 2:** Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2024-2025 target: 45%).

**Performance Objective 1: Foundations**

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CBAs, MAP, i-Ready, and STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement TEKS-Aligned High-Quality Instructional Materials (HQIM): Ensure all third-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster conceptual understanding of mathematics via the Concrete-Pictorial-Abstract (CPA) approach.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved proficiency, at Meets Grade-Level and Above, in third-grade STAAR results. Consistent improvement in problem-solving skills and conceptual understanding, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish a Targeted Numeracy Development Program: Develop a foundational numeracy program emphasizing the development of fluency and automaticity in essential mathematical skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Staff Responsible for Monitoring:</b> Increased student recall and automaticity in foundational math skills, including multiplication facts, achieved through targeted fluency assessments that inform instruction.</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a Data-Informed Numeracy Framework: Create a structured framework incorporating assessments with STAAR 2.0-formatted items which are aligned to the TEKS. Assessments include formative assessments, common assessments, and predictive modeling, to support responsive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced instructional effectiveness and real-time identification of student needs, leading to fluency and automaticity, as well as, higher proficiency for third graders, in alignment with data-driven instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all elementary campuses. This training will focus on implementing high-quality instructional materials (HQIM), modeling effective teaching practices, and facilitating Collaborative Learning Community (CLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance numeracy-focused collaboration and improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional leadership across campuses will facilitate effective numeracy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Mathematics through consistent implementation of data-responsive learning communities and district-aligned instructional plans.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Foundations (Math) - STAAR assessment data reveal that 42% of 3rd graders and 26% of 6th graders met the 'Meets' grade level in Mathematics, pointing to a downward trend in math proficiency as students advance from early to middle grades.</p>

**Goal 3:** Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams to 55% by 2030 (2024-2025 target: 52%).

**Performance Objective 1: Foundations**

**High Priority**

**Evaluation Data Sources:** CBAs, MAP, i-Ready, and STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a Data-Informed Literacy Framework: Create a structured framework incorporating assessments with STAAR 2.0-formatted items which are aligned to the TEKS. Assessments include formative assessments, common assessments, and predictive modeling, to support responsive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced instructional effectiveness and real-time identification of student needs, leading to continuous literacy improvement and higher proficiency for third graders, in alignment with data-driven instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all secondary campuses. This training will focus on implementing high-quality instructional materials (HQIM), modeling effective teaching practices, and facilitating Collaborative Learning Community (CLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance literacy-focused collaboration and improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional leadership across campuses will facilitate effective literacy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Reading Language Arts through consistent implementation of data-responsive learning communities and district-aligned instructional plans.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a K-12 Writing Framework: Implement a district-wide writing framework to ensure coherent and consistent writing instruction. This vertically aligned approach will promote students' ability to articulate and synthesize knowledge across disciplines. The framework will be deployed, monitored, and evaluated as part of a comprehensive Reading Language Arts (RLA) plan, ensuring alignment with district goals and TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved literacy engagement through regular, cross-disciplinary writing practices that promote critical thinking and support STAAR readiness, leading to improved reading and writing proficiency outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Integrate AI-Powered Writing Feedback Tools: Implement technology that offers personalized feedback on writing assignments, enabling teachers to coach students toward consistent practice and improvement. This approach will leverage frequent districtwide writing opportunities, encouraging regular writing practices across the curriculum and promoting skill development.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced literacy engagement and proficiency through personalized feedback, promoting improved writing skills and preparing students to meet or exceed grade-level expectations on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Foundations (RLA) - Data show that only 44% of 3rd graders and 51% of 6th graders achieved 'Meets' grade level performance on the STAAR Reading Language Arts assessment, indicating a consistent struggle to reach proficiency in foundational literacy skills as students progress through key grades.</p>

**Goal 4:** Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams to 56% by 2030 (2024-2025 target: 31%).

**Performance Objective 1: Foundations**

**High Priority**

**Evaluation Data Sources:** CBAs, MAP, i-Ready, and STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a Comprehensive 6th-Grade Mathematics Plan: Develop, monitor, and evaluate a district-wide plan aligned with state standards that employs purposefully crafted instructional materials. This plan will incorporate scaffolded instruction and a gradual release approach, providing structured support to help students master complex mathematical concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved proficiency, at Meets Grade-Level and Above, in third-grade STAAR results. Consistent improvement in problem-solving skills and conceptual understanding, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a Data-Informed Numeracy Framework: Create a structured framework incorporating assessments with STAAR 2.0-formatted items which are aligned to the TEKS. Assessments include formative assessments, common assessments, and predictive modeling, to support responsive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced instructional effectiveness and real-time identification of student needs, leading to improved problem-solving skills, deeper conceptual understanding, and higher proficiency for sixth graders, in alignment with data-driven instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all secondary campuses. This training will focus on implementing high-quality instructional materials (HQIM), modeling effective teaching practices, and facilitating Collaborative Learning Community (CLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance numeracy-focused collaboration and improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional leadership across campuses will facilitate effective numeracy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Mathematics through consistent implementation of data-responsive learning communities and district-aligned instructional plans.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Foundations (Math) - STAAR assessment data reveal that 42% of 3rd graders and 26% of 6th graders met the 'Meets' grade level in Mathematics, pointing to a downward trend in math proficiency as students advance from early to middle grades.</p>

**Goal 5:** Increase the percentage of all graduates meeting College, Career, and Military Readiness (CCMR) standards to 96% and increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards by exam only to 60% by 2030 (2024-2025 target: 33%).

**Performance Objective 1: Pathways**

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Texas Success Initiative (TSI) Assessments (SAT, ACT, TSIA-2), Texas College Bridge, Industry-Based Certifications, AP/IB Exams, Dual-Credit Hours Earned, Level I/II Certificates, Associates Degrees, Work-force Readiness (SPED)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop Structured Texas Success Initiative (TSI) Preparation Programs: Establish comprehensive pathways for TSI readiness in Reading Language Arts and Mathematics. This initiative will provide targeted instruction and support, utilizing a scaffolded approach that incorporates instructional resources, advisory services, preparation programs, and teacher-specific interventions to help students meet college-readiness benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased rates of students meeting Texas Success Initiative (TSI) benchmarks in Reading Language Arts and Mathematics, reflecting enhanced college readiness. This improvement will result from explicit support integrated into the district-adopted curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Department of Innovation</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a Comprehensive CCMR Monitoring Dashboard: Deploy a centralized tracking system to monitor College, Career, and Military Readiness (CCMR) indicators across all fourteen student groups in the Closing the Gaps Domain of the school accountability system. This dashboard will enable district leadership and campus CCMR teams to identify readiness gaps early and develop targeted action plans to support student preparedness.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved College, Career, and Military Readiness (CCMR) across all student groups by using the CCMR Dashboard for student tracking and campus planning. This strategy aims to close readiness gaps and support diverse pathways to success through proactive interventions before graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Innovation, Counseling, RAAD, Data Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align Career and Technical Education (CTE) Programs with Industry Standards: Conduct comprehensive programmatic reviews of CTE pathways to ensure they meet current industry requirements. Implement continuous progress monitoring for pathway concentrators and completers to align with completion goals, equipping students with relevant skills and certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attainment of industry-based certifications through streamlined Career and Technical Education (CTE) programs, enhancing student completion rates and workforce readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, CTE, Counseling</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Establish Collaborative Partnerships to Enhance College, Career, and Military Readiness (CCMR): Develop a network of support by partnering with organizations and higher education institutions to promote CCMR standards and postsecondary options through GO Centers. This initiative aims to provide students with resources and guidance to explore various pathways, thereby enhancing their readiness for life after high school. Incorporate student survey feedback to ensure the initiatives are aligned with student needs and preferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced awareness of College, Career, and Military Readiness (CCMR) standards among students and families, leading to increased engagement with GO Center activities and resources, and improved access to postsecondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership and Counseling</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support Early College Programs in Meeting TEA Outcomes-Based Measures: Assist Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH) programs in achieving Texas Education Agency (TEA) Outcomes-Based Measures as outlined in their respective blueprints. This support includes recruiting target student populations, providing professional development for cohort teachers, and establishing robust support systems for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student enrollment in Early College programs, leading to higher attainment of dual credit hours, Level I and II certificates, and associate degrees.</p> <p><b>Staff Responsible for Monitoring:</b> Department of Innovation, Teaching and Learning, CTE, Executive Directors of Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

**District Processes & Programs**

**Problem Statement 1:** Pathways - Despite a strong CCMR rate of 92% for the Class of 2023, only 34% met the TSI benchmark by exam through TSIA2, SAT, or ACT, highlighting a notable gap in achieving college readiness indicators through standardized exams.

**Goal 6:** Eliminate all D-rated and F-rated campuses by 2030 (2024-2025 target: 22% of campuses).

**Performance Objective 1:** Excellence

**High Priority**

**Evaluation Data Sources:** CBAs, MAP, i-Ready, STAAR, CCMR, Graduation Rates, TELPAS, A-F Accountability Ratings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct Comprehensive Campus Risk Load Analysis: Perform an in-depth analysis to assess campus-specific risk factors beyond traditional indicators, such as economic disadvantage, and determine the intensity of these risks compared to district averages.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance across campuses in the A-F accountability system through a more targeted response to individual campus needs.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, and RAAD</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Prioritize Allocation of District Instructional Support Staff to High-Need Campuses: Assign district instructional support staff, including Instructional Design Facilitators (IDFs), Sheltered Instruction Specialists, Early Literacy Support Teachers (EL-STs), Language Proficiency Assessment Committee (LPAC) leads, and Instructional Support Teachers (ISTs), to provide focused coaching, modeling, and support in Professional Learning Communities (PLCs).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement, particularly in STAAR-tested subjects, through targeted instructional support at campuses with the highest needs.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Deliver Targeted Instructional Leadership Training and Coaching for Priority Campuses: Provide leadership training and coaching, utilizing partners such as TK Consulting and Lead4ward, with an emphasis on data-informed practices, formative feedback protocols, and the development of culturally responsive collaboration and team-building skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school accountability ratings through enhanced instructional leadership and strategic data practices at high-need campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, and RAAD</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement Focused Instructional Support with High-Frequency Observations: Conduct frequent classroom observations to provide targeted support in literacy and mathematics, with a focus on building teacher capacity and refining instructional strategies in these critical areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance, with a focus on STAAR-tested grades and subjects, through continuous and specific instructional support.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Data-Driven Interventions for Addressing Foundational Gaps: Use data to identify and address foundational learning gaps among struggling students, applying tailored interventions to improve skills in targeted areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic growth and proficiency in specific skill areas, contributing to overall improvement in accountability ratings.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, and MTSS</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Develop and Implement a Comprehensive Parent Engagement Program: Create a districtwide parent engagement initiative to support at-home learning, providing resources and strategies to families that align with classroom instruction and encourage academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance and student growth through strengthened home-school partnerships that support continuous learning outside of the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching and Learning, Family and Community Engagement</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Excellence - Inconsistency in accountability ratings among campus peer groups points to disparities in performance; for example, 26% of campuses are currently rated as D or F, reflecting varied levels of success in meeting district and state standards.</p>

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Guidance and Counseling			
Child Abuse and Neglect	Guidance and Counseling			
Coordinated Health Program	<a href="https://garlandisd.net/about/coordinated-school-health">https://garlandisd.net/about/coordinated-school-health</a>			
Decision-Making and Planning Policy Evaluation	Round Table			
Disciplinary Alternative Education Program (DAEP)	Student Services			
Dropout Prevention	Student Services			
Dyslexia Treatment Program	Dyslexia Department - <a href="https://garlandisd.net/programs-services/dyslexia">https://garlandisd.net/programs-services/dyslexia</a>			
Title I, Part C Migrant	Student Services			
Pregnancy Related Services	CTE			
Post-Secondary Preparedness	Office of Innovation			
Recruiting Teachers and Paraprofessionals	Human Resources			
Student Welfare: Crisis Intervention Programs and Training				
Student Welfare: Discipline/Conflict/Violence Management	Guidance and Counseling			
Texas Behavior Support Initiative (TBSI)	S4			

Title	Person Responsible	Review Date	Addressed By	Addressed On
Technology Integration	Technology			
Job Description for Peace Officers, Resource Officers & Security Personnel	Safety & Operations			

# Addendums



## **Garland ISD Improvement Plan Addendum: State and Federal Mandates**

### **Methods For Addressing Needs Of Students For Special Programs**

- Early Mental Health Intervention And Suicide Prevention (District Only - Hb 1386)
- Conflict Resolution Programs [Tec 11.252(3)(B)]
- Drug And Violence Prevention And Intervention [Tec 11.252(3)(B)]
- Dyslexia Treatment And Accelerated Reading Program [Tec 11.252(A)(3)(B)]
- Pregnancy-Related Services (Tea Addendum)
- Provisions To Improve Services To Gifted/Talented (G/T) Students (Tec 11.251-11.253)
- Supplemental Services To Homeless Students [20 Usc 6313(C)(3)]
- Transportation To Foster Students [Essa 1112 (C)(5)(B)(I)]



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Discipline Management Programs

Discipline Management Programs; Sexual Harassment Policies and Procedures: [FO\(LEGAL\)](#), [FO\(LOCAL\)](#), [FFH\(LEGAL\)](#), [FFH\(LOCAL\)](#), [FFH\(EXHIBIT\)](#)

Bullying Prevention Policies and Procedures: [FFI\(LEGAL\)](#) & [FFI\(LOCAL\)](#)

Provide discipline Management Programs, including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. [TEC 11.252]

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
Review discipline data to determine trends and develop appropriate training	Principal	Training provided based on campus need
Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyberbullying.	Principal	Decrease in cyberbullying incidents
School counselors will increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction.	School Counselor	Decrease in bullying incidents
Encourage students, parents or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	Principal	Information regarding reporting procedures distributed to parents
Teachers and staff members are trained in the GISD bullying reporting protocol.	Principal	Teachers attend training and are familiar with procedures
GISD staff conducts anti-bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	Guidance and Counseling Department and School Counselor	Bullying workshops are attended and lead to decrease in bullying incidents



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Sexual Abuse, Mistreatment of Children, Mental Health Intervention and Suicide Prevention

Discipline Management Programs; Sexual Harassment Policies and Procedures: [FO\(LEGAL\)](#), [FO\(LOCAL\)](#), [FFH\(LEGAL\)](#), [FFH\(LOCAL\)](#) & [FFH\(EXHIBIT\)](#)

Dating Violence Policies and Procedures; Educational Materials and Resources: [FFH\(LEGAL\)](#) & [FFH\(LOCAL\)](#)

Bullying Prevention Policies and Procedures: [FFI\(LEGAL\)](#) & [FFI\(LOCAL\)](#)

Addressing Sexual Abuse and Other Maltreatment of Children Policies and Procedures: [FFG\(LEGAL\)](#) & [FFG\(LOCAL\)](#)

Trauma-Informed Care Policy: [FFBA\(LEGAL\)](#) & [FFBA\(LOCAL\)](#)

Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention Policies and Procedures: [FFB\(LEGAL\)](#), [FFB\(LOCAL\)](#) & [FFB\(REGULATION\)](#)

<b>Strategy</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students.	Guidance & Counseling and School Counselor	Staff is aware of child abuse recognition and reporting requirements
Provide training on methods for addressing the needs of students, including suicide prevention programs and early mental health intervention.	Guidance & Counseling and School Counselor	Staff is aware of methods for addressing mental health issues, including suicide prevention
Provide age-appropriate classroom instruction to educate students on suicide prevention, including warning signs and anonymous reporting procedures.	Guidance & Counseling and School Counselor	Student awareness is increased.



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

**Discipline Management Programs; Sexual Harassment Policies:** [FO\(LEGAL\)](#), [FO\(LOCAL\)](#), [FFH\(LEGAL\)](#), [FFH\(LOCAL\)](#) & [FFH\(EXHIBIT\)](#)

Addressing Sexual Abuse and Other Maltreatment of Children: [FFG\(LEGAL\)](#) & [FFG\(LOCAL\)](#)

Trauma-Informed Care Policy: [FFBA\(LEGAL\)](#) & [FFBA\(LOCAL\)](#)

Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: [FFB\(LEGAL\)](#), [FFB\(LOCAL\)](#) & [FFB\(REGULATION\)](#)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	Community Liaisons	Support for campuses (awareness)
Prepare age-appropriate instruction, counseling, and/or presentations to students in conjunction with drug awareness education information.	Guidance & Counseling Department, School Counselors, SROs	Student awareness is increased
Coordinate with the Garland, Rowlett and Sachse Police Departments and/or other various local organizations to host community drug and alcohol awareness events.	Guidance & Counseling Department, SROs	Coordination between organizations leads to increased awareness
The Guidance and Counseling department utilizes character education in schools as an avenue for providing instruction to students in the following areas: motivation to achieve, responsible decision-making, interpersonal skills, self-awareness, and kindness.	Guidance & Counseling Department, School Counselor	Character Education programs are implemented on campuses
Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-11. Identified students will receive an appropriate dyslexia program, utilizing a curriculum based on student needs and delivered using multisensory methods that are systematic and sequential and meets the criteria of the Texas Dyslexia Handbook, 2018. The program used is implemented with fidelity as required by the curriculum and is provided four days/week for 60 minutes or five days/week for 45 minutes.	Asst Director Special Education	Dyslexia programs provide appropriate services to identified students
Provide pregnant or parenting students access to parenting skills classes, career training, and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	CTE	Pregnant or parenting students can access necessary support services



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

Provide a child care center specifically designed to care for newborn infants until they are old enough to move to a regular child care setting.	CTE	Parenting students can return to school
Ensure that teachers of record for identified gifted/talented (G/T) students meet state-mandated training requirements and differentiate instruction to meet student needs per the District's G/T service design.	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs
Provide homeless students with supplemental materials and services: school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services
Provide transportation services to students in foster care.	District Foster Care Liaison	Students are provided transportation services



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Harassment and dating violence [TEC 37.001]

Sexual Harassment Policies: [FO\(LEGAL\)](#), [FO\(LOCAL\)](#), [FFH\(LEGAL\)](#), [FFH\(LOCAL\)](#) & [FFH\(EXHIBIT\)](#)

Addressing Sexual Abuse and Other Maltreatment of Children Policies: [FFG\(LEGAL\)](#) & [FFG\(LOCAL\)](#)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
Provide instruction on conflict resolution and healthy relationships to all middle and high school students to engage, educate, and empower students to prevent unhealthy relationships and decrease teen dating violence.	School Counselors	Student and Staff awareness is increased
Counselors will provide counseling and/or refer students to local community agencies when needed.	Guidance & Counseling Department and School Counselor	Information is distributed to parents
Increase staff awareness and recognition of issues regarding teen dating violence abuse of children through training that covers prevention techniques and options for affected students.	Guidance & Counseling Department and School Counselor	Staff is aware of child abuse recognition and reporting requirements



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Highly Effective Teachers

Recruit and retain highly effective teachers and ensure that instruction will be provided by certified teachers, per district standards.

<b>Strategy</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	HR	Pools of candidates are created.
Increase minority candidates for positions that more adequately reflect the student population.	HR and Principal	The number of minority candidates interviewed and hired increases.
Provide ongoing training and development for mentors (current Project GOAL program).	HR	Training is provided for mentors.
Principals assign a veteran teacher on the campus to “mentor” the first-time teachers. Additional mentor resources are also available at the district level.	Principal	First-time teachers are provided with an adequate level of campus and district support.
During the school year, regular staff development activities are scheduled for first-year and veteran staff members.	HR/Principal	Staff development activities are held throughout the school year.
Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.	HR	The district promotes internal candidates.



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Texas Behavior Support Initiative

Training for Texas Behavior Support Initiative (TBSI) relates to the instruction of students with disabilities and is designed for educators who work primarily outside special education.

<b>Strategy</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Each campus has several members serving on a CORE Team (an administrator, a general education teacher, and a special education teacher are required).	Principal Special Education Department	Each campus has a full CORE team.
CORE Team members must attend the Nonviolent Crisis Intervention (NVC) training and complete the Texas Behavior Support Initiative (TBSI) modules.	Principal Special Education Department	CORE team members attend training.
CORE Teams will observe and provide support in a crisis.	Principal Special Education Department	CORE team members can provide appropriate support.



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Post-Secondary Readiness

Strategies for providing to students, teachers, counselors, and parents information about: Higher education admissions and financial aid opportunities, TEXAS grant program, Teach for Texas grant programs, The need for students to make informed curriculum choices to be prepared for success beyond high school, Sources of information on higher education admissions and financial aid. [TEC 11.252(4)]

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD website and GO Centers provide information about college and career planning, financial aid opportunities, career exploration, and other helpful information related to college and career.	Advanced Academics and Guidance & Counseling Department	Website scholarship page is kept current and updated.
Provide FAFSA/TASFA workshops to assist students and parents in completing the application for financial aid.	Guidance & Counseling Department and School Counselor	Students and parents complete the FAFSA.
Scholarship announcements are made through the campus Go Centers and district website as they become available during the school year.	Guidance & Counseling Department and School Counselor	Students are made aware of scholarships.
Provide an opportunity for high school juniors, seniors, and their parents to meet with representatives from more than 100 participating colleges and the military to discuss admissions.	Guidance & Counseling Department	College fair is provided for students and parents.



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Title I, Part C, Migrant Education Program

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD will provide identified migrant students with instructional support services such as tutoring, summer school, intervention and/or credit recovery.	FACE/Student Services Region 10	Migrant students are provided with educational services.
GISD staff will ensure migrant students and parents receive timely information about graduation requirements and post-secondary opportunities.	FACE/Student Services Region 10	Migrant students and parents are aware of graduation requirements and post high school opportunities.
Improve communication with parents of migrant students, informing families of resources and services available to meet students' educational, health, and emotional needs.	FACE/Student Services Region 10	Migrant students and parents are referred to resources for services to help meet their needs.



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Dropout Prevention

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
Provide comprehensive staff development for school personnel so that they may recognize environmental, familial, economic, social, developmental and psychosocial factors that may contribute to a student's failure to complete high school.	Student Services	Training provided.
Provide appropriate in-school curricular and non-curricular programs and services to identify at-risk students and students who manifest recognized dropout predictors or characteristics.	Campus Staff	At-risk students are members of in-school curricular and non-curricular programs.
Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and available services.	Student Services	Media assists in awareness.
Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collecting, organizing, maintaining, and disseminating at-risk student data.	Student Services	Centralized system is created and utilized for the dissemination of at-risk student data.
Provide students with academic alternatives to dropping out through grade recovery, cycle recovery, credit recovery, online courses, summer school, and non-traditional options.	Office of Innovation	Students who experience failure complete recovery efforts.



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Coordinated School Health

Include any coordinated school health activities and their evaluation in the campus improvement plan and methods to ensure that students participate in the required physical activity and any other activity recommended by the School Health Advisory Council. [TEC 11.253(d3)(10)]

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute).
Health services are provided for students by qualified professionals such as physicians, nurses, dentists, and other allied health personnel from within the school and the community to assess, protect, and promote health.	Nurses	Clinic Services provide health services.
School Nutrition Services offers students a variety of nutritious and appealing meals that accommodate all students' health and dietary needs.	Student Nutrition Services	Students are served nutritious meals.
Counselors provide services to students to improve mental, emotional, and social health. This includes individual and group counseling and referrals.	Guidance & Counseling Department and School Counselor	Students are provided with appropriate counseling services or are given referrals to services.
Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all the coordinated school health activities during the school year.	Principal District Health/Physical Education Coordinator	Campus CSH calendars are turned in to the Health/Physical Education Coordinator before the end of the first six weeks. A recap of activities is submitted during the last six weeks of each school year.
Incorporate staff wellness on campus and promote District employee wellness activities throughout the year.	Principal Employee Wellness Campus Wellness Teams	Employee Wellness implements the District Health Improvement Plan, which includes activities and initiatives for employees throughout the year, such as yearly evaluation and tracking.



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Region 10 ESC Migrant Education Program PSF/Migrant Plan of Action

#### Title 1, Part C Migrant

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
Send surveys to identify migrant students in the district.	Title 1, Part C	Region 10, Student Services	100% Compliance



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### Title I, Part A Program

#### 62 Campuses

##### **TASK 1. Title I Program**

[Goal 1:](#) Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

[Goal 2:](#) Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.

[Goal 3:](#) Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

[Goal 4:](#) Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

[Goal 5:](#) Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

[Goal 6:](#) Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
Participate in training to ensure compliance with EDGAR requirements.	Title I: Task 1.1	Grants Dev. Director	100% compliance
Provide Title I documentation training and oversight to campus administrators and conduct campus audits as needed using Title I Crate.	Title I: Task 1.1	Grants Dev. Director	100% compliance
Assist and support campus and district staff in properly budgeting, monitoring, and documenting the use of Title I funds.	Title I: Task 1.1	Grants Dev. Director	100% compliance
Provide training for teachers in improving teaching and learning in the classroom. (SAIL, Priority Campuses)	Title I: Task 1.1	Teaching & Learning Executive Directors of Leadership	Students improve their scores in state assessments



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### **TASK 2. Summer School**

[Goal 1](#): Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

[Goal 2](#): Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.

[Goal 3](#): Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

[Goal 4](#): Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

[Goal 6](#): Eliminate all D and F-rated campuses

<b>Strategy</b>	<b>Funding</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Provide enrichment opportunities for Title I students to prevent summer learning loss.	Title I: Task 2.1	Grants Dev. Director	Reduction in learning loss as evidenced by summer achievement data
Summer school teachers will write the curriculum for summer programs and attend program-related PD.	Title I: Task 2.2	Grants Dev. Director	Reduction in learning loss as evidenced by summer achievement data



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### **TASK 5. Instructional Programs (MTSS)**

[Goal 1](#): Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

[Goal 2](#): Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.

[Goal 3](#): Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

[Goal 4](#): Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

[Goal 6](#): Eliminate all D and F-rated campuses.

<b>Strategy</b>	<b>Funding</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Provide training for intervention specialists on effective teaching strategies or best practices to implement effective and timely assistance to students experiencing difficulty in the classroom.	Title I: Task 5.1	Assistant Director of MTSS	Students improve their scores in state assessments
Teachers will provide small group intervention and/or computer-based intervention to students in need of additional assistance (Branching Minds, Amplify).	Title I: Task 5.1	Assistant Director of MTSS	Intervention documentation, lesson plans



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### **TASK 6. College, Career, and Military Readiness**

[Goal 5](#): Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

<b>Strategy</b>	<b>Funding</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Teachers will plan lessons and utilize materials and curriculum to provide rigorous instruction and performance-based assessment in ELA and Math.	Title I: Task 6.1	Advanced Academics Admin	Increased student achievement
Teachers will use supplemental curriculum and resources to provide additional support to non-traditional AP students.	Title I: Task 6.1	Advanced Academics Admin	Increased student achievement



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### TASK 7. Homeless and Foster Care

[Goal 5](#): Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

<b>Strategy</b>	<b>Funding</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Provide resources to Homeless students – uniforms, transportation, school supplies, etc.	Title I: Task 7.1	Student Services Administrator	Students improve attendance and scores in state assessments
Provide transportation to students in Foster Care	Title I: Task 7.2	Student Services Administrator	Students improve attendance and scores in state assessments



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### **TASK 8. PNP**

[Goal 5](#): Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

<b>Strategy</b>	<b>Funding</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Region 10 Cooperative Membership Fees and Drawdown amounts for PNPs.	Title I: Task 8.1	Grants Dev. Director	100% compliance



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### **TASK 10. Professional Development**

[Goal 5](#): Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

[Goal 6](#): Eliminate all D and F-rated campuses.

<b>Strategy</b>	<b>Funding</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Campus and district staff will attend training designed to improve professional learning in the district.	Title I: Task 10.1 & 10.2	Digital Learning Coordinator	Improved integration of technology
Attend local, state, and national conferences to learn effective strategies and best practices for implementing technology in the classroom engagingly and innovatively.	Title I: Task 10.1 & 10.2	Digital Learning Coordinator	Teachers will incorporate strategies into lesson plans
Provide teacher training to improve teaching and learning through technology integration in the classroom.	Title I: Task 10.1 & 10.2	Digital Learning Coordinator	Students collaborate with peers, teachers, and experts in their communities and around the world and can share their experiences.



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### **TASK 12. Guidance & Counseling**

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

<b>Strategy</b>	<b>Funding</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
Deploy a network of support involving organizations and higher education institutions to promote CCMR standards and postsecondary options in GO Centers while fostering relationships that incorporate student survey feedback to enhance school climate and ensure initiatives are aligned with student needs and preferences.	Title I: Task 12.1	Guidance & Counseling	Increased understanding of CCMR standards and their importance for college and career readiness among students and families will lead to higher engagement in CCMR-related activities and resources at GO Centers, as well as improved postsecondary access.
Improve school/family partnerships that focus on prioritizing and developing strategies to address campus family engagement needs.	Title I: Tasks 12.2 & 12.3	Title I PI Facilitator Guidance & Counseling	Staff evaluations Parent surveys



## Garland ISD Improvement Plan Addendum: State and Federal Mandates

### **TASK 14. Parental Involvement**

[Goal 1](#): Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

[Goal 2](#): Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.

[Goal 3](#): Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

[Goal 4](#): Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

[Goal 5](#): Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

[Goal 6](#): Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
Provide parents with information regarding ways to partner with schools and support children social, emotional, and academic growth.	Title I: Tasks 14.1, 14.2, & 14.3	Title I PI Facilitator	100% of campuses have a Parent Involvement Policy discussed and agreed upon by campus committee representatives and parents  100% of campuses have School-Parent Compacts developed with and signed by parents  Increased number of parents attending parent meetings, parent-teacher conferences, parent training, and parent volunteers from the previous school year
Attend local, state, and national conferences to learn effective strategies for engaging and supporting families.	Title I: Task 14.1	Title I PI Facilitator	Staff evaluations
Improve school/family partnerships that focus on prioritizing and developing strategies to address campus family engagement needs	Title I: Task 14.1 & 14.2	Title I PI Facilitator	Staff evaluations Parent surveys



---

## BOARD OF TRUSTEES AGENDA

**Date:** November 19, 2024

**Presented By:** Dr. Melissa Hill, Executive Director, Elementary Teaching and Learning  
Coleman Bruman, Executive Director, Secondary Teaching and Learning

**Subject:** 2024-2025 HB3 Improvement Plans: Early Childhood Literacy & Math Proficiency (TEC §11.185) and CCMR (TEC §11.186)

### Action Item

**Executive Summary:**

House Bill 3 (HB 3) amended the Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR). The purpose of this presentation is to present updated Early Childhood literacy and math and college, career, and military readiness plans for trustee approval. The item will be submitted for approval at the November 19, 2024, Board of Trustees Meeting.

**Administrative Recommendations:**

Administration recommends approval.

**Recommended Motion for Action Items:**

Recommend to Approve the 2024-2025 HB3 Improvement Plans for Early Childhood Literacy and Math Proficiency and CCMR

**Financial Impact and Funding Source:**

N/A

GISD

# Unmatched

**House Bill 3:**

**Board Adopted Goals and Plans**

**Early Literacy & Math TEC §11.185**

**CCMR TEC §11.186**



# House Bill 3: Board Adopted Goals

**Statute and legal policy require school boards to adopt detailed plans developed by their management teams that contain specific, quantifiable goals in three areas.**

**1**

## **Early childhood literacy proficiency**

The percentage of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 44% in 2024 to 61% by 2030.

**2**

## **Early childhood math proficiency**

The percentage of students in grade 3 demonstrating early mathematics, as measured by Meets Grade Level performance on STAAR Mathematics, will increase from 42% in 2024 to 58% by 2026.

**3**

## **College, career, and military readiness**

The percentage of graduates that meet the criteria for CCMR will increase from 93% in August 2024 (Class of 2023) to at least 95% by August 2030 (Class of 2029).

# Early Childhood Action Plan Successes

- Grades 3 Reading STAAR English & Spanish Meets performance met or exceeded the state score
- Grades 3 Extended Constructed Response scores increased from last year and continued to exceed the state and region ECR scores
- Grade 3 Math STAAR English Meets & Masters performance was the same as the state score

# Early Childhood Action Plan: Literacy

## 24-25 Instructional Enhancements

- **Power TEKS**
  - Systematically aligns and refines high leverage TEKS to instructional learning plans, checkpoints, and CBAs
- **SAIL (Sheltered Approach for Improved Literacy)**
  - Program at 4 elementary schools Prek-3 helping young learners, especially those from low-income families close vocabulary and learning gaps
- **GISD Writing Pathway**
  - Aligns instructional language and methods to create a writing continuum beginning in kindergarten

# Early Childhood Action Plan: Math

## 24-25 Instructional Enhancements

- **GISD Fact Fluency Plan for grades 2-5**
  - established end of year goals for each grade level
  - timed fluency assessments to track growth
  - parent communication and resources provided
- **Enhanced GISD Learning Plans by adding:**
  - Formative Assessments in Seesaw
  - Vocabulary slides created in Spanish and Vietnamese
  - Revised Math Checkpoints aligned to STAAR

# Math & Reading Action Plan

## Campus Led Planning & PLCs

- D & F Campuses incorporate 2 45 minute PLCs for K-5 weekly
- PLCs include structured instructional planning and structured data meetings
- Planning sessions follow TLD designed framework
- Data meetings utilize protocols looking at student growth measures including: MAP, mClass, iReady, Checkpoints, CBAs, and STAAR
- Data driven decisions drive intentional planning

## District Led Instructional Planning

- TLD designed and led quarterly planning sessions
- D & F Priority Campuses
- K-5 by grade level and content area
- Supported by Instructional Coaches, administrators, and EDL IDFs
- Session includes unpacking the TEKS, modeling, lesson rehearsal, and collaboration

## District Led Curriculum Walks

- Weekly campus walks
- TLD monitoring alignment & student engagement level of curriculum execution
- TLD, campus administrators, and Instructional Coaches collaborate on observations
- Packaged to continue on campus



## **College, career, and military readiness**

The percentage of graduates that meet the criteria for CCMR will increase from 93% in August 2024 (Class of 2023) to at least 95% by August 2030 (Class of 2029).

# **College, Career & Military-Ready Plan**

# **GISD: The Unmatched CCMR Leader**

**PROJECTED 94%\* of  
graduating Class of 2024  
met at least one CCMR  
indicator (92% of Class of  
2023)**

<b>Closing the Gaps Domain</b>		
<b>Student Group</b>	<b>Target</b>	<b>Class of 2024</b>
<b>African American</b>	47%	<b>93%</b>
<b>Hispanic</b>	60%	<b>94%</b>
<b>White</b>	71%	<b>95%</b>
<b>American Indian</b>	58%	<b>100%</b>
<b>Asian</b>	84%	<b>98%</b>
<b>Two or More Races</b>	63%	<b>93%</b>

# **GISD: The Unmatched CCMR Leader**

**PROJECTED 94%\* of  
graduating Class of 2024  
met at least one CCMR  
indicator (92% of Class of  
2023)**

<b>Closing the Gaps Domain</b>		
<b>Student Group</b>	<b>Target</b>	<b>Class of 2024</b>
<b>Special Education (C)</b>	<b>64%</b>	<b>89%</b>
<b>Special Education (F)</b>	<b>45%</b>	<b>90%</b>
<b>Economically Disadvantaged</b>	<b>56%</b>	<b>93%</b>
<b>Emergent Bilingual</b>	<b>51%</b>	<b>92%</b>
<b>Continuously Enrolled</b>	<b>67%</b>	<b>96%</b>

# CCMR Action Plan

## TSI Tier 1 Success Plan

### Reading Language Arts

- Structured Writing Pathway
- English III with SAT Khan Academy
- English IV with TSI Edgenuity Virtual Tutor

### Math

- Alg I, Geo, and Alg II embedded materials
- Algebraic Reasoning and AQR with TSI Edgenuity Virtual Tutor

### Advanced Academics

- TSI Teacher Based Response
- TSI Success Coaches
- Advisory Recommendations for Supplemental Resources
- SAT/ACT Resources

## District and Campus Action Planning

### District Leadership

- CCMR Dashboard with CC Solutions
- Guidance & Counseling for student college and career planning

### Campus Leadership

- Individual Campus Plans & Goals
- CCMR College Administrator leads campus actions for implementation in identified courses.
- CCMR Career Administrator leads campus actions related to certifications and military readiness.
- Intentional scheduling of students in advisory, prep courses, interventions, and courses

## CTE Program Alignment

### Accountability Reminders

- Prior to 2025...
- Class of 2025 - Earn IBC + pass 2 or more CTE courses
- Class of 2026 and beyond - Earn IBC + earn 4 CTE credits

### CTE Programs

- Programmatic review for completers
- CTE membership on the transcript audit team for seniors.
- Planning for Junior Audit
- Continual progress monitoring:
- CTE Enrollment
- CTE Course Failures
- CTSO Participation
- IBC Testing Calendars
- IBC Earned

**Questions?**



## BOARD OF TRUSTEES AGENDA

Date: November 19, 2024

Presented By: Coleman Bruman, Executive Director, Secondary Teaching and Learning  
Dr. Tiffany Gilmore, Executive Director, Guidance & Counseling

Subject: Recommended 2025-2026 New Secondary Course Offerings

### Action Item

#### **Executive Summary:**

During this agenda item, school trustees will receive information regarding the new course offering process and recommended new course offerings for the 2025-2026 school year. As required by EH(LOCAL), all courses of study to be added or deleted and any basic alteration of course content must be reviewed by the Superintendent or designee annually, and recommendations shall be submitted to the Board for approval. Course offerings for secondary students shall be listed each year in the middle and high school course guides and supplementary course bulletins for magnet programs.

Current course guides are maintained on the District's website:  
<https://www.garlandisd.net/content/course-guides>

The following information is included for your review:

- a draft copy of the presentation;
- graphical display of the course request process updated September 2024;
- 2025-2026 choice of subject timeline that shows the process of translating course offerings into student course selections and class schedules for the upcoming year and
- Course request forms are required for each new course being requested.

The course request forms provide Trustees with preliminary insights into potential staffing and budget impacts of new course additions, as well as justifications for course additions and implications for replacing other outdated courses. We believe these forms provide Trustees with the information necessary to assist with making informed decisions about the adoption of new courses.

#### **Administrative Recommendations:**

Administration recommends approval.



## **BOARD OF TRUSTEES AGENDA**

**Recommended Motion for Action Items:**

Move to approve the Recommended 2025-2026 New Secondary Course Offerings as presented to the Board of Trustees.

**Financial Impact and Funding Source:**

TBD

# Recommended 2025-2026 New Course Offerings

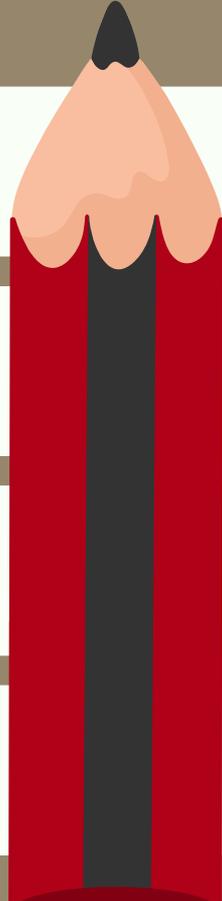
Presentation to GISD School Board  
November 12, 2024

Coleman Bruman, Executive Director of Secondary Teaching and Learning  
Dr. Tiffany Gilmore, Executive Director of Guidance & Counseling





# Course Request Committee



**Coleman Bruman**

Executive Director,  
Secondary Teaching & Learning

**Dr. Tiffany Gilmore**

Executive Director, Guidance & Counseling

**Dr. Tanya Vargas Ramos**

Executive Director,  
Student Support and Specialized Services

**Carmen Blakey**

Director, Career & Technical Education

**Joseph Figarelli**

Director, Fine Arts

**Christi Allen**

Assistant Director, Office of Innovation

**Amy Montgomery**

Director, Data & Administrative Systems

**Kathryn Kulka**

Facilitator, Data & Administrative Systems



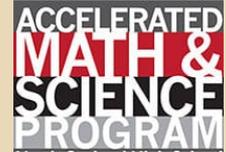
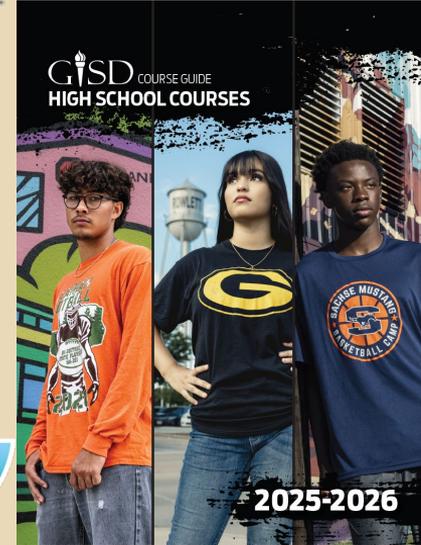
# Why new courses?

## Board Policy EH (LOCAL)

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

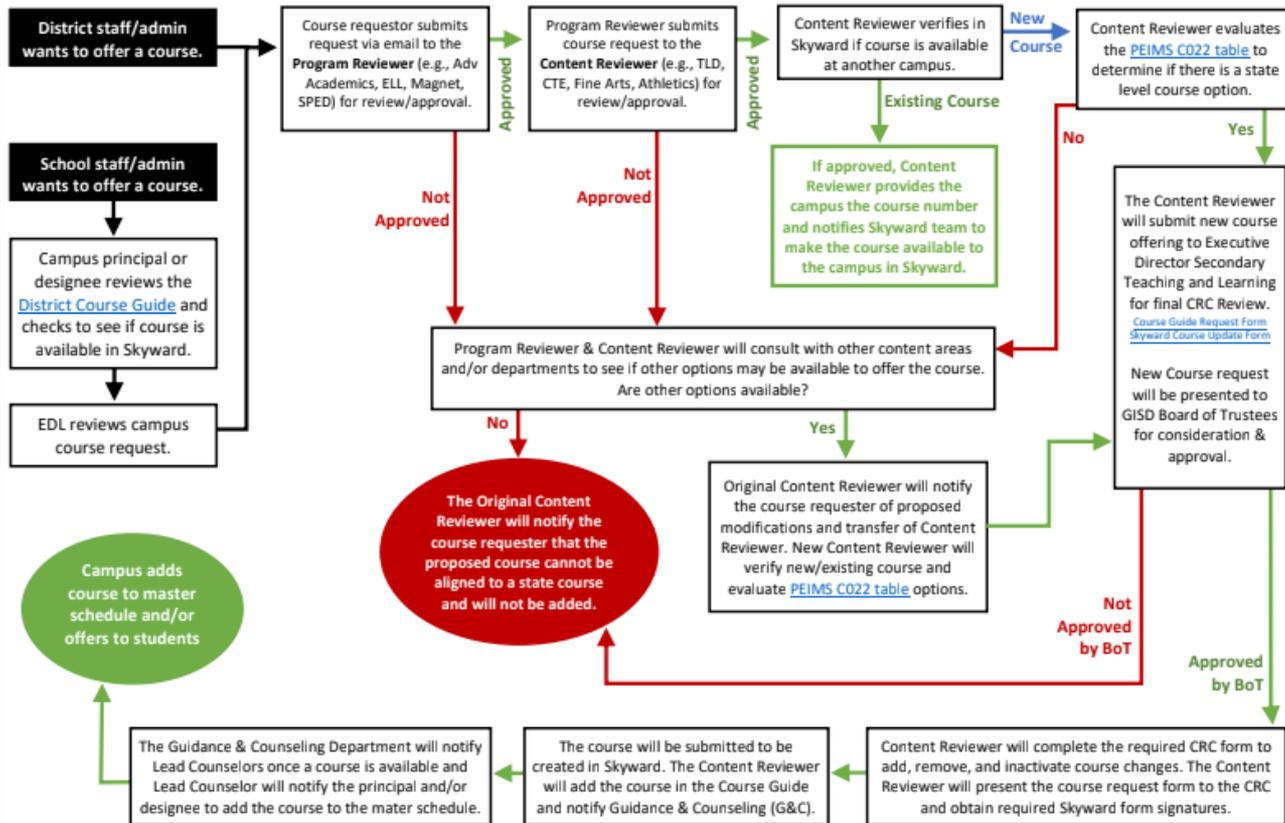


TEXAS  
EARLY COLLEGE  
HIGH SCHOOL



# Garland ISD Course Request Process

## Course Review Committee (CRC)



# Course Request Process

# Fine Arts Requests for 25 -26

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

Course Title (PEIMS course code)	Grade Level	HS Credits	GPA Level	School	Anticipated Staff Cost	Anticipated Instructional Materials Cost
Technical Theatre II: Costume Construction (PEIMS #03252900)	9-12	0.5	R - Regular (2)	HS	\$0-use current staff	\$0-use existing resources
Technical Theatre III: Advanced Costume Construction (PEIMS #032523000)	10-12	1.0	R - Regular (2)	HS	\$0-use current staff	\$0-use existing resources
Technical Theatre IV: Advanced Costume Construction (PEIMS #032523100)	10-12	1.0	R - Regular (2)	HS	\$0-use current staff	\$0-use existing resources
Technical Theatre III: Make-up for Theatre (PEIMS #032523300)	10-12	1.0	R - Regular (2)	HS	\$0-use current staff	\$25.00 per student (projected)
Technical Theatre IV: Make-up for Theatre (PEIMS #032523400)	10-12	1.0	R - Regular (2)	HS	\$0-use current staff	\$25.00 per student (projected)

\*indicates course that may not fall within any of the subject areas listed in the foundation and enrichment curricula, but authorized by TEA through the [Innovative Course](#) process.

# Special Education Requests for 25

-26

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

Course Title (PEIMS course code)	Grade Level	HS Credits	GPA Level	School	Anticipated Staff Cost	Anticipated Instructional Materials Cost
Accelerated Literacy and Language I (PEIMS #84000205)	9-12	0.5	NGP - No Grade Points	HS	\$0-use current staff	\$0-use existing resources
Accelerated Literacy and Language II (PEIMS #84000206)	9-12	0.5	NGP - No Grade Points	HS	\$0-use current staff	\$0-use existing resources
Accelerated Literacy and Language III (PEIMS #84000207)	9-12	0.5	NGP - No Grade Points	HS	\$0-use current staff	\$0-use existing resources

\*indicates course that may not fall within any of the subject areas listed in the foundation and enrichment curricula, but authorized by TEA through the [Innovative Course](#) process.



# Recommended 2025 -2026 New Course Offerings ...

Questions?

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