Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, February 24, 2026

Agenda

5:00 PM

I. Call to Order and Determination of a Quorum
II. Pledges of Allegiance — **Student Leaders, Garland High School** 4
III. Public Hearing
A. Conduct 2024-2025 Annual Performance Report Public Hearing — **Veronica Salgado Joyner** 5
IV. Public Forum: Members of the public who wish to make comments must complete the Public Comment Participation Request Form online no later than 4:00PM the day before the meeting date indicated in the posting notice. Comments may be read aloud at the meeting by a designated speaker; or the requestor may come in person to the meeting and deliver comments themselves. In addition, comments must be limited to issues that can be presented in a public forum and directly related to the posted agenda topics. 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 forum procedures, please review the Public Forum Procedures at the following link: https://garlandisd.net/about/board-trustees/public-forum-procedures.
V. Information Items
A. Evidence of Excellence
1. Recognize PTA Reflections State-Level Competition Students — **Jose Mata** 240
B. Special Recognition
1. Recognize Leadership Garland Class 45 — **Jose Mata** 242
2. Recognize City of Garland, City of Rowlett and City of Sachse Leadership and Staff — **Jason Wheeler** 243
C. Receive Intruder Detection Audit Report for February 2026 — **Mark Quinn** 244
VI. Discussion Items
A. Trustees' Report 245
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 252
C. Future Agenda Items 253
VII. Consent Agenda - Consider approval of
A. Human Resources Report — **Dr. Gradyne Brown** 254
B. Board Meeting Minutes — **Mechelle Hogan** 260
C. Consider Approval of District of Innovation Updated Plan with Proposed & Removed Amendments — **Jacob Nunez** 301
D. Consider Approval of Library Resources — **Michael Ruiz** 319
E. Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year – **Elisa Cordova-Long** 509
F. Consider Approval of East Texas A&M University and Garland ISD Teacher Residency Program Agreement – **Dr. Gradyne Brown** 514
G. Consider Approval of HB2 Delayed Compliance Plan for Teacher Certification – **Dr. Gradyne Brown** 528
H. Consider Approval of Resolution Allowing Compensation for Staff Members Due to Time Missed During Inclement Weather Days – **Dr. Gradyne Brown** 534
I. Consider Approval of University of North Texas and Garland ISD Teacher Residency Program Agreement – **Dr. Gradyne Brown** 537
J. Consider Approval of the Mutual Aid Agreement for Complex Emergency Response and Investigation Planning with Department of Public Safety (DPS) and Dallas County – **Dr. Shelley Garrett** 545
K. Consider Approval of the Naming of the Rowlett High School Baseball Concession Stand to Archer's Snack Shack – **Javier Fernandez** 550
L. New Bids
1. Contract#68-26-02 - Consider Approval of Purchase of Charter Transportation Services – **Mark Booker** 555
2. Contract#141-27 — Consider Approval of Purchase of Commodity Processing for Student Nutrition Services (SNS) – **Mark Booker, Jennifer Miller** 557
M. Modification to Awarded Bids
1. Contract#341-21-01 - Consider Approval of Modification to Translation and Interpretation Services – **Mark Booker, Jason Wheeler** 559
2. Contract#341-25 — Consider Approval of Modification to Translation and Interpretation Services – **Mark Booker, Jason Wheeler** 560
VIII. Action Item (Non Consent)
A. New Bids
1. Contract# 344-26 - Consider Approval of Purchase of Library Books and Materials Catalog — **Mark Booker, Jeanine Boyett** 561

2. Contract# 344-26-04 - Consider Approval of Purchase of Library Books and Materials Catalog — **Mark Booker, Jeanine Boyett** 563
B. Consider Approval of TASB Update 126 Local Policies — **Lisa Ray** 565
C. Consider Approval of Resolution Regarding a Period of Prayer and Reading of Religious Text During the School Day — **Dr. Ricardo Lopez** 630
D. Consider Approval of Joint Elections Contract with Dallas County Elections Department — **Mechelle Hogan** 633

IX. 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 551.074, 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.

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

XI. Adjournment

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 2/24/26

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

Subject: Student Pledges – February 2026

Information Item

Executive Summary:

Three student leaders from South Garland High School will be reading the pledges at the Tuesday, February 24 Garland ISD School Board meeting.

- NIA HENRIQUEZ
- MALAIYA OSBORNE
- SHAMEYUN ROCKWELL

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Veronica Salgado Joyner, Executive Director of Research, Assessment, and Accountability

Subject: 2024-2025 Annual Performance Report

Action Item

Executive Summary:
The purpose of this presentation is to provide the Board of Trustees with the statutorily required information related to the 2024-2025 District's annual academic performance reporting and related accountability outcomes. The information aligns with state statutory requirements governing district performance reporting and is intended to support trustee understanding, transparency, and informed governance as the District prepares for formal public disclosure.

The presentation offers a high-level overview of district and campus performance indicators, progress toward established goals, and required reporting elements included in the Texas Academic Performance Report (TAPR).

Additional documents in Trustee's board packet include:

- 2024-2025 Texas Academic Performance Report Guidelines (TEA generated)
- Texas Academic Performance Report
- Special Education Determination Status (district only on TAPR)
- Comprehensive TAPR Glossary (TEA generated)
- PEIMS Financial Standards Reports (2023-2024 Financial Actuals Reports)
- District Accreditation Status
- Campus Performance Objectives (district only in packet)
- Report on Violent or Criminal Incidents
- Student Performance in Postsecondary Institutions
- Progress Toward Meeting HB3 Goals

This Academic and District Affair Committee presentation serves as a precursor to a Texas Education Code §39.306 required public hearing, which will be conducted prior to the February 24th Board meeting. Following the public hearing, the District will proceed with the formal

publication and dissemination of the annual report as required by Texas Administrative Code §61.1022.

Administrative Recommendations:

N/A

Recommended Motion for Action Items:

N/A

Financial Impact and Funding Source:

N/A if does not apply

2024-2025

ANNUAL PERFORMANCE REPORT

as required by Texas Education Code §39.306 Board Policy: AIB (Leg



Components of Annual Report



District Accreditation Status
2023-2024



Campus Performance Objectives
2025-2026



Texas Academic Performance Report (TAPR)
2024-2025
For the District and each campus in the district



Report on Violent/Criminal Incidents 2024-2025



PEIMS Financial Standard Report
2023-2024 Actual Financial Report
For the District and each campus in the district



Postsecondary Performance
Class of 2022
For the District and each campus in the district

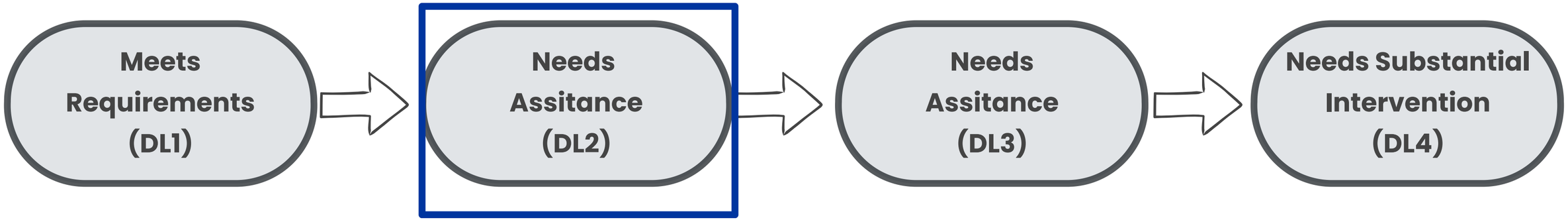
2024-2025 TAPR Glossary

Accreditations and Ratings Summary

Accreditation Status

2023-2024 Accreditation Status	Accredited
2024-2025 FIRST Rating	A-Supperior Achievement
2025 Accountability Rating	B
2025 Special Education Determination Status	Needs assistance

Determination Status - Did you know?



2024-25 Texas Academic Performance Report (TAPR)

District Name: GARLAND ISD

District Number: 057909

2025 District Accountability Score: B

2025 Special Education Determination Status:

Needs Assistance

Special Education Determination Status is identified through the annual **Results Driven Accountability** system, an analysis of district-level performance in key programmatic areas.

Requirements:

- Establish a District Coordinator of School Improvement and a District Leadership Team
- Engage in Continuous Improvement
- Submit a Strategic Support Plan to the TEA
- Complete a Self-Assessment and submit to TEA

Texas Academic Performance Report

The Texas Academic Performance Report (TAPR) is a state-mandated performance report prepared by the Texas Education Agency.

District and Campus reports include:

- STAAR Performance, progress, and participation
- Attendance, graduation, and dropout rates
- College, Career, and Military Readiness (CCMR) and other Postsecondary Indicators
- Student information
- Staff information
- PEIMS Financial Standards Reports
- Comprehensive Glossary

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- Staff information
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TAPR: STAAR Performance

- Performance for **2023-2024** and **2024-2025**

- All **3 performance** levels
  - Approaches Grade Level or Above
  - Meets Grade Level or Above
  - Masters Grade Level

- Reported for
  - Each Assessment
  - All Grades All Subjects
  - All Grades by Subject

- Only includes results for students in the **accountability subset** (fall snapshot)



TAPR: School Progress

- Performance for **2023-2024** and **2024-2025**

- Annual Growth for **2023-2024** and **2024-2025**
  - Grade 4-8 ELA/Reading
  - English I EOC
  - English II EOC
  - Grade 4-8 Mathematics
  - Algebra I EOC

- Accelerated Learning (1416 Performance) for **2023-2024** and **2024-2025**

TAPR: Other Success Indicators



- STAAR Participation
- Attendance, Graduation, and Dropout Rates
- Graduation Profile
- College, Career and Military Readiness (CCMR)
- CCMR-related indicators
- e.g., TSIA results, college prep courses, AP/IB results, SAT/ACT results, etc.
- Other Postsecondary Indicators
- e.g., dual-credit courses (9-12), college enrollment, and college development education courses

TAPR: Bilingual Education (BE)/ESL

- Disaggregated data for various BE/ESL program instructional models and groups:

1. Total BE
2. BE Trans Early Exit
3. BE Trans Late Exit
4. BE Dual Two-Way
5. BE Dual One-Way
6. Alternative Language Program (ALP) Bilingual (Exception)
7. ALP ESL (Waiver)
8. Total ESL
9. ESL Content Based
10. ESL Pull-Out
11. EB/ESL with Parental Denial
12. Never Emergent Bilingual (EB)/English Learner (EL)
13. Total EB/EL
14. Monitored and Former EB/EL

- STAAR Performance for **2023-2024** and **2024-2025**
- Annual Growth for **2023-2024** and **2024-2025**
- Accelerated Learning (1416 Performance) for **2023-2024** and **2024-2025**



TAPR: Student Information

- **Attendance, Graduation, and Dropout Rates – reported for 2023-24 and 2022-23***
  - Attendance Rate
  - Chronic Absenteeism
  - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
  - 4-year Longitudinal Graduation Rate
  - 5-year Extended Longitudinal Graduation Rate
  - 6-year Extended Longitudinal Graduation Rate
  - 4-Year Federal Graduation Rate without Exclusions
  - Graduation Plan Rates (Longitudinal and Annual)
    - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates
- **Graduation Profile – 2023-24 Graduates***
  - Total Graduates
  - By Ethnicity
  - By Graduation Type
  - By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

TAPR: District Profile

- **Student Enrollment Information**
  - Including enrollment by grade level, ethnicity, and other student demographic indicators, including students with disabilities by primary eligibility category)
- **Staff Information**
  - Including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information
- **Program Information**
  - Student enrollment by program
  - Teachers by program

PEIMS Financial Standards Reports



The Public Education Information Management System's (PEIMS) financial data and reporting services ensure that all public school funding is appropriately accounted for and publically available for review. The PEIMS financial report summarizes all revenue, expenditures, disbursements, tax rates and fund balances. These resources help districts manage budgets in a manner that maximizes fund allocations for direct instructional purposes.

DISTRICT REPORT

- Revenues
- Program Expenditures
- Disbursements
- Tax Rates
- Fund Balances

CAMPUS REPORTS

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

Campus Performance Objectives



The TEA requires each campus to identify board-approved performance objectives in its campus improvement plan. Districts must monitor and publicly report each campus ' progress toward meeting the identified objectives.

- Each campus has developed and is implementing a CIP, as required by TEC §11.253
- Each campus **periodically measures progress** toward its performance objectives
- Updated CIPs (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

Report on Violent or Criminal Incidents

TEC §39.306 requires each district to publish, as part of its Annual Report, a report on violent and criminal incidents at each campus in the district

The report must include:

- Number, rate and type of violent or criminal incidents that occurred
- Information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students
- Findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

POSTSECONDARY PERFORMANCE

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**

- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report is for **2022-23 High School Graduates**
    - Student performance is measured by the Grade Point Average (GPA) earned by **2022-23** high school graduates who attended public four-year and two-year institutions of higher education in fiscal year **2024**
  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2023**, **Spring 2024**, and **Summer 2024** are added together and averaged to determine the GPA



PROGRESS TOWARD HOUSE BILL 3 GOAL

TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:

- early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
- CCMR plans adopted under TEC §11.186

HB3 LITERACY

ACTIONS

HB3 MATHEMATICS

ACTIONS

HB3 CCMR

ACTIONS

HB3 LITERACY & MATH + 6TH GRADE BOARD GOAL

-

HB3 CCMR

- CC SOLUTIONS DATA

Resources & Availability of Annual Report

District Website

The District's 2024-25 TAPR will be posted on the district's website within 2 weeks after this meeting

Physical Copies

Paper copies will also be available at the district's central office Department of Research, Assessment, and Accountability



GISD

Unmatched

Questions?

GARLAND ISD

2024-25 Total Student Enrollment: **50,898** Schools: **67**

Address:
501 S Jupiter, Garland, TX 75042

Phone:
(972) 494-8201

DISTRICT PROFILE

Overall Rating

B

84 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

TELL ME MORE | Additional Details

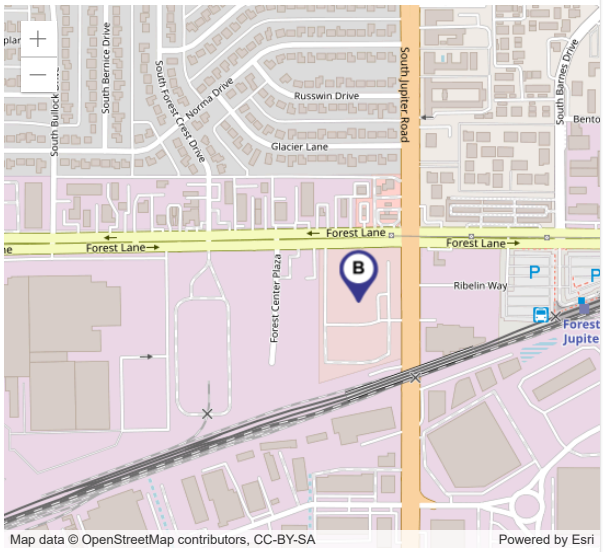
Address:
501 S Jupiter
Garland, TX 75042

Phone:
(972) 494-8201

Superintendent Name:
Dr Ricardo Lopez

District Website

Address, phone, administrator, and website reflect school year 2025-26. For details see AskTED

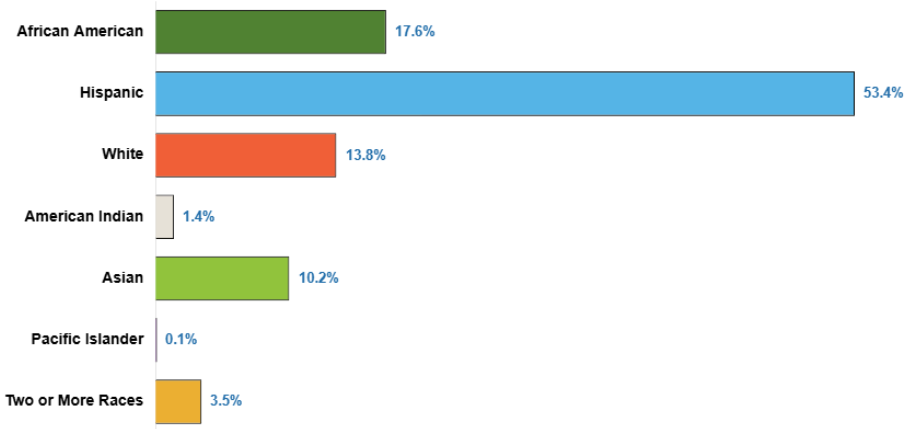


Student Information 2024-25

Total Student Enrollment

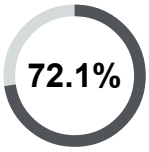
50,898

Student Enrollment by Race/Ethnicity



Student Enrollment by Type

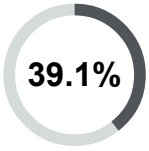
Economically Disadvantaged



Special Education



Emergent Bilingual/English Learners



TELL ME MORE | Dig Into The Data

Other Student Information

Attendance Rate

93.7%

TELL ME MORE | Dig Into The Data

Chronic Absenteeism

18.8%

Grade 8 Algebra I EOC Participation (23-24)

33%

TELL ME MORE | Dig Into The Data

Postsecondary Outcomes (23-24)

32.7%

TELL ME MORE | Dig Into The Data

Staff Information 2024-25

Number of Students Per Teacher

15

Number of Full-time Staff

7,309.7

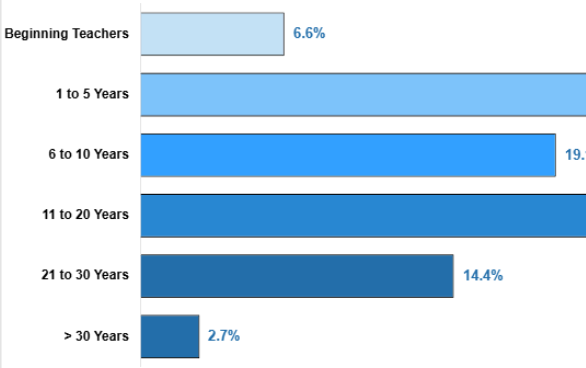
Number of Full-time Teachers

3,402.1

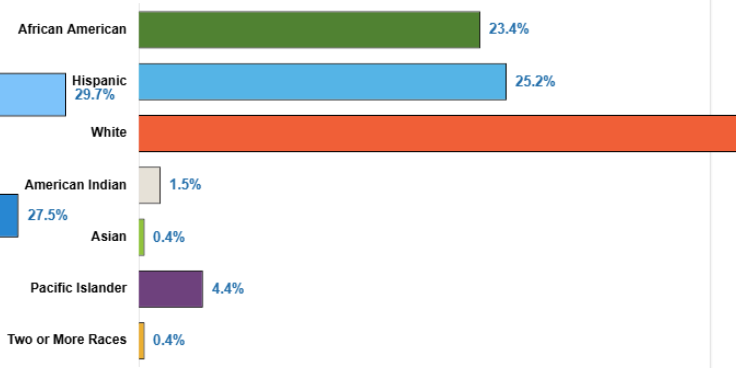
Average Teacher Salary

$67,911

Teachers by Years of Experience



Teachers by Race/Ethnicity



TELL ME MORE | Dig Into The Data

Distinction Designations

Postsecondary Readiness

TELL ME MORE

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Guidelines

December 2025

2024–25 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of the Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
    a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives; the progress toward those objectives; district accreditation status with each campus awarded a distinction designation or has been identified as an unacceptable campus; the district's current special education compliance status (included in the district PDF TAPR cover page); information on violent or criminal incidents and prevention and intervention policies; findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994; information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district; and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185 and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
    b. Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2026. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.
2. **PEIMS Financial Standard Reports (2023–24 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

    For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.
3. **District Accreditation Status** Each district's annual report must include the 2024–25 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

The report must also include any campuses that earned a distinction designation or has been identified as an unacceptable campus.

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

5. **Special Education Determination Status** *(district PDF TAPR only)* The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.

6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

   - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
   - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
   - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

   For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit https://ocrdata.ed.gov/.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

   The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The first page explains the purpose of the report and data calculation methods. Please note that THECB's tentative timeline for releasing the updated report is mid-January 2026.

   If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
   (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and

   (B) college, career, and military readiness plans adopted under Section 11.186.

2024–25 Texas Academic Performance Report

9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place.

10. **Accessing the PDF TAPR** The TAPR is available on the TEA public website (https://tea.texas.gov/perfreport/tapr/index.html). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*

12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is ***separate*** from widely releasing the annual report to the public. This means for the 2025-26 school year, the 2023-2024 TAPR was posted on District websites as it is the most recent.

13. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards.* Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

14. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

2024–25 Texas Academic Performance Report

- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
- **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
- **The Accountability Subset** The PDF TAPR includes the 2024 and 2025 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot. See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html.

16. **Recommended Meetings Beyond** The requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2024-25 Texas Academic Performance Report (TAPR)

District Name: GARLAND ISD

District Number: 057909

2025 District Accountability Score: B

2025 Special Education Determination Status:

Needs Assistance

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	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	77%	**74%**	71%	70%	85%	67%	86%	*	79%	48%	74%	75%	71%	70%	70%
	2024	74%	74%	**70%**	65%	64%	85%	64%	87%	*	78%	41%	77%	70%	69%	64%	63%
At Meets Grade Level or Above	2025	52%	52%	**50%**	46%	42%	68%	50%	73%	*	53%	26%	52%	51%	44%	43%	43%
	2024	48%	49%	**44%**	38%	36%	64%	29%	70%	*	58%	20%	46%	45%	40%	37%	35%
At Masters Grade Level	2025	23%	25%	**25%**	21%	20%	39%	11%	45%	*	31%	8%	18%	26%	21%	19%	22%
	2024	21%	22%	**20%**	13%	15%	32%	0%	40%	*	26%	5%	19%	22%	13%	15%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	72%	**73%**	64%	70%	82%	83%	87%	*	78%	50%	76%	75%	64%	69%	74%
	2024	70%	71%	**70%**	60%	68%	83%	57%	86%	*	76%	44%	79%	72%	65%	66%	70%
At Meets Grade Level or Above	2025	46%	48%	**49%**	40%	44%	61%	56%	73%	*	53%	27%	50%	51%	41%	43%	50%
	2024	42%	45%	**42%**	28%	38%	58%	21%	67%	*	47%	21%	51%	44%	36%	36%	40%
At Masters Grade Level	2025	19%	22%	**21%**	14%	17%	33%	22%	42%	*	27%	9%	26%	23%	16%	16%	20%
	2024	15%	18%	**16%**	9%	11%	28%	0%	36%	*	19%	6%	19%	17%	12%	12%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	**79%**	75%	76%	89%	80%	89%	100%	84%	50%	89%	80%	75%	75%	74%
	2024	81%	80%	**78%**	75%	74%	87%	88%	89%	*	79%	47%	83%	79%	75%	74%	74%
At Meets Grade Level or Above	2025	54%	55%	**58%**	52%	52%	73%	40%	74%	80%	70%	29%	54%	59%	53%	52%	51%
	2024	51%	53%	**52%**	44%	46%	67%	50%	71%	*	54%	22%	55%	54%	46%	46%	49%
At Masters Grade Level	2025	24%	26%	**28%**	23%	22%	38%	13%	50%	60%	36%	8%	22%	29%	23%	22%	23%
	2024	23%	26%	**24%**	20%	19%	37%	50%	40%	*	29%	6%	13%	25%	22%	19%	21%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	70%	**70%**	59%	68%	81%	53%	88%	100%	76%	43%	82%	73%	63%	66%	71%
	2024	69%	70%	**70%**	59%	68%	79%	88%	87%	*	71%	42%	66%	72%	66%	67%	73%
At Meets Grade Level or Above	2025	47%	49%	**47%**	37%	41%	61%	40%	72%	100%	51%	25%	58%	50%	38%	41%	46%
	2024	46%	49%	**49%**	37%	44%	62%	63%	73%	*	51%	26%	44%	51%	42%	44%	49%
At Masters Grade Level	2025	24%	26%	**23%**	14%	18%	34%	13%	45%	60%	26%	8%	26%	25%	16%	18%	21%
	2024	21%	23%	**23%**	14%	18%	35%	38%	43%	*	24%	7%	24%	24%	18%	18%	22%
Grade 5 Reading																	

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	78%	**78%**	70%	77%	87%	90%	86%	83%	77%	42%	83%	80%	73%	76%	78%
	2024	79%	80%	**79%**	68%	79%	87%	67%	92%	*	81%	42%	88%	80%	76%	76%	80%
At Meets Grade Level or Above	2025	58%	60%	**61%**	51%	58%	76%	60%	76%	50%	65%	24%	59%	64%	52%	56%	60%
	2024	55%	57%	**55%**	44%	51%	72%	33%	73%	*	60%	21%	60%	56%	53%	49%	53%
At Masters Grade Level	2025	30%	33%	**35%**	26%	31%	48%	40%	53%	33%	35%	9%	30%	38%	25%	29%	33%
	2024	29%	32%	**29%**	21%	24%	44%	20%	52%	*	29%	8%	30%	30%	26%	23%	27%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**77%**	67%	77%	84%	90%	89%	67%	76%	49%	82%	80%	69%	74%	79%
	2024	77%	78%	**78%**	64%	78%	85%	73%	94%	*	80%	47%	88%	80%	72%	74%	81%
At Meets Grade Level or Above	2025	47%	50%	**52%**	41%	49%	61%	70%	74%	33%	52%	24%	57%	56%	40%	47%	55%
	2024	50%	54%	**53%**	38%	50%	66%	53%	77%	*	54%	26%	69%	56%	44%	47%	56%
At Masters Grade Level	2025	22%	25%	**26%**	17%	23%	35%	20%	50%	17%	23%	8%	30%	29%	19%	22%	28%
	2024	19%	23%	**22%**	12%	18%	33%	27%	45%	*	29%	6%	28%	24%	16%	17%	23%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	65%	**62%**	52%	57%	77%	80%	79%	50%	65%	34%	59%	63%	56%	56%	60%
	2024	58%	58%	**52%**	40%	47%	72%	40%	73%	*	63%	26%	62%	54%	48%	46%	50%
At Meets Grade Level or Above	2025	31%	31%	**27%**	20%	22%	43%	50%	44%	17%	33%	14%	23%	30%	20%	21%	24%
	2024	28%	28%	**21%**	14%	16%	38%	13%	42%	*	28%	12%	27%	23%	17%	16%	18%
At Masters Grade Level	2025	12%	13%	**10%**	7%	7%	21%	30%	21%	0%	11%	3%	12%	12%	7%	7%	8%
	2024	11%	12%	**8%**	4%	5%	17%	7%	20%	*	11%	3%	11%	8%	6%	5%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**73%**	67%	69%	85%	75%	87%	*	78%	34%	85%	76%	63%	68%	69%
	2024	77%	78%	**73%**	68%	67%	86%	70%	91%	67%	84%	36%	76%	76%	64%	69%	69%
At Meets Grade Level or Above	2025	56%	59%	**53%**	46%	46%	73%	42%	73%	*	65%	18%	63%	56%	43%	45%	47%
	2024	57%	59%	**51%**	44%	43%	68%	50%	77%	56%	66%	20%	59%	54%	41%	45%	46%
At Masters Grade Level	2025	29%	33%	**29%**	23%	21%	51%	33%	52%	*	36%	6%	28%	31%	22%	21%	23%
	2024	26%	30%	**20%**	17%	13%	35%	40%	43%	22%	28%	6%	21%	22%	16%	15%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	76%	**65%**	55%	63%	76%	40%	86%	*	68%	37%	77%	66%	63%	62%	66%
	2024	72%	75%	**64%**	55%	60%	76%	80%	84%	56%	71%	36%	73%	65%	59%	60%	64%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	43%	**27%**	19%	23%	38%	30%	50%	*	33%	12%	34%	28%	24%	23%	26%
	2024	39%	43%	**26%**	17%	22%	38%	20%	54%	22%	30%	12%	32%	29%	20%	23%	26%
At Masters Grade Level	2025	16%	19%	**8%**	5%	6%	10%	20%	25%	*	10%	2%	6%	8%	8%	7%	8%
	2024	14%	17%	**7%**	4%	4%	10%	10%	24%	11%	8%	1%	6%	7%	6%	5%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**73%**	67%	68%	85%	90%	92%	63%	84%	31%	80%	77%	59%	69%	70%
	2024	74%	76%	**69%**	63%	64%	78%	67%	88%	*	78%	32%	65%	71%	60%	64%	65%
At Meets Grade Level or Above	2025	54%	57%	**50%**	43%	41%	67%	50%	78%	38%	58%	16%	51%	53%	37%	43%	45%
	2024	54%	57%	**47%**	41%	40%	60%	33%	75%	*	55%	19%	40%	51%	33%	41%	43%
At Masters Grade Level	2025	27%	31%	**25%**	18%	17%	41%	40%	52%	38%	30%	5%	30%	27%	16%	18%	20%
	2024	29%	33%	**23%**	19%	16%	35%	0%	47%	*	29%	7%	15%	26%	12%	17%	19%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	60%	**48%**	35%	42%	59%	*	76%	*	58%	23%	62%	49%	43%	42%	50%
	2024	56%	61%	**39%**	28%	32%	53%	*	77%	*	41%	21%	32%	41%	33%	33%	38%
At Meets Grade Level or Above	2025	33%	41%	**27%**	17%	21%	39%	*	58%	*	34%	13%	38%	29%	21%	21%	28%
	2024	34%	40%	**19%**	11%	12%	32%	*	55%	*	26%	12%	16%	21%	13%	13%	17%
At Masters Grade Level	2025	11%	19%	**9%**	4%	4%	13%	*	32%	*	18%	3%	13%	10%	4%	5%	9%
	2024	11%	17%	**5%**	2%	1%	7%	*	28%	*	7%	2%	4%	6%	1%	3%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	83%	**77%**	74%	74%	85%	83%	91%	*	87%	37%	78%	81%	65%	73%	72%
	2024	81%	83%	**77%**	74%	74%	87%	64%	91%	80%	82%	41%	76%	80%	67%	73%	73%
At Meets Grade Level or Above	2025	58%	61%	**52%**	47%	46%	68%	33%	75%	*	61%	17%	42%	56%	37%	45%	46%
	2024	56%	60%	**52%**	45%	45%	69%	29%	78%	60%	60%	19%	52%	55%	40%	44%	45%
At Masters Grade Level	2025	32%	36%	**27%**	22%	21%	40%	17%	53%	*	31%	5%	22%	30%	14%	20%	23%
	2024	29%	34%	**26%**	21%	19%	43%	0%	54%	40%	31%	5%	29%	29%	16%	19%	19%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	71%	**69%**	61%	67%	76%	73%	91%	56%	70%	38%	73%	71%	63%	65%	70%
	2024	72%	73%	**71%**	64%	68%	80%	79%	88%	*	75%	44%	69%	73%	64%	67%	69%
At Meets Grade Level or Above	2025	47%	46%	**42%**	30%	37%	54%	55%	73%	44%	45%	17%	47%	44%	34%	36%	40%
	2024	43%	43%	**39%**	32%	34%	49%	50%	67%	*	48%	23%	39%	41%	32%	35%	37%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	18%	18%	**13%**	9%	8%	18%	9%	38%	11%	19%	3%	14%	13%	11%	9%	11%
	2024	16%	16%	**12%**	8%	7%	19%	7%	37%	*	14%	5%	8%	13%	8%	9%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	75%	**72%**	64%	68%	84%	83%	91%	*	79%	37%	74%	76%	58%	67%	70%
	2024	70%	73%	**66%**	59%	60%	83%	64%	89%	80%	75%	36%	65%	69%	56%	59%	60%
At Meets Grade Level or Above	2025	48%	51%	**49%**	38%	42%	67%	33%	76%	*	56%	20%	50%	53%	32%	41%	44%
	2024	44%	47%	**40%**	33%	31%	62%	29%	73%	60%	47%	19%	41%	43%	29%	32%	32%
At Masters Grade Level	2025	19%	22%	**21%**	15%	14%	37%	0%	46%	*	33%	6%	24%	24%	10%	15%	15%
	2024	17%	20%	**16%**	11%	9%	30%	7%	41%	20%	21%	4%	15%	18%	8%	10%	12%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	61%	**51%**	44%	44%	65%	33%	78%	*	59%	23%	50%	54%	38%	44%	47%
	2024	60%	63%	**55%**	49%	48%	72%	36%	81%	80%	60%	26%	59%	57%	46%	48%	48%
At Meets Grade Level or Above	2025	32%	35%	**27%**	23%	20%	41%	17%	50%	*	39%	12%	31%	30%	16%	21%	22%
	2024	33%	36%	**26%**	20%	18%	42%	7%	54%	20%	38%	13%	31%	28%	18%	19%	20%
At Masters Grade Level	2025	17%	20%	**14%**	12%	9%	26%	17%	29%	*	21%	5%	15%	16%	7%	10%	11%
	2024	17%	19%	**13%**	9%	7%	25%	0%	35%	0%	20%	5%	14%	14%	8%	8%	9%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	70%	**65%**	63%	61%	80%	68%	79%	60%	78%	28%	57%	70%	53%	60%	57%
	2024	70%	71%	**67%**	62%	63%	82%	76%	84%	*	72%	28%	61%	71%	56%	63%	61%
At Meets Grade Level or Above	2025	49%	52%	**45%**	43%	38%	65%	41%	67%	40%	58%	14%	34%	50%	31%	39%	35%
	2024	52%	53%	**46%**	40%	40%	68%	43%	72%	*	56%	14%	37%	51%	33%	41%	37%
At Masters Grade Level	2025	15%	17%	**13%**	11%	8%	28%	5%	31%	20%	25%	2%	11%	15%	7%	9%	8%
	2024	16%	19%	**15%**	10%	10%	30%	10%	36%	*	20%	3%	10%	17%	8%	10%	9%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	73%	**69%**	65%	64%	83%	60%	83%	*	75%	27%	68%	72%	58%	64%	60%
	2024	75%	76%	**73%**	72%	68%	83%	80%	87%	83%	83%	32%	63%	75%	64%	69%	63%
At Meets Grade Level or Above	2025	55%	56%	**49%**	43%	43%	71%	45%	73%	*	59%	14%	42%	54%	36%	43%	38%
	2024	58%	59%	**54%**	51%	48%	70%	60%	77%	83%	70%	19%	40%	58%	43%	49%	41%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	8%	10%	**7%**	4%	4%	15%	0%	18%	*	11%	2%	5%	8%	4%	4%	3%
	2024	9%	10%	**8%**	5%	4%	14%	7%	28%	33%	17%	2%	4%	10%	4%	6%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	79%	**83%**	81%	81%	89%	83%	94%	*	85%	55%	83%	86%	75%	81%	82%
	2024	81%	81%	**85%**	79%	84%	90%	100%	98%	*	85%	54%	88%	87%	80%	83%	85%
At Meets Grade Level or Above	2025	45%	47%	**52%**	47%	46%	66%	50%	82%	*	53%	25%	51%	57%	38%	47%	49%
	2024	43%	45%	**50%**	40%	44%	66%	65%	84%	*	56%	21%	53%	54%	39%	44%	47%
At Masters Grade Level	2025	27%	30%	**31%**	25%	24%	45%	22%	64%	*	38%	12%	35%	34%	21%	26%	28%
	2024	24%	26%	**27%**	20%	20%	40%	24%	65%	*	32%	7%	30%	29%	20%	22%	24%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	**90%**	87%	89%	94%	90%	98%	*	90%	74%	90%	93%	83%	88%	88%
	2024	91%	92%	**92%**	90%	91%	96%	92%	98%	*	95%	75%	94%	94%	88%	91%	90%
At Meets Grade Level or Above	2025	61%	62%	**59%**	55%	54%	74%	50%	83%	*	66%	27%	54%	63%	49%	53%	52%
	2024	56%	58%	**58%**	48%	52%	78%	77%	83%	*	72%	25%	54%	63%	45%	52%	51%
At Masters Grade Level	2025	21%	23%	**19%**	13%	12%	35%	0%	44%	*	24%	5%	19%	21%	13%	13%	13%
	2024	19%	21%	**21%**	14%	14%	36%	31%	49%	*	26%	4%	16%	23%	14%	15%	15%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	**95%**	94%	94%	98%	91%	98%	*	96%	82%	92%	96%	93%	94%	93%
	2024	96%	96%	**95%**	95%	95%	98%	67%	98%	*	97%	80%	90%	96%	93%	95%	93%
At Meets Grade Level or Above	2025	68%	69%	**68%**	64%	61%	80%	73%	85%	*	79%	33%	51%	70%	58%	61%	54%
	2024	69%	70%	**66%**	63%	60%	80%	33%	82%	*	76%	27%	67%	69%	55%	60%	51%
At Masters Grade Level	2025	37%	40%	**37%**	31%	30%	53%	9%	61%	*	51%	12%	30%	39%	29%	31%	25%
	2024	37%	39%	**34%**	27%	27%	52%	11%	58%	*	44%	7%	32%	36%	27%	28%	21%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	90%	**89%**	89%	82%	94%	67%	97%	*	97%	100%	100%	89%	75%	85%	72%
	2024	88%	91%	**88%**	87%	81%	95%	100%	96%	*	93%	78%	93%	88%	82%	84%	73%
At Meets Grade Level or Above	2025	59%	64%	**57%**	50%	45%	67%	33%	83%	*	59%	80%	78%	58%	45%	51%	37%
	2024	59%	66%	**56%**	51%	44%	66%	80%	83%	*	41%	44%	64%	56%	53%	48%	34%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	13%	18%	**9%**	6%	3%	10%	17%	23%	*	5%	0%	0%	9%	0%	6%	4%
	2024	12%	18%	**8%**	5%	2%	10%	0%	22%	*	7%	11%	21%	8%	4%	4%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	**73%**	68%	70%	83%	74%	88%	76%	78%	42%	75%	76%	65%	69%	70%
	2024	75%	76%	**73%**	66%	69%	83%	71%	89%	75%	77%	41%	73%	75%	66%	68%	69%
At Meets Grade Level or Above	2025	50%	52%	**48%**	41%	42%	64%	47%	72%	49%	55%	21%	47%	51%	38%	42%	43%
	2024	48%	51%	**46%**	38%	40%	62%	40%	71%	44%	53%	20%	46%	49%	37%	40%	40%
At Masters Grade Level	2025	21%	24%	**21%**	16%	15%	33%	15%	42%	25%	27%	6%	20%	23%	15%	16%	17%
	2024	20%	23%	**18%**	13%	13%	30%	13%	41%	22%	23%	5%	17%	20%	13%	14%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	76%	**73%**	69%	69%	85%	73%	86%	80%	80%	39%	75%	76%	63%	69%	68%
	2024	76%	77%	**73%**	68%	69%	84%	72%	88%	76%	80%	38%	72%	75%	65%	69%	68%
At Meets Grade Level or Above	2025	54%	56%	**52%**	46%	45%	70%	45%	74%	49%	61%	21%	48%	55%	41%	45%	44%
	2024	54%	56%	**50%**	44%	44%	67%	41%	74%	53%	60%	20%	47%	53%	41%	44%	43%
At Masters Grade Level	2025	23%	25%	**22%**	17%	16%	36%	16%	43%	34%	30%	6%	19%	24%	15%	17%	18%
	2024	22%	25%	**20%**	15%	14%	33%	14%	42%	29%	26%	5%	17%	22%	14%	15%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	74%	**73%**	64%	70%	81%	72%	89%	75%	75%	44%	78%	75%	65%	69%	73%
	2024	72%	74%	**72%**	62%	70%	81%	79%	90%	67%	74%	42%	74%	74%	65%	68%	72%
At Meets Grade Level or Above	2025	45%	48%	**45%**	35%	40%	57%	47%	72%	53%	48%	21%	49%	48%	35%	39%	44%
	2024	43%	47%	**42%**	31%	38%	56%	46%	71%	33%	46%	21%	46%	45%	34%	37%	41%
At Masters Grade Level	2025	20%	23%	**19%**	13%	15%	28%	17%	42%	16%	23%	7%	21%	21%	15%	15%	18%
	2024	17%	21%	**16%**	11%	12%	25%	15%	40%	17%	19%	5%	18%	18%	13%	13%	16%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	78%	**76%**	70%	73%	86%	86%	89%	69%	77%	45%	75%	78%	68%	71%	73%
	2024	75%	75%	**71%**	64%	67%	84%	64%	87%	88%	77%	41%	74%	72%	66%	65%	68%
At Meets Grade Level or Above	2025	47%	49%	**46%**	40%	40%	62%	47%	68%	38%	50%	19%	44%	49%	35%	39%	40%
	2024	43%	45%	**41%**	32%	34%	60%	38%	66%	50%	48%	17%	41%	43%	31%	33%	34%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	19%	**17%**	12%	11%	31%	8%	37%	15%	21%	4%	19%	19%	10%	12%	12%
	2024	16%	18%	**15%**	10%	9%	28%	14%	37%	13%	19%	3%	14%	17%	10%	10%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**75%**	70%	72%	84%	71%	89%	71%	77%	47%	70%	77%	69%	70%	70%
	2024	78%	80%	**76%**	73%	73%	85%	48%	90%	86%	79%	50%	74%	78%	72%	72%	70%
At Meets Grade Level or Above	2025	50%	53%	**49%**	45%	42%	64%	53%	69%	57%	58%	21%	40%	52%	39%	42%	38%
	2024	51%	53%	**47%**	42%	41%	62%	17%	69%	43%	57%	19%	49%	50%	38%	40%	36%
At Masters Grade Level	2025	27%	30%	**27%**	22%	20%	42%	12%	47%	43%	35%	8%	22%	29%	19%	21%	18%
	2024	27%	30%	**24%**	19%	18%	39%	4%	47%	14%	32%	6%	23%	26%	18%	18%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	40%	**40%**	34%	33%	54%	44%	65%	*	45%	19%	37%	41%	33%	33%	36%
	2024	35%	37%	**33%**	24%	27%	51%	21%	61%	*	44%	15%	37%	35%	28%	27%	27%
Reading and Mathematics Including EOC	2025	39%	40%	**40%**	34%	33%	54%	44%	65%	*	45%	19%	37%	41%	33%	33%	36%
	2024	35%	37%	**33%**	24%	27%	51%	21%	61%	*	44%	15%	37%	35%	28%	27%	27%
Reading Including EOC	2025	52%	52%	**50%**	46%	42%	68%	50%	73%	*	53%	26%	52%	51%	44%	43%	43%
	2024	48%	49%	**44%**	38%	36%	64%	29%	70%	*	58%	20%	46%	45%	40%	37%	35%
Math Including EOC	2025	46%	48%	**49%**	40%	44%	61%	56%	73%	*	53%	27%	50%	51%	41%	43%	50%
	2024	42%	45%	**42%**	28%	38%	58%	21%	67%	*	47%	21%	51%	44%	36%	36%	40%
4th Graders																	
Reading and Mathematics	2025	40%	41%	**41%**	33%	35%	57%	27%	64%	80%	48%	19%	39%	43%	34%	35%	37%
	2024	38%	41%	**40%**	30%	35%	57%	50%	63%	*	41%	18%	35%	42%	35%	35%	38%
Reading and Mathematics Including EOC	2025	40%	41%	**41%**	33%	35%	57%	27%	64%	80%	48%	19%	39%	43%	34%	35%	37%
	2024	38%	41%	**40%**	30%	35%	57%	50%	63%	*	41%	18%	35%	42%	35%	35%	38%
Reading Including EOC	2025	54%	55%	**58%**	52%	52%	73%	40%	74%	80%	70%	29%	54%	59%	53%	52%	51%
	2024	51%	53%	**52%**	44%	46%	67%	50%	71%	*	54%	22%	55%	54%	46%	46%	49%
Math Including EOC	2025	47%	49%	**47%**	37%	41%	61%	40%	72%	100%	51%	25%	58%	50%	38%	41%	46%
	2024	46%	49%	**49%**	37%	44%	62%	63%	73%	*	51%	26%	44%	51%	42%	44%	49%
5th Graders																	
Reading and Mathematics	2025	42%	45%	**47%**	36%	43%	58%	60%	68%	33%	47%	17%	47%	50%	35%	41%	47%
	2024	42%	45%	**42%**	30%	38%	59%	27%	65%	*	46%	17%	53%	45%	35%	36%	42%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	42%	45%	**47%**	36%	43%	58%	60%	68%	33%	47%	17%	47%	50%	35%	41%	47%
	2024	42%	45%	**42%**	30%	38%	59%	27%	65%	*	46%	17%	53%	45%	35%	36%	42%
Reading Including EOC	2025	58%	60%	**61%**	51%	58%	76%	60%	76%	50%	65%	24%	59%	64%	52%	56%	60%
	2024	55%	57%	**55%**	44%	51%	72%	33%	73%	*	60%	21%	60%	56%	53%	49%	53%
Math Including EOC	2025	48%	50%	**52%**	41%	49%	61%	70%	74%	33%	52%	24%	57%	56%	40%	47%	55%
	2024	51%	54%	**53%**	38%	50%	66%	53%	77%	*	54%	26%	69%	56%	44%	47%	56%
6th Graders																	
Reading and Mathematics	2025	37%	40%	**29%**	21%	22%	45%	25%	55%	*	40%	10%	40%	31%	23%	23%	26%
	2024	36%	41%	**27%**	19%	20%	41%	10%	58%	22%	31%	11%	36%	30%	19%	22%	25%
Reading and Mathematics Including EOC	2025	37%	40%	**29%**	21%	22%	45%	25%	55%	*	40%	10%	40%	31%	23%	23%	26%
	2024	36%	41%	**27%**	19%	20%	41%	10%	58%	22%	31%	11%	36%	30%	19%	22%	25%
Reading Including EOC	2025	56%	59%	**53%**	46%	46%	73%	42%	73%	*	65%	18%	63%	56%	44%	45%	47%
	2024	57%	59%	**51%**	44%	43%	68%	50%	77%	56%	66%	20%	59%	54%	41%	45%	46%
Math Including EOC	2025	41%	45%	**32%**	23%	26%	47%	25%	60%	*	41%	14%	41%	34%	26%	26%	30%
	2024	40%	44%	**31%**	21%	24%	45%	20%	62%	22%	34%	13%	37%	33%	22%	25%	29%
7th Graders																	
Reading and Mathematics	2025	36%	41%	**32%**	24%	26%	49%	30%	60%	25%	36%	9%	37%	34%	24%	27%	29%
	2024	35%	39%	**27%**	22%	23%	38%	17%	49%	*	34%	12%	22%	30%	19%	22%	25%
Reading and Mathematics Including EOC	2025	38%	42%	**34%**	26%	26%	51%	30%	66%	25%	37%	10%	41%	37%	25%	28%	31%
	2024	36%	40%	**30%**	23%	24%	40%	17%	56%	*	38%	12%	25%	32%	20%	23%	27%
Reading Including EOC	2025	54%	57%	**50%**	43%	41%	67%	50%	78%	38%	58%	16%	51%	53%	37%	43%	45%
	2024	54%	57%	**47%**	41%	40%	60%	33%	75%	*	55%	19%	40%	51%	33%	41%	43%
Math Including EOC	2025	43%	47%	**40%**	30%	34%	54%	40%	72%	38%	40%	13%	51%	43%	30%	35%	40%
	2024	40%	44%	**34%**	25%	29%	43%	33%	61%	*	45%	14%	31%	37%	23%	28%	32%
8th Graders																	
Reading and Mathematics	2025	30%	31%	**21%**	13%	18%	27%	*	48%	*	32%	9%	16%	22%	17%	16%	18%
	2024	28%	29%	**20%**	15%	15%	31%	17%	51%	*	29%	12%	19%	21%	16%	15%	17%
Reading and Mathematics Including EOC	2025	44%	48%	**40%**	32%	35%	55%	33%	67%	*	48%	13%	32%	45%	24%	33%	37%
	2024	41%	45%	**37%**	29%	31%	50%	21%	69%	20%	43%	15%	40%	40%	26%	30%	34%
Reading Including EOC	2025	59%	62%	**52%**	47%	46%	68%	33%	75%	*	61%	17%	42%	56%	37%	45%	46%
	2024	57%	60%	**52%**	45%	45%	69%	29%	78%	60%	60%	19%	52%	55%	40%	44%	45%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2025	51%	54%	**50%**	39%	46%	60%	83%	78%	*	54%	22%	48%	54%	37%	44%	50%
	2024	49%	52%	**46%**	37%	42%	55%	43%	79%	40%	50%	24%	46%	49%	36%	41%	45%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	40%	**36%**	27%	30%	50%	35%	61%	36%	43%	15%	36%	38%	28%	30%	33%
	2024	36%	39%	**32%**	23%	27%	47%	23%	59%	24%	38%	15%	35%	34%	26%	27%	30%
Reading and Mathematics Including EOC	2025	40%	43%	**38%**	30%	32%	53%	37%	64%	36%	45%	15%	39%	41%	29%	32%	36%
	2024	38%	42%	**35%**	26%	29%	50%	24%	62%	26%	41%	15%	38%	37%	27%	29%	32%
Reading Including EOC	2025	55%	57%	**54%**	48%	48%	71%	46%	75%	54%	62%	23%	53%	57%	45%	47%	49%
	2024	54%	56%	**50%**	43%	44%	67%	36%	74%	48%	59%	20%	52%	53%	42%	44%	45%
Math Including EOC	2025	46%	49%	**45%**	35%	40%	57%	49%	72%	46%	49%	21%	50%	48%	36%	39%	45%
	2024	45%	48%	**43%**	31%	38%	55%	39%	70%	33%	47%	21%	46%	45%	34%	37%	42%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	71%	**74%**	71%	71%	81%	73%	83%	100%	77%	54%	73%	74%	72%	71%	71%	89%
	2024	67%	67%	**65%**	60%	62%	74%	75%	77%	*	69%	51%	65%	66%	64%	62%	63%	---
Grade 4 Mathematics	2025	65%	66%	**66%**	57%	64%	71%	60%	81%	100%	68%	51%	70%	67%	61%	62%	68%	89%
	2024	60%	61%	**62%**	55%	59%	69%	88%	77%	*	61%	47%	66%	62%	59%	60%	62%	---
Grade 5 ELA/Reading	2025	69%	71%	**75%**	65%	74%	82%	67%	82%	70%	74%	47%	78%	76%	70%	72%	76%	95%
	2024	70%	72%	**71%**	61%	70%	77%	54%	82%	*	71%	47%	77%	71%	69%	68%	72%	---
Grade 5 Mathematics	2025	67%	69%	**74%**	69%	74%	74%	72%	83%	80%	71%	59%	80%	75%	70%	73%	76%	89%
	2024	65%	66%	**66%**	58%	66%	69%	81%	78%	*	69%	56%	77%	68%	63%	64%	70%	---
Grade 6 ELA/Reading	2025	64%	66%	**59%**	58%	52%	77%	54%	76%	*	73%	38%	65%	61%	52%	53%	52%	92%
	2024	61%	64%	**53%**	49%	47%	65%	50%	71%	50%	64%	37%	57%	55%	47%	49%	47%	---
Grade 6 Mathematics	2025	56%	58%	**42%**	47%	38%	41%	25%	55%	*	41%	42%	44%	40%	46%	41%	39%	65%
	2024	48%	50%	**34%**	36%	30%	41%	56%	47%	17%	34%	36%	31%	34%	33%	32%	29%	---
Grade 7 ELA/Reading	2025	64%	66%	**65%**	60%	60%	73%	70%	84%	44%	69%	39%	68%	67%	56%	61%	63%	94%
	2024	66%	69%	**61%**	56%	57%	68%	58%	82%	*	61%	38%	52%	64%	51%	58%	59%	---
Grade 7 Mathematics	2025	50%	55%	**38%**	30%	37%	35%	*	61%	*	50%	33%	40%	38%	38%	37%	41%	51%
	2024	49%	53%	**38%**	33%	36%	36%	*	62%	*	32%	38%	28%	39%	36%	37%	40%	---
Grade 8 ELA/Reading	2025	72%	74%	**71%**	68%	67%	79%	58%	81%	*	79%	47%	68%	73%	60%	67%	66%	94%
	2024	69%	71%	**69%**	67%	65%	77%	39%	85%	*	65%	49%	71%	71%	61%	65%	65%	---
Grade 8 Mathematics	2025	68%	67%	**67%**	62%	66%	72%	55%	84%	67%	62%	49%	75%	68%	63%	65%	67%	88%
	2024	66%	64%	**64%**	63%	63%	62%	88%	71%	*	62%	62%	66%	63%	64%	64%	64%	---
End of Course English I	2025	63%	64%	**63%**	60%	61%	68%	88%	73%	*	71%	39%	56%	65%	55%	60%	60%	78%
	2024	64%	65%	**66%**	63%	62%	74%	75%	81%	*	64%	40%	63%	68%	57%	63%	62%	---
End of Course English II	2025	65%	64%	**60%**	56%	59%	63%	47%	68%	*	67%	35%	66%	62%	54%	58%	59%	65%
	2024	69%	70%	**70%**	69%	68%	72%	80%	76%	80%	76%	56%	64%	71%	65%	70%	65%	---
End of Course Algebra I	2025	74%	74%	**79%**	78%	76%	85%	75%	92%	*	78%	65%	82%	81%	75%	77%	78%	93%
	2024	72%	72%	**82%**	80%	80%	85%	85%	94%	*	89%	73%	85%	83%	79%	80%	81%	---
All Grades Both Subjects	2025	65%	67%	**66%**	62%	63%	71%	62%	78%	71%	69%	47%	68%	67%	61%	63%	64%	84%
	2024	64%	65%	**63%**	59%	60%	69%	68%	77%	50%	64%	48%	63%	64%	59%	60%	61%	---
All Grades ELA/Reading	2025	67%	68%	**66%**	62%	63%	74%	65%	78%	66%	73%	44%	68%	68%	60%	63%	64%	85%
	2024	67%	68%	**65%**	61%	62%	73%	61%	79%	64%	67%	45%	64%	67%	60%	62%	62%	---
All Grades Mathematics	2025	64%	65%	**64%**	60%	62%	67%	57%	79%	76%	64%	51%	68%	65%	61%	62%	65%	81%
	2024	60%	62%	**60%**	56%	58%	63%	77%	74%	33%	60%	51%	62%	61%	57%	58%	60%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	39%	**41%**	39%	41%	49%	60%	35%	-	32%	23%	63%	42%	38%	40%	41%	*
	2024	38%	37%	**35%**	29%	36%	27%	*	49%	*	31%	22%	39%	34%	37%	34%	36%	---
Grade 4 Mathematics	2025	27%	27%	**27%**	18%	30%	28%	0%	37%	-	29%	15%	40%	28%	25%	26%	31%	*
	2024	26%	24%	**27%**	23%	28%	24%	*	38%	*	24%	15%	26%	26%	29%	27%	31%	---

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Grade 5 ELA/Reading	2025	25%	28%	**34%**	20%	39%	28%	*	25%	*	21%	14%	50%	33%	36%	35%	42%	*
	2024	35%	35%	**36%**	26%	41%	35%	20%	45%	-	19%	18%	47%	38%	32%	36%	42%	---
Grade 5 Mathematics	2025	35%	35%	**40%**	31%	43%	48%	*	40%	*	40%	24%	52%	43%	35%	40%	44%	*
	2024	41%	39%	**42%**	34%	44%	44%	43%	66%	-	26%	27%	50%	44%	37%	40%	47%	---
Grade 6 ELA/Reading	2025	27%	26%	**20%**	20%	18%	31%	*	26%	-	21%	10%	33%	22%	15%	19%	18%	*
	2024	24%	24%	**22%**	18%	22%	31%	*	29%	*	31%	13%	38%	25%	17%	22%	24%	---
Grade 6 Mathematics	2025	33%	33%	**26%**	23%	28%	28%	*	35%	*	14%	19%	33%	26%	28%	27%	31%	*
	2024	27%	27%	**20%**	12%	22%	30%	*	10%	*	42%	16%	17%	21%	18%	20%	18%	---
Grade 7 ELA/Reading	2025	25%	25%	**27%**	24%	27%	37%	*	37%	*	31%	12%	33%	31%	19%	27%	29%	*
	2024	23%	23%	**19%**	19%	19%	15%	*	26%	*	21%	8%	17%	20%	18%	18%	18%	---
Grade 7 Mathematics	2025	16%	16%	**18%**	13%	18%	17%	*	36%	*	30%	9%	19%	19%	13%	19%	19%	*
	2024	14%	14%	**11%**	8%	11%	14%	*	21%	*	7%	8%	12%	12%	9%	11%	12%	---
Grade 8 ELA/Reading	2025	40%	40%	**40%**	40%	38%	48%	*	41%	*	59%	21%	45%	42%	33%	38%	35%	*
	2024	34%	35%	**34%**	34%	33%	39%	*	36%	*	27%	20%	37%	38%	24%	32%	31%	---
Grade 8 Mathematics	2025	42%	40%	**41%**	39%	41%	43%	*	61%	*	36%	25%	49%	42%	40%	40%	42%	71%
	2024	44%	42%	**44%**	39%	45%	42%	83%	53%	*	50%	28%	41%	45%	40%	43%	43%	---
End of Course English I	2025	23%	24%	**22%**	23%	21%	30%	*	27%	*	21%	13%	20%	26%	15%	21%	19%	50%
	2024	20%	20%	**19%**	19%	18%	24%	*	19%	*	14%	9%	17%	20%	16%	18%	15%	---
End of Course English II	2025	29%	28%	**24%**	25%	24%	21%	*	25%	*	40%	13%	47%	27%	20%	24%	22%	*
	2024	29%	29%	**30%**	33%	29%	33%	*	16%	-	30%	20%	38%	31%	27%	30%	25%	---
End of Course Algebra I	2025	54%	54%	**63%**	66%	61%	62%	*	65%	-	68%	43%	70%	65%	58%	61%	60%	40%
	2024	55%	55%	**66%**	58%	68%	64%	*	88%	-	60%	42%	79%	68%	61%	66%	69%	---
All Grades Both Subjects	2025	33%	33%	**34%**	31%	34%	38%	43%	38%	41%	35%	19%	45%	36%	30%	33%	35%	65%
	2024	32%	32%	**32%**	28%	33%	33%	48%	40%	25%	31%	19%	36%	34%	29%	32%	33%	---
All Grades ELA/Reading	2025	31%	31%	**31%**	28%	31%	36%	52%	31%	43%	33%	16%	42%	33%	25%	30%	30%	63%
	2024	30%	30%	**28%**	25%	29%	29%	28%	34%	25%	25%	16%	32%	30%	24%	28%	28%	---
All Grades Mathematics	2025	35%	35%	**38%**	33%	39%	40%	31%	47%	40%	37%	22%	48%	39%	35%	37%	40%	67%
	2024	35%	35%	**37%**	30%	38%	36%	64%	48%	25%	36%	22%	39%	38%	34%	36%	39%	---

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	76%	**73%**	72%	-	-	95%	72%	70%	63%	22%	63%	61%	71%	75%	66%	97%
	2024	75%	76%	**73%**	68%	-	-	92%	67%	-	67%	38%	67%	63%	74%	75%	68%	96%
At Meets Grade Level or Above	2025	50%	52%	**48%**	44%	-	-	76%	44%	42%	33%	0%	32%	34%	43%	52%	36%	84%
	2024	48%	51%	**46%**	39%	-	-	68%	38%	-	37%	9%	37%	35%	47%	49%	38%	83%
At Masters Grade Level	2025	21%	24%	**21%**	19%	-	-	43%	18%	18%	10%	0%	10%	11%	17%	23%	12%	44%
	2024	20%	23%	**18%**	15%	-	-	31%	15%	-	12%	2%	12%	10%	17%	21%	13%	42%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	76%	**73%**	73%	-	-	97%	73%	70%	59%	0%	58%	61%	73%	77%	63%	99%
	2024	76%	77%	**73%**	70%	-	-	88%	69%	-	64%	21%	64%	61%	76%	77%	66%	98%
At Meets Grade Level or Above	2025	54%	56%	**52%**	48%	-	-	77%	48%	45%	32%	0%	32%	37%	47%	57%	36%	93%
	2024	54%	56%	**50%**	41%	-	-	67%	41%	-	39%	0%	39%	37%	52%	55%	40%	94%
At Masters Grade Level	2025	23%	25%	**22%**	22%	-	-	51%	22%	20%	9%	0%	9%	13%	20%	26%	13%	47%
	2024	22%	25%	**20%**	18%	-	-	32%	17%	-	12%	0%	12%	12%	20%	23%	13%	44%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	74%	**73%**	75%	-	-	94%	75%	76%	67%	*	67%	64%	68%	72%	69%	94%
	2024	72%	74%	**72%**	74%	-	-	96%	73%	-	69%	57%	70%	70%	71%	71%	71%	93%
At Meets Grade Level or Above	2025	45%	48%	**45%**	48%	-	-	89%	47%	48%	35%	*	34%	39%	40%	45%	39%	74%
	2024	43%	47%	**42%**	45%	-	-	77%	44%	-	37%	19%	37%	41%	44%	43%	39%	68%
At Masters Grade Level	2025	20%	23%	**19%**	20%	-	-	49%	19%	22%	12%	*	12%	14%	16%	20%	15%	39%
	2024	17%	21%	**16%**	16%	-	-	32%	16%	-	14%	5%	14%	12%	16%	17%	15%	29%
All Grades Science																		

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2025	78%	78%	**76%**	56%	-	-	94%	56%	54%	71%	*	71%	62%	69%	77%	67%	99%
	2024	75%	75%	**71%**	44%	-	-	94%	43%	-	70%	60%	70%	61%	75%	73%	65%	97%
At Meets Grade Level or Above	2025	47%	49%	**46%**	19%	-	-	50%	18%	17%	34%	*	34%	28%	38%	50%	30%	87%
	2024	43%	45%	**41%**	13%	-	-	44%	13%	-	34%	20%	34%	27%	34%	45%	30%	86%
At Masters Grade Level	2025	17%	19%	**17%**	4%	-	-	17%	5%	2%	7%	*	7%	6%	13%	20%	6%	41%
	2024	16%	18%	**15%**	3%	-	-	28%	3%	-	9%	0%	9%	4%	9%	18%	8%	47%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**75%**	-	-	-	-	-	-	62%	*	62%	55%	71%	77%	62%	94%
	2024	78%	80%	**76%**	-	-	-	-	-	-	66%	20%	66%	49%	78%	79%	67%	97%
At Meets Grade Level or Above	2025	50%	53%	**49%**	-	-	-	-	-	-	27%	*	27%	20%	34%	54%	27%	77%
	2024	51%	53%	**47%**	-	-	-	-	-	-	29%	0%	29%	17%	52%	52%	30%	82%
At Masters Grade Level	2025	27%	30%	**27%**	-	-	-	-	-	-	10%	*	10%	7%	11%	30%	10%	48%
	2024	27%	30%	**24%**	-	-	-	-	-	-	11%	0%	11%	6%	23%	28%	11%	50%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	67%	**66%**	73%	-	-	92%	73%	75%	57%	*	57%	61%	62%	66%	61%	80%
	2024	64%	65%	**63%**	65%	-	-	86%	64%	-	59%	18%	59%	58%	59%	64%	60%	80%
All Grades ELA/Reading	2025	67%	68%	**66%**	74%	-	-	90%	74%	73%	56%	*	56%	59%	65%	68%	60%	80%
	2024	67%	68%	**65%**	66%	-	-	83%	65%	-	59%	11%	59%	54%	64%	67%	60%	81%
All Grades Mathematics	2025	64%	65%	**64%**	73%	-	-	94%	71%	78%	59%	-	59%	63%	59%	64%	63%	78%
	2024	60%	62%	**60%**	63%	-	-	88%	63%	-	58%	25%	58%	62%	53%	60%	59%	76%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	33%	**34%**	45%	-	-	78%	45%	42%	31%	*	32%	30%	32%	34%	34%	64%
	2024	32%	32%	**32%**	40%	-	-	71%	40%	-	31%	14%	31%	30%	30%	32%	33%	67%

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2025	31%	31%	**31%**	47%	-	-	86%	47%	42%	25%	*	25%	29%	36%	31%	30%	38%
	2024	30%	30%	**28%**	41%	-	-	*	41%	-	24%	8%	24%	23%	26%	29%	28%	44%
All Grades Mathematics	2025	35%	35%	**38%**	42%	-	-	*	42%	42%	39%	-	39%	32%	28%	36%	39%	67%
	2024	35%	35%	**37%**	38%	-	-	*	38%	-	39%	22%	39%	39%	35%	34%	39%	76%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	100%	99%	99%	100%	99%	99%	100%
Included in Accountability	93%	93%	**92%**	92%	91%	95%	93%	93%	96%	95%	95%	91%	97%	80%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	3%	5%	3%	2%	4%	3%	6%	1%	12%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	1%	5%	2%	3%	4%	2%	0%	2%	2%	2%	7%	4%	7%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	1%	1%	0%	1%	1%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	99%	100%	100%
Included in Accountability	91%	91%	**90%**	92%	88%	94%	90%	90%	95%	95%	94%	90%	94%	79%	90%	84%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	3%	6%	3%	3%	5%	3%	6%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	4%	4%	**6%**	1%	8%	2%	4%	7%	3%	0%	3%	4%	5%	9%	7%	12%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	100%	99%	99%	100%	99%	99%	99%
Included in Accountability	94%	94%	**94%**	92%	94%	95%	97%	94%	94%	95%	96%	92%	98%	81%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	3%	1%	3%	3%	5%	3%	7%	1%	12%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	2%	2%	3%	3%	0%	1%	0%	0%	6%	2%	3%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	1%	1%	0%	1%	1%	1%
Absent	1%	0%	**0%**	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	100%	100%	99%	98%	100%	98%	99%	99%
Included in Accountability	94%	94%	**94%**	91%	94%	94%	100%	94%	100%	97%	95%	91%	98%	81%	94%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	8%	3%	3%	0%	3%	0%	3%	4%	6%	1%	12%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	1%	0%	2%	0%	0%	1%	0%	0%	5%	2%	3%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	0%	0%	1%	2%	0%	2%	1%	1%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	1%	2%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	100%	99%	98%	99%	99%	99%	99%
Included in Accountability	94%	95%	**95%**	94%	95%	95%	81%	96%	100%	95%	94%	95%	99%	84%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	5%	3%	3%	19%	2%	0%	4%	4%	3%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	1%	0%	2%	0%	0%	1%	0%	0%	4%	1%	2%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	1%	2%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	1%	2%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	96%	**98%**	99%	97%	100%	100%	100%	*	97%	83%	100%	99%	88%	98%	97%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	99%	99%	99%	100%	99%	99%	99%
Included in Accountability	92%	92%	**92%**	92%	91%	96%	93%	93%	94%	95%	94%	92%	97%	79%	93%	88%
Not Included in Accountability: Mobile	4%	5%	**4%**	7%	4%	3%	5%	3%	6%	4%	3%	6%	1%	13%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	1%	5%	1%	2%	4%	0%	0%	2%	2%	2%	7%	4%	7%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	1%
Absent	1%	1%	**0%**	1%	1%	0%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	99%	100%	100%	99%	99%	100%	100%	99%	99%	99%
Included in Accountability	91%	90%	**89%**	92%	87%	95%	89%	90%	94%	94%	93%	90%	94%	77%	90%	83%
Not Included in Accountability: Mobile	4%	5%	**4%**	7%	4%	3%	6%	3%	6%	5%	3%	6%	1%	12%	3%	4%
Not Included in Accountability: Other Exclusions	4%	4%	**6%**	1%	9%	1%	4%	7%	0%	0%	3%	4%	5%	9%	6%	12%
Not Tested	1%	1%	**1%**	1%	1%	0%	1%	0%	0%	1%	1%	0%	0%	1%	1%	1%
Absent	1%	1%	**0%**	1%	0%	0%	1%	0%	0%	1%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	100%	100%	100%	100%	99%	99%	100%	99%	99%	99%
Included in Accountability	93%	93%	**93%**	92%	93%	96%	94%	94%	94%	95%	95%	93%	99%	80%	94%	92%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**4%**	7%	4%	3%	6%	3%	6%	4%	3%	6%	1%	14%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	1%	0%	2%	0%	0%	1%	0%	0%	6%	2%	3%
Not Tested	1%	1%	**1%**	1%	1%	0%	0%	0%	0%	0%	1%	1%	0%	1%	1%	1%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	100%	99%	100%	99%	99%	100%	100%	98%	99%	99%
Included in Accountability	93%	93%	**93%**	90%	94%	96%	100%	95%	89%	96%	95%	93%	99%	80%	94%	93%
Not Included in Accountability: Mobile	4%	5%	**4%**	8%	4%	3%	0%	3%	11%	3%	4%	6%	1%	13%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	1%	0%	2%	0%	0%	1%	0%	0%	5%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	0%	0%	1%	0%	1%	1%	0%	0%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	0%	0%	0%	1%	1%	0%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	94%	94%	**94%**	94%	94%	96%	100%	95%	100%	94%	95%	96%	99%	82%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**3%**	5%	3%	3%	0%	3%	0%	5%	3%	3%	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	2%	0%	0%	1%	0%	0%	5%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	1%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	96%	**98%**	98%	97%	100%	100%	100%	*	100%	90%	100%	99%	90%	98%	96%

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.0%	**93.7%**	92.9%	93.3%	94.3%	94.6%	96.6%	94.1%	93.7%	92.7%	93.4%	94.0%
2022-23	93.3%	93.5%	**93.0%**	92.0%	92.5%	93.7%	94.4%	96.2%	93.6%	93.0%	91.7%	92.5%	93.4%
Chronic Absenteeism													
2023-24	19.0%	17.0%	**18.8%**	24.1%	20.1%	15.5%	15.0%	6.6%	13.0%	18.9%	23.5%	20.1%	17.1%
2022-23	20.3%	18.9%	**20.3%**	26.5%	21.6%	16.9%	14.0%	7.1%	17.9%	20.9%	25.9%	22.4%	18.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	**0.6%**	0.7%	0.5%	0.7%	0.0%	0.3%	0.0%	1.2%	0.6%	0.6%	0.5%
2022-23	0.8%	0.7%	**0.5%**	0.6%	0.6%	0.1%	0.5%	0.3%	0.0%	0.4%	0.6%	0.6%	0.6%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.4%	**1.4%**	1.4%	1.6%	1.3%	2.5%	0.7%	0.0%	1.1%	1.8%	1.5%	2.2%
2022-23	2.0%	2.5%	**1.5%**	1.6%	1.9%	0.8%	0.0%	0.3%	0.0%	1.4%	1.0%	1.6%	2.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	89.5%	**94.3%**	93.8%	93.3%	95.1%	100.0%	99.0%	80.0%	92.2%	89.9%	93.4%	91.2%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	3.3%	**2.0%**	1.9%	2.5%	1.2%	0.0%	0.5%	0.0%	2.6%	4.0%	2.1%	2.9%
Dropped Out	5.8%	7.0%	**3.8%**	4.2%	4.1%	3.7%	0.0%	0.5%	20.0%	5.2%	6.1%	4.5%	5.9%
Graduates and TxCHSE	91.1%	89.7%	**94.3%**	93.8%	93.4%	95.1%	100.0%	99.0%	80.0%	92.2%	89.9%	93.4%	91.2%
Graduates, TxCHSE, and Continuers	94.2%	93.0%	**96.2%**	95.8%	95.9%	96.3%	100.0%	99.5%	80.0%	94.8%	93.9%	95.5%	94.1%
Class of 2023													
Graduated	90.3%	88.5%	**94.7%**	93.4%	94.4%	95.0%	95.7%	98.4%	*	92.1%	92.7%	94.0%	92.6%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	3.5%	**2.0%**	1.8%	2.4%	1.6%	0.0%	0.9%	*	2.6%	2.8%	2.1%	2.2%
Dropped Out	6.3%	7.7%	**3.3%**	4.8%	3.2%	3.4%	4.3%	0.7%	*	5.3%	4.5%	3.9%	5.2%
Graduates and TxCHSE	90.6%	88.7%	**94.7%**	93.4%	94.4%	95.0%	95.7%	98.4%	*	92.1%	92.7%	94.0%	92.6%
Graduates, TxCHSE, and Continuers	93.7%	92.3%	**96.7%**	95.2%	96.8%	96.6%	95.7%	99.3%	*	94.7%	95.5%	96.1%	94.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	90.4%	**96.3%**	94.8%	96.3%	96.3%	95.7%	99.3%	*	94.7%	95.0%	95.7%	93.9%
Received TxCHSE	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.0%	**0.1%**	0.1%	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.3%
Dropped Out	6.5%	8.2%	**3.6%**	5.0%	3.6%	3.4%	4.3%	0.7%	*	5.3%	5.0%	4.1%	5.8%
Graduates and TxCHSE	92.6%	90.7%	**96.3%**	94.8%	96.3%	96.5%	95.7%	99.3%	*	94.7%	95.0%	95.7%	93.9%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	91.8%	**96.4%**	95.0%	96.4%	96.6%	95.7%	99.3%	*	94.7%	95.0%	95.9%	94.2%
Class of 2022													
Graduated	91.8%	89.4%	**96.7%**	95.2%	96.5%	97.9%	100.0%	98.2%	-	96.5%	90.9%	95.6%	93.3%
Received TxCHSE	0.4%	0.3%	**0.1%**	0.0%	0.1%	0.3%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.2%	**0.2%**	0.3%	0.2%	0.0%	0.0%	0.2%	-	0.0%	0.4%	0.1%	0.1%
Dropped Out	6.8%	9.1%	**3.0%**	4.6%	3.2%	1.8%	0.0%	1.6%	-	3.5%	8.7%	4.2%	6.6%
Graduates and TxCHSE	92.2%	89.7%	**96.8%**	95.2%	96.6%	98.2%	100.0%	98.2%	-	96.5%	90.9%	95.6%	93.3%
Graduates, TxCHSE, and Continuers	93.2%	90.9%	**97.0%**	95.4%	96.8%	98.2%	100.0%	98.4%	-	96.5%	91.3%	95.8%	93.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	89.8%	**96.9%**	95.4%	96.8%	97.8%	100.0%	98.4%	-	96.5%	92.1%	95.7%	93.8%
Received TxCHSE	0.5%	0.5%	**0.1%**	0.0%	0.1%	0.4%	0.0%	0.0%	-	0.0%	0.0%	0.1%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	9.2%	**2.9%**	4.6%	3.0%	1.8%	0.0%	1.6%	-	3.5%	7.9%	4.1%	6.3%
Graduates and TxCHSE	92.7%	90.3%	**97.1%**	95.4%	97.0%	98.2%	100.0%	98.4%	-	96.5%	92.1%	95.9%	93.8%
Graduates, TxCHSE, and Continuers	93.2%	90.8%	**97.1%**	95.4%	97.0%	98.2%	100.0%	98.4%	-	96.5%	92.1%	95.9%	93.8%
Class of 2021													
Graduated	92.7%	90.5%	**96.9%**	94.8%	96.8%	97.8%	93.1%	99.8%	*	96.3%	94.5%	96.3%	93.6%
Received TxCHSE	0.5%	0.4%	**0.2%**	0.3%	0.3%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.4%
Continued HS	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	8.5%	**2.9%**	4.9%	2.9%	2.1%	6.9%	0.2%	*	3.8%	5.5%	3.5%	6.0%
Graduates and TxCHSE	93.2%	90.9%	**97.1%**	95.1%	97.1%	97.9%	93.1%	99.8%	*	96.3%	94.5%	96.5%	94.0%
Graduates, TxCHSE, and Continuers	93.7%	91.5%	**97.1%**	95.1%	97.1%	97.9%	93.1%	99.8%	*	96.3%	94.5%	96.5%	94.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	89.5%	**92.5%**	91.9%	91.6%	94.2%	95.2%	97.5%	80.0%	87.8%	79.9%	91.6%	89.1%
Class of 2023	90.3%	88.5%	**93.5%**	91.2%	93.4%	94.3%	95.7%	97.7%	*	90.9%	82.7%	92.7%	91.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	90.4%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	85.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	14.4%	**2.2%**	2.0%	2.3%	3.0%	0.0%	0.8%	*	0.0%	11.3%	2.2%	3.4%
Class of 2023	4.3%	5.3%	**0.1%**	0.1%	0.2%	0.0%	0.0%	0.0%	*	0.0%	0.9%	0.2%	0.3%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	77.2%	**88.2%**	85.7%	87.0%	89.5%	90.0%	96.4%	*	88.7%	48.6%	85.8%	83.1%
Class of 2023	84.3%	84.8%	**87.9%**	85.9%	85.3%	92.1%	90.9%	96.7%	*	90.0%	58.3%	85.4%	80.5%
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	91.6%	**90.3%**	87.8%	89.3%	92.6%	90.0%	97.1%	*	88.7%	59.9%	88.0%	86.5%
Class of 2023	88.6%	90.1%	**88.0%**	86.1%	85.5%	92.1%	90.9%	96.7%	*	90.0%	59.2%	85.6%	80.8%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	79.8%	*	-	-	-	-	-	-	*	-	*	-
2022-23	38.4%	44.7%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	14.2%	**2.5%**	2.5%	2.6%	3.7%	0.0%	0.7%	*	0.0%	10.6%	2.5%	3.7%
2022-23	4.4%	5.4%	**0.1%**	0.1%	0.2%	0.0%	0.0%	0.0%	*	0.0%	0.7%	0.2%	0.3%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	75.6%	**86.0%**	82.8%	84.8%	87.5%	89.5%	95.5%	*	87.8%	41.9%	83.9%	81.8%
2022-23	82.5%	82.9%	**86.3%**	83.8%	83.8%	89.7%	95.5%	96.7%	*	88.0%	50.7%	84.0%	79.7%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	89.8%	**88.5%**	85.3%	87.4%	91.1%	89.5%	96.3%	*	86.7%	52.5%	86.4%	85.5%
2022-23	86.8%	88.3%	**86.4%**	84.0%	84.0%	89.7%	95.5%	96.7%	*	88.0%	51.4%	84.1%	80.0%

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	3,897	100.0%	382,023	100.0%
By Ethnicity:				
African American	722	18.5%	48,064	12.6%
Hispanic	2,077	53.3%	200,942	52.6%
White	598	15.3%	101,714	26.6%
American Indian	19	0.5%	1,231	0.3%
Asian	402	10.3%	19,746	5.2%
Pacific Islander	4	0.1%	606	0.2%
Two or More Races	75	1.9%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	1	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	447	11.5%	46,183	12.1%
Foundation H.S. Program (Endorsement)	97	2.5%	42,042	11.0%
Foundation H.S. Program (DLA)	3,352	86.0%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	265	6.8%	35,935	9.4%
Economically Disadvantaged Graduates	2,380	61.1%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	993	25.5%	56,967	14.9%
At-Risk Graduates	1,661	42.6%	173,035	45.3%
CTE Completers	1,275	32.7%	127,800	33.5%

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	86.1%	**95.5%**	94.2%	95.1%	96.8%	100.0%	98.3%	*	94.7%	94.0%	95.1%	93.9%
2022-23	76.3%	79.4%	**92.2%**	91.7%	89.8%	96.4%	86.4%	98.6%	*	90.7%	92.4%	91.0%	86.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	76.7%	**86.3%**	83.9%	84.7%	88.3%	89.5%	95.5%	*	84.0%	60.8%	84.6%	82.9%
2022-23	61.9%	65.0%	**71.4%**	66.8%	67.3%	77.7%	59.1%	89.8%	*	73.3%	56.2%	67.4%	57.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	76.3%	**81.8%**	81.2%	79.4%	84.4%	68.4%	91.0%	*	85.3%	44.9%	79.4%	75.4%
2022-23	62.8%	65.3%	**68.0%**	63.6%	62.2%	78.3%	68.2%	87.0%	*	77.3%	22.1%	62.4%	48.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	70.4%	**81.9%**	80.5%	80.4%	82.2%	94.7%	92.8%	*	72.0%	49.4%	81.1%	81.6%
2022-23	54.3%	56.5%	**65.5%**	62.7%	58.9%	76.4%	59.1%	87.7%	*	58.7%	34.8%	60.6%	53.5%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	65.5%	**75.6%**	74.1%	73.3%	77.9%	68.4%	88.0%	*	70.7%	41.1%	73.9%	71.9%
2022-23	48.4%	51.5%	**58.1%**	53.7%	51.4%	69.2%	59.1%	82.3%	*	53.3%	19.9%	52.5%	42.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	26.2%	**19.9%**	11.2%	15.3%	28.5%	0.0%	47.3%	*	20.0%	1.5%	14.8%	8.9%
2022-23	20.4%	26.4%	**22.2%**	12.3%	18.0%	31.5%	18.2%	46.1%	*	22.7%	0.7%	16.5%	8.1%
Associate Degree (Annual Graduates)													
2023-24	3.1%	3.9%	**9.1%**	7.2%	8.5%	9.0%	5.3%	15.0%	*	12.0%	1.1%	8.1%	3.2%
2022-23	2.5%	2.0%	**4.8%**	5.7%	4.9%	4.6%	4.5%	3.3%	*	1.3%	0.0%	4.8%	1.1%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	24.1%	**37.0%**	33.4%	34.1%	41.0%	47.4%	51.3%	*	40.0%	6.4%	33.0%	20.7%
2022-23	23.6%	22.4%	**32.6%**	27.5%	29.9%	37.4%	22.7%	47.5%	*	34.7%	6.5%	28.9%	14.3%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	3.5%	**2.0%**	1.5%	0.8%	1.5%	0.0%	9.0%	*	4.0%	0.0%	1.2%	0.1%
2022-23	4.8%	3.2%	**2.8%**	2.0%	1.3%	3.4%	0.0%	11.1%	*	2.7%	0.4%	1.8%	0.1%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	5.8%	**3.6%**	4.3%	3.2%	5.5%	0.0%	1.3%	*	5.3%	52.5%	3.9%	5.0%
2022-23	5.6%	5.2%	**3.5%**	4.4%	3.5%	3.4%	4.5%	1.9%	*	2.7%	51.4%	4.0%	5.7%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	35.1%	**59.2%**	52.8%	59.9%	62.3%	68.4%	62.8%	*	54.7%	75.5%	58.2%	54.1%

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	35.9%	**61.2%**	55.5%	60.8%	67.6%	54.5%	65.5%	*	53.3%	74.3%	61.4%	55.8%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	32.0%	**55.7%**	47.6%	56.8%	58.1%	57.9%	61.3%	*	50.7%	35.1%	54.0%	51.4%
2022-23	33.4%	33.1%	**58.3%**	50.5%	57.8%	65.5%	54.5%	64.3%	*	52.0%	41.3%	57.9%	52.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	1.3%	**1.6%**	1.7%	1.7%	1.2%	5.3%	1.5%	*	0.0%	0.0%	1.9%	1.0%
2022-23	0.8%	1.0%	**1.0%**	0.3%	1.6%	0.9%	0.0%	0.2%	*	0.0%	0.0%	1.1%	0.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.5%	**3.7%**	5.7%	3.3%	4.4%	5.3%	1.0%	*	4.0%	52.1%	4.4%	3.8%
2022-23	2.7%	2.5%	**3.3%**	5.6%	3.3%	2.4%	0.0%	1.2%	*	0.0%	47.5%	4.1%	4.7%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.6%	0.4%	**1.0%**	1.2%	1.1%	0.3%	0.0%	1.2%	*	1.3%	0.4%	1.2%	1.1%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	16.4%	**28.2%**	27.0%	23.9%	31.3%	10.5%	47.3%	*	37.3%	4.5%	24.3%	7.8%
	2022-23	21.0%	18.2%	**29.7%**	24.0%	25.1%	41.9%	18.2%	43.0%	*	32.0%	2.2%	23.7%	8.3%
Mathematics	2023-24	21.3%	18.9%	**30.9%**	28.8%	25.3%	39.0%	15.8%	52.0%	*	30.7%	9.1%	26.4%	15.0%
	2022-23	19.9%	17.2%	**26.9%**	21.1%	21.0%	39.0%	31.8%	46.8%	*	24.0%	5.1%	21.9%	12.1%
Both Subjects	2023-24	12.7%	10.0%	**18.3%**	17.0%	15.2%	20.6%	5.3%	34.3%	*	18.7%	3.0%	16.0%	4.5%
	2022-23	12.5%	10.4%	**16.9%**	13.4%	13.0%	26.8%	13.6%	28.1%	*	13.3%	1.1%	13.3%	3.7%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	30.9%	**35.2%**	40.6%	40.9%	20.2%	52.6%	19.7%	*	22.7%	37.4%	41.0%	59.9%
	2022-23	18.2%	17.4%	**19.7%**	25.5%	21.5%	9.4%	22.7%	16.8%	*	20.0%	17.0%	23.5%	33.4%
Mathematics	2023-24	29.5%	34.1%	**48.7%**	54.2%	55.4%	35.8%	68.4%	25.6%	*	34.7%	43.8%	54.6%	70.4%
	2022-23	20.2%	18.9%	**30.9%**	38.3%	32.8%	23.8%	22.7%	20.6%	*	26.7%	30.8%	34.4%	43.0%
Both Subjects	2023-24	20.2%	25.3%	**32.6%**	37.0%	38.4%	18.9%	52.6%	15.7%	*	22.7%	34.3%	38.1%	56.6%
	2022-23	12.5%	12.4%	**17.2%**	23.4%	19.0%	8.2%	13.6%	12.1%	*	18.7%	15.2%	21.0%	29.2%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	32.6%	**31.0%**	26.0%	26.1%	35.1%	16.2%	60.9%	37.5%	28.4%	3.5%	26.3%	17.9%
	2023	24.2%	30.0%	**30.9%**	25.3%	26.1%	35.5%	19.5%	59.3%	33.3%	30.5%	4.0%	25.5%	15.7%
English Language Arts	2024	14.6%	19.0%	**16.6%**	15.0%	13.4%	18.2%	10.8%	35.2%	12.5%	14.2%	0.8%	13.9%	8.9%
	2023	13.8%	18.0%	**16.9%**	14.1%	13.8%	20.0%	14.6%	33.8%	22.2%	17.5%	1.5%	13.3%	7.3%
Mathematics	2024	9.6%	13.5%	**13.7%**	10.1%	9.7%	15.3%	5.4%	39.1%	37.5%	13.2%	1.3%	10.6%	5.1%
	2023	7.4%	10.4%	**9.9%**	6.8%	6.6%	12.8%	9.8%	28.5%	11.1%	6.5%	0.8%	7.3%	3.4%
Science	2024	10.9%	15.0%	**13.2%**	10.6%	8.3%	17.3%	8.1%	38.7%	25.0%	10.5%	1.0%	9.8%	4.4%
	2023	10.3%	12.9%	**13.6%**	11.0%	9.0%	17.9%	7.3%	35.6%	22.2%	12.3%	1.5%	9.4%	2.9%
Social Studies	2024	13.7%	17.8%	**13.4%**	11.6%	9.9%	17.2%	13.5%	29.4%	25.0%	13.2%	1.3%	10.6%	6.3%
	2023	13.1%	16.4%	**14.3%**	12.8%	11.2%	17.4%	4.9%	29.1%	11.1%	13.6%	1.5%	11.5%	6.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	59.7%	**42.7%**	30.8%	30.9%	58.6%	33.3%	64.3%	*	51.9%	18.2%	33.7%	21.5%
	2023	53.3%	58.2%	**36.6%**	24.6%	25.9%	52.8%	25.0%	55.1%	*	42.6%	30.8%	27.5%	14.9%
English Language Arts	2024	48.8%	54.4%	**37.7%**	24.4%	23.8%	54.2%	*	63.0%	*	40.7%	40.0%	27.1%	8.0%
	2023	52.3%	59.1%	**37.9%**	31.0%	23.5%	56.7%	16.7%	56.0%	*	48.1%	20.0%	25.8%	5.6%
Mathematics	2024	53.4%	55.3%	**37.1%**	27.2%	25.9%	47.8%	*	49.8%	*	44.0%	12.5%	29.1%	14.8%
	2023	50.1%	55.2%	**28.6%**	19.4%	12.8%	44.8%	*	41.4%	*	10.0%	20.0%	17.5%	6.0%
Science	2024	46.1%	49.0%	**34.3%**	25.2%	19.3%	44.1%	*	48.6%	*	55.0%	33.3%	28.3%	8.1%
	2023	44.8%	50.1%	**31.8%**	22.3%	21.3%	47.6%	*	39.0%	*	31.6%	40.0%	23.2%	10.3%

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	62.2%	**44.3%**	35.1%	28.3%	59.6%	20.0%	64.7%	*	64.0%	37.5%	33.5%	11.3%
	2023	42.0%	49.6%	**28.4%**	25.4%	15.9%	38.9%	*	46.0%	*	33.3%	30.0%	19.6%	3.9%
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	84.4%	**92.5%**	93.2%	90.8%	95.8%	84.2%	95.5%	*	92.0%	70.7%	91.7%	88.2%
	2022-23	79.3%	86.3%	**96.5%**	96.3%	95.8%	97.0%	100.0%	100.0%	*	93.3%	71.7%	94.4%	96.2%
At/Above Criterion for All Examinees	2023-24	28.8%	32.7%	**22.8%**	15.3%	15.1%	35.6%	18.8%	54.4%	20.0%	24.6%	3.2%	15.9%	3.8%
	2022-23	28.9%	32.9%	**23.3%**	15.8%	16.0%	38.4%	18.2%	49.1%	*	18.6%	3.0%	16.3%	2.6%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	997	**931**	889	889	1010	833	1090	918	987	747	892	810
	2022-23	978	997	**925**	877	883	1019	915	1061	1038	948	741	881	790
English Language Arts and Writing	2023-24	496	506	**476**	457	457	517	418	541	488	514	379	456	412
	2022-23	497	505	**472**	450	450	526	473	529	528	494	375	449	398
Mathematics	2023-24	479	490	**455**	432	432	494	414	549	430	473	368	435	397
	2022-23	482	492	**453**	427	433	493	442	531	510	454	366	432	392
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	20.1	**22.3**	19.4	21.7	24.7	-	25.3	-	22.1	-	19.2	*
	2022-23	19.2	20.0	**20.2**	18.9	18.5	24.6	17.3	23.0	23.0	18.6	14.4	18.4	15.3
English Language Arts	2023-24	19.0	19.9	**22.8**	19.5	22.3	25.3	-	26.1	-	22.3	-	19.4	*
	2022-23	18.8	19.8	**20.1**	18.9	18.1	25.2	16.5	23.0	24.0	18.4	12.9	17.9	14.1
Mathematics	2023-24	19.0	19.8	**20.9**	18.2	20.2	23.1	-	24.6	-	19.6	-	18.0	*
	2022-23	18.9	19.8	**19.7**	18.6	18.4	22.6	17.0	22.4	25.0	18.2	15.7	18.2	16.0
Science	2023-24	19.6	20.3	**22.3**	19.7	21.9	24.6	-	23.8	-	23.2	-	19.3	*
	2022-23	19.5	20.3	**20.4**	18.9	19.1	24.6	18.7	22.9	18.0	18.8	15.6	19.0	16.4

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	50.9%	**55.7%**	51.2%	51.7%	63.2%	43.8%	75.1%	81.3%	55.9%	24.0%	52.1%	41.3%
	2022-23	45.4%	49.1%	**53.8%**	48.9%	49.4%	62.3%	59.5%	75.4%	68.8%	53.7%	22.4%	48.9%	37.5%
English Language Arts	2023-24	17.8%	19.7%	**20.4%**	20.2%	16.5%	24.7%	6.9%	35.3%	25.0%	22.0%	2.6%	16.5%	7.9%
	2022-23	17.4%	18.5%	**20.6%**	19.0%	16.9%	27.5%	23.3%	34.1%	31.3%	19.9%	3.1%	16.5%	7.5%
Mathematics	2023-24	19.4%	22.9%	**25.1%**	23.2%	22.7%	27.7%	13.4%	40.4%	40.0%	22.4%	10.0%	22.5%	14.8%
	2022-23	19.5%	22.4%	**24.9%**	21.2%	22.3%	28.6%	29.0%	41.1%	37.5%	23.7%	7.3%	21.8%	15.4%
Science	2023-24	21.9%	24.0%	**27.7%**	27.1%	24.8%	31.2%	11.3%	41.2%	37.5%	21.7%	14.4%	24.9%	17.5%
	2022-23	21.5%	22.3%	**27.7%**	25.6%	24.7%	32.3%	22.5%	42.1%	26.7%	24.7%	15.3%	24.5%	17.8%
Social Studies	2023-24	24.5%	30.5%	**34.5%**	31.3%	28.7%	41.3%	30.2%	60.1%	50.0%	39.8%	6.7%	30.3%	19.4%
	2022-23	24.0%	28.8%	**33.1%**	30.8%	27.8%	40.1%	26.2%	55.9%	46.7%	35.7%	5.9%	28.4%	17.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	45.0%	**42.9%**	44.5%	36.0%	48.4%	42.9%	63.3%	-	46.8%	21.3%	38.1%	23.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	55.4%	**58.9%**	47.3%	50.7%	67.2%	28.6%	84.6%	-	57.1%	16.7%	53.5%	31.1%

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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
*** TX IHE data not yet available.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**50,898**	**100.0%**	**5,530,499**	**100.0%**	**51,021**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	262	0.5%	18,464	0.3%	296	0.6%	26,099	0.5%
Pre-Kindergarten	2,240	4.4%	249,407	4.5%	2,240	4.4%	249,875	4.5%
Pre-Kindergarten: 3-year Old	5	0.0%	43,727	0.8%	5	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	2,235	4.4%	205,680	3.7%	2,235	4.4%	205,961	3.7%
Kindergarten	3,232	6.3%	359,286	6.5%	3,235	6.3%	359,871	6.5%
Grade 1	3,430	6.7%	377,900	6.8%	3,432	6.7%	378,335	6.8%
Grade 2	3,515	6.9%	389,823	7.0%	3,520	6.9%	390,170	7.0%
Grade 3	3,608	7.1%	406,424	7.3%	3,610	7.1%	406,747	7.3%
Grade 4	3,585	7.0%	405,454	7.3%	3,585	7.0%	405,715	7.3%
Grade 5	3,664	7.2%	404,900	7.3%	3,667	7.2%	405,128	7.3%
Grade 6	3,649	7.2%	404,802	7.3%	3,650	7.2%	404,988	7.3%
Grade 7	3,692	7.3%	407,375	7.4%	3,692	7.2%	407,512	7.4%
Grade 8	3,643	7.2%	410,722	7.4%	3,643	7.1%	410,871	7.4%
Grade 9	4,206	8.3%	459,854	8.3%	4,211	8.3%	460,045	8.3%
Grade 10	4,067	8.0%	439,300	7.9%	4,075	8.0%	439,519	7.9%
Grade 11	4,126	8.1%	410,245	7.4%	4,138	8.1%	410,503	7.4%
Grade 12	3,979	7.8%	386,543	7.0%	4,027	7.9%	388,877	7.0%
Ethnic Distribution								
African American	8,945	17.6%	706,216	12.8%	8,970	17.6%	707,648	12.8%
Hispanic	27,161	53.4%	2,961,084	53.5%	27,221	53.4%	2,967,187	53.5%
White	7,043	13.8%	1,347,596	24.4%	7,062	13.8%	1,352,852	24.4%
American Indian	722	1.4%	18,175	0.3%	723	1.4%	18,224	0.3%
Asian	5,185	10.2%	307,983	5.6%	5,199	10.2%	308,431	5.6%
Pacific Islander	61	0.1%	8,729	0.2%	61	0.1%	8,744	0.2%
Two or More Races	1,781	3.5%	180,716	3.3%	1,785	3.5%	181,169	3.3%
Sex								
Female	24,611	48.4%	2,702,798	48.9%	24,669	48.4%	2,707,618	48.8%
Male	26,287	51.6%	2,827,701	51.1%	26,352	51.6%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	36,700	72.1%	3,346,090	60.5%	36,768	72.1%	3,349,612	60.4%
Non-Educationally Disadvantaged	14,198	27.9%	2,184,409	39.5%	14,253	27.9%	2,194,643	39.6%
Section 504 Students	3,720	7.3%	375,297	6.8%	3,737	7.3%	375,601	6.8%
EB Students/EL	19,917	39.1%	1,343,669	24.3%	19,966	39.1%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	974	1.8%	122,515	2.1%				
Students w/ Dyslexia	4,235	8.3%	356,584	6.4%	4,241	8.3%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	40	0.1%	11,656	0.2%	40	0.1%	11,713	0.2%
Homeless	1,015	2.0%	77,954	1.4%	1,018	2.0%	78,060	1.4%
Immigrant	2,830	5.6%	193,676	3.5%	2,834	5.6%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	49,179	96.6%	3,683,060	66.6%	49,298	96.6%	3,689,382	66.5%
Military Connected	997	2.0%	229,259	4.1%	997	2.0%	229,370	4.1%
At-Risk	25,087	49.3%	2,960,262	53.5%	25,160	49.3%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	19,278	37.9%	1,344,546	24.3%	19,323	37.9%	1,345,594	24.3%
Career and Technical Education	15,234	29.9%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	12,276	75.0%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	4,166	8.2%	483,301	8.7%	4,168	8.2%	483,373	8.7%
Special Education	7,144	14.0%	846,876	15.3%	7,200	14.1%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**7,144**		**843,012**					
Students with Intellectual Disabilities	2,984	41.8%	407,120	48.3%				
Students with Physical Disabilities	1,572	22.0%	143,568	17.0%				
Students with Autism	1,651	23.1%	141,526	16.8%				
Students with Behavioral Disabilities	877	12.3%	137,182	16.3%				
Students with Non-Categorical Early Childhood	60	0.8%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**8,192**	**16.1%**	**882,523**	**16.4%**				
African American	2,427	4.8%	180,657	3.3%				
Hispanic	4,074	8.0%	481,794	8.9%				
White	879	1.7%	157,650	2.9%				
American Indian	74	0.1%	3,546	0.1%				
Asian	455	0.9%	27,084	0.5%				
Pacific Islander	7	0.0%	1,905	0.0%				
Two or More Races	276	0.5%	29,887	0.6%				
Special Ed Students who are Mobile	1,183	16.4%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	3,219	15.7%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	5,836	16.2%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**6,831**	**17.7%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.9%	1.3%	0.8%	3.6%
Grade 1	1.2%	1.9%	1.0%	3.0%
Grade 2	0.7%	1.1%	0.5%	1.4%
Grade 3	0.4%	0.6%	0.4%	0.6%
Grade 4	0.1%	0.4%	0.6%	0.4%
Grade 5	0.3%	0.3%	0.3%	0.4%
Grade 6	0.1%	0.3%	0.5%	0.4%
Grade 7	0.1%	0.4%	0.2%	0.5%
Grade 8	0.1%	0.4%	0.0%	0.5%
Grade 9	5.8%	7.3%	9.0%	11.0%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	65	0.3%	11,417	0.4%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary		
Kindergarten	20.8	18.9
Grade 1	20.3	19.2
Grade 2	20.0	19.4
Grade 3	20.1	20.1
Grade 4	20.4	20.0
Grade 5	22.9	21.3
Grade 6	20.7	19.8
Secondary		
English/Language Arts	16.4	16.4
Foreign Languages	19.5	18.9
Mathematics	18.1	17.8
Science	21.1	18.9
Social Studies	21.8	18.9

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**7,309.7**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	4,596.2	62.9%	487,682.3	63.8%
Teachers	3,402.1	46.5%	369,689.2	48.3%
Professional Support	934.1	12.8%	82,751.4	10.8%
Campus Administration (School Leadership)	210.7	2.9%	25,687.5	3.4%
Central Administration	49.3	0.7%	9,554.2	1.2%
Educational Aides	676.5	9.3%	81,972.7	10.7%
Auxiliary Staff	2,037.0	27.9%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	62.0	n/a	4,125.0	n/a
Part-time Librarians	1.0	n/a	583.0	n/a
Full-time Counselors	156.0	n/a	13,704.0	n/a
Part-time Counselors	5.0	n/a	1,298.0	n/a
Total Minority Staff	**4,365.4**	**59.7%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	796.9	23.4%	47,165.6	12.8%
Hispanic	857.5	25.2%	114,597.9	31.0%
White	1,521.0	44.7%	193,115.3	52.2%
American Indian	13.4	0.4%	1,235.8	0.3%
Asian	150.2	4.4%	8,295.0	2.2%
Pacific Islander	12.7	0.4%	466.9	0.1%
Two or More Races	50.3	1.5%	4,812.6	1.3%
Teachers by Sex				
Males	912.7	26.8%	90,958.2	24.6%
Females	2,489.5	73.2%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	73.0	2.1%	8,698.9	2.4%
Bachelors	2,335.6	68.7%	264,052.9	71.4%
Masters	938.1	27.6%	93,864.5	25.4%
Doctorate	55.4	1.6%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	224.3	6.6%	26,999.3	7.3%
1-5 Years Experience	1,011.9	29.7%	104,446.4	28.3%
6-10 Years Experience	649.3	19.1%	72,857.4	19.7%
11-20 Years Experience	935.2	27.5%	101,940.9	27.6%
21-30 Years Experience	488.8	14.4%	52,207.3	14.1%
Over 30 Years Experience	92.7	2.7%	11,237.9	3.0%
Number of Students per Teacher	15.0	n/a	15.0	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	6.1	6.0
Average Years Experience of Principals with District	5.8	5.1
Average Years Experience of Assistant Principals	5.0	5.1
Average Years Experience of Assistant Principals with District	4.3	4.3
Average Years Experience of Teachers	10.8	11.2
Average Years Experience of Teachers with District	7.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$60,844	$55,689
1-5 Years Experience	$63,677	$59,266
6-10 Years Experience	$66,806	$62,607
11-20 Years Experience	$70,559	$66,353
21-30 Years Experience	$74,312	$70,976
Over 30 Years Experience	$78,517	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$67,911	$63,751
Professional Support	$84,015	$75,909
Campus Administration (School Leadership)	$101,092	$88,786
Central Administration	$142,937	$118,447
Instructional Staff Percent	66.1%	64.8%
Turnover Rate for Teachers	18.2%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	223	$4,971	12,718	$5,567
Exemplary	274	$9,839	16,951	$11,062
Master	89	$18,384	10,103	$20,910

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	345.6	10.2%	23,158.4	6.3%
Career and Technical Education	189.9	5.6%	20,492.0	5.5%
Compensatory Education	174.6	5.1%	9,612.7	2.6%
Gifted and Talented Education	21.9	0.6%	5,840.0	1.6%
Regular Education	2,089.5	61.4%	255,127.2	69.0%
Special Education	421.3	12.4%	42,195.7	11.4%
Other	159.4	4.7%	13,272.1	3.6%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention Needs
Substantial Intervention

2025 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. *(Data source: PEIMS ArmedServicesVocAptBattery E1625)*

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html.

2024–25 Texas Academic Performance Report (TAPR) Glossary

STAAR Performance (2024–25)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS Fall Snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and

mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain— Annual Growth is the percentage of students who grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and

another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).

2024–25 Texas Academic Performance Report (TAPR) Glossary

- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2024–25)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
  - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
  - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
  - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:

- STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
- STAAR Alternate 2 assessments with a score code of "N."
- Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
- Other exclusions specified in the 2025 Accountability Manual — Appendix G.

Not Tested

- Assessments that are not considered in the participation rate include:
  - Absent: Assessments with a score code of "A."
  - Other: Assessments with a score code of "O."
  - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%.

Attendance, Graduation, and Dropout Rates (2024–25)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2023–24 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2023–24 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2023–24 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2023–24 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2023–24 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2023–24 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2023–24 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2023–24 school year}}$$

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Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the Secondary School Completion and Dropouts in Texas Public Schools reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2025 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2019–20. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2023.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2018–19. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2022.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2020–21 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2020–21 but takes 5 years to graduate (i.e., graduates in May 2025) is still part of the 2024 cohort; he or she is not switched to the 2025 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2024. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

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(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2024 for the 2024 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(2) *Received TxCHSE:* For the 2024 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2024. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(3) *Continued High School:* The percentage of the 2024 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2024 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2024 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2024 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2024 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2024 cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2024 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}\end{array}}{\textbf{number of students in the 2024 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2023 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2023 cohort*}}$$

(2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2023 cohort*}}$$

(3) *Continued High School:* The percentage of the 2023 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2023 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2023 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2023 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2023 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2023 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024 plus number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2022 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2022 cohort*}}$$

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2022 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2022 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024 plus number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024. It is calculated as follows:

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$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2024 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2023. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2023 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2022 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools document located on the Completion, Graduation, and Dropout Reports website. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2024) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2023-24 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2023-24 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-E}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

Texas First-DLA Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in SY 2023–24 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2023–24 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

number of graduates in the 2023–24 school year eligible for free or reduced-price lunch or other public assistance

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total number of graduates in the 2023-24 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual," "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

number of graduates in the 2023–24 school year considered as at risk

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total number of graduates in the 2023-24 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2024–25)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The

criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2024, SAT and ACT results through the July 2024 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

7) **Earn an Industry-Based Certification (IBC):** A graduate earning an IBC under 19 TAC, §74.1003 and earned credit in a level 2 course or higher in an aligned Program of Study applies to the 2024 graduates. Alignment is determined by the IBC Crosswalk, which maps approved IBCs to their corresponding Programs of Study. The student must have earned the IBC associated with the Program of Study and also met the phase-in requirement. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. For prior graduating class IBC requirements please refer to "Chapter 2—Student Achievement Domain". *(Data source: PEIMS 40100)*

8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard or Reserves for their respective services. *(Data source: Department of Defense (DoD) Form 4 Submission).*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, 40100, 40203, and 40110, THECB, College Board, ACT, IB and OnRamps)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria						
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	**Before Feb 15, 2023** >=19 on English and >= 23 Composite **After Feb 15, 2023** English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	**Before Feb 15, 2023** >=19 on Mathematics and >=23 Composite **After Feb 15, 2023** Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course

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Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

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Both Subjects.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

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number of 2023-24 annual graduates

Any Subject.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

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number of 2023-24 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2023-24 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

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number of 2023-24 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

number of 2023-24 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

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number of 2023-24 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2023-24 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

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Number of 2023-24 annual graduates

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

number of 2023-24 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

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number of 2023-24 annual graduates

2024–25 Texas Academic Performance Report (TAPR) Glossary

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2023-24 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2023-24 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification and earned credit in a level 2 course or higher in an aligned Program of Study. For additional information, see Chapter 2 of the *2025 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2023-24 annual graduates who earned an approved industry-based certification}}{\text{number of 2023-24 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2023-24 annual graduates who earned a level I or level II certificate}}{\text{number of 2023-24 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2025 Accountability Manual. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2023-24 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2023-24 annual graduates}}$$

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard, or Reserves for their respective services. (Data source: Department of Defense (DoD) Form 4 Submission).

$$\frac{\text{number of 2023-24 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\text{number of 2023-24 annual graduates}}$$

2024–25 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2024–25)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2023-24 annual graduates

Mathematics.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2023-24 annual graduates

Both Subjects.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2023-24 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2023-24 annual graduates

Mathematics.

number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2023-24 annual graduates

Both Subjects.

number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2023-24 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

2024–25 Texas Academic Performance Report (TAPR) Glossary

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2023-24 graduates who took either the SAT or the ACT}}{\text{number of 2023-24 graduates reported}}$$

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

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$$\frac{\text{number of 2023-24 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2023-24 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2023-24 graduates who took the SAT}}{\text{number of 2023-24 graduates who took the SAT}}$$

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2023-24 graduates who took the SAT}}{\text{number of 2023-24 graduates who took the SAT}}$$

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2023-24 graduates who took the SAT}}{\text{number of 2023-24 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

Other Postsecondary Indicators (2024–25)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2023-24}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2023-24}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2023-24}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2023-24}}$$

Social Studies.

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$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2023-24}}$$

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2022-23 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2022-23 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2024–25)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS Student Entity)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS StudentSchoolAssociation Entity)*

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Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2024–25, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS DisciplineAction Entity)*

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Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Migratory: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

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Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS StudentTitleIPartAProgramAssociation Entity)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2024–25 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Student by Instructional Program:
The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS StudentSchoolAssociation Entity, StudentSpecialEducationProgramAssociation Entity and StudentCTEProgramAssociation Entity)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Specific Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Deaf and Hard of Hearing (DHH)
- 04—Visual Impairment (VI)

- 05—Deaf-Blindness (DB)
- 09—Speech or Language Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS StudentSpecialEducationProgramAssociation Entity)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2023–24}}{\textbf{number of students who were in membership at any time during the 2023–24 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS BasicReportingPeriodAttendanceExtension Entity)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

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$$\frac{\textbf{number of students enrolled in fall 2023 – number of students who returned in fall 2024}}{\textbf{number of students enrolled in fall 2023}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2024 in the same grade in which they were reported for the last six-week period of the prior school year (2023–24).

$$\frac{\textbf{number of students enrolled in the same grade from one school year to the next}}{\textbf{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools available from TEA*. (Data source: PEIMS StudentSchoolAssociation Entity)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2023–24 the end of the school-start window was September 27, 2024)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2023–24 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS StudentEducationOrganizationAssociation Entity, StudentSchoolAssociation Entity, BasicReportingPeriodAttendance Entity, and SpecialProgramsReportingPeriodAttendanceExtension)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed

as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS StaffEducationOrganizationAssignmentAssociation or StaffSectionAssociation Entities. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS PayrollExt Entity and StaffEducationOrganizationEmploymentAssociation Entity)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1). Counselor includes PEIMS Staff Classifications 008 and 117. Librarian includes PEIMS Staff Classifications 013.

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Staff Classifications (Professional Support Staff). *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation*

Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS PayrollExt Entity)*

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Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS staff classifications included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2024–25 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25. It is calculated as the total FTE count of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25, divided by the total teacher FTE count for the fall of 2023–24. Teachers include PEIMS Staff Classifications (Role IDs) 087 and 047. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 2023-2024 PEIMS 30040 and 30090, 2024-2025 PEIMS Staff Entity StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that

they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS ContractedInstructionalStaffFTEExt Entity and PayrollExt Entity)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS ContractedInstructionalStaffFTEExt Entity)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2024-25 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

2024–25 Texas Academic Performance Report (TAPR) Glossary

Appendix A
Advanced Academic Courses

- All courses shown were for the 2024–25 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Abbreviated Course Title
03231900	ADV BROADCAST JOURNALISM I
03231901	ADV BROADCAST JOURNALISM II
03231902	ADV BROADCAST JOURNALISM III
03230180	ADV JOURNALISM: LIT MAG II
03230190	ADV JOURNALISM: LIT MAG III
03230170	ADV JOURNALISM: LIT MAGAZINE I
03230140	ADV JOURNALISM: NEWSPAPER I
03230150	ADV JOURNALISM: NEWSPAPER II
03230160	ADV JOURNALISM: NEWSPAPER III
03230110	ADV JOURNALISM: YEARBOOK I
03230120	ADV JOURNALISM: YEARBOOK II
03230130	ADV JOURNALISM: YEARBOOK III
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	IB LITERATURE & PERF STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231011	INDEP STUDY/JOURNALISM (2ND)
03231022	INDEP STUDY/JOURNALISM (3RD)
03241200	INDEP STUDY/SPEECH (1ST TIME)
03241210	INDEP STUDY/SPEECH (2ND TIME)
03241220	INDEP STUDY/SPEECH (3RD TIME)
03240200	ORAL INTERPRETATION I
03240300	ORAL INTERPRETATION II

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Course Code	Abbreviated Course Title
03240400	ORAL INTERPRETATION III
03230800	PHOTOJOURNALISM (PHOTJOUR)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03221100	RESEARCH/TECHNICAL WRITING

Mathematics

Course Code	Abbreviated Course Title
03102510	ADVANCED QUANT REASONING
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100100	AP PRECALCULUS
A3100200	AP STATISTICS (APSTATS)
12701410	APPLIED MATH FOR TECH PROFNALS
03102520	DISCRETE MATH FOR PRBLM SOLVNG
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
IHE11100	MATH-INST OF HIGHER EDU ENDRSD
03101100	PRECALCULUS (PRE CALC)

Science

Course Code	Abbreviated Course Title
A3010200	AP BIOLOGY
A3040000	AP CHEMISTRY
A3020000	AP ENVIRONMENTAL SCIENCE
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010202	IB BIOLOGY HIGHER LEVEL
I3010201	IB BIOLOGY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3050003	IB PHYSICS HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL

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Social Studies

Course Code	Abbreviated Course Title
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340200	AP EUROPEAN HISTORY
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310200	AP MACROECONOMICS
A3310100	AP MICROECONOMICS
A3350100	AP PSYCHOLOGY
A3330100	AP U.S. GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3370100	AP WORLD HISTORY
03310301	ECONOMICS ADV STUDIES, 1ST TME
03310321	ECONOMICS ADV STUDIES, 2ND TME
I3303200	IB ECONOMICS HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3301100	IB HISTORY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
03380003	SOC STUD RESEARCH METH (1ST)
03380023	SOC STUD RESEARCH METH (2ND)
03380033	SOC STUD RESEARCH METH (3RD)
03380043	SOC STUD RESEARCH METH (4TH)
03380031	SOC STUDIES ADV STUDY-3RD TIME
03380041	SOC STUDIES ADV STUDY-4TH TIME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)

2024–25 Texas Academic Performance Report (TAPR) Glossary

Foreign Language

Course Code	Abbreviated Course Title
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
A3400400	AP LANG & CULTURE - ITALIAN
A3120400	AP LANG & CULTURE - JAPANESE
A3440100	AP LANG & CULTURE - SPANISH
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3490400	AP LANGUAGE &CULTURE - CHINESE
A3430100	AP LATIN
A3440200	AP LITER & CULTURE - SPANISH
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
I3520500	IB LANG B MODERN LANG HL-HINDI
I3520400	IB LANG B MODERN LANG SL-HINDI
I3996100	IB LANG B, MODRN LANG HL OTHER
I3996000	IB LANG B, MODRN LANG SL OTHER
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3120400	IB LNG B MODRN LNG SL-JAPANESE
03110300	LANG O/T ENGLISH III - ARABIC
03420300	LANG O/T ENGLISH III - GERMAN
03980300	LANG O/T ENGLISH III - ASL
03490300	LANG O/T ENGLISH III - CHINESE
03410300	LANG O/T ENGLISH III - FRENCH
03450300	LANG O/T ENGLISH III - RUSSIAN
03440300	LANG O/T ENGLISH III - SPANISH

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
03400300	LANG O/T ENGLISH III- ITALIAN
03120300	LANG O/T ENGLISH III- JAPANESE
03470300	LANG O/T ENGLISH III PORTUGUES
03110400	LANG O/T ENGLISH IV - ARABIC
03980400	LANG O/T ENGLISH IV - ASL
03490400	LANG O/T ENGLISH IV - CHINESE
03410400	LANG O/T ENGLISH IV - FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03400400	LANG O/T ENGLISH IV - ITALIAN
03120400	LANG O/T ENGLISH IV - JAPANESE
03450400	LANG O/T ENGLISH IV - RUSSIAN
03440400	LANG O/T ENGLISH IV - SPANISH
03470400	LANG O/T ENGLISH IV PORTUGUESE
03110500	LANG O/T ENGLISH V - ARABIC
03490500	LANG O/T ENGLISH V - CHINESE
03410500	LANG O/T ENGLISH V - FRENCH
03420500	LANG O/T ENGLISH V - GERMAN
03400500	LANG O/T ENGLISH V - ITALIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03440500	LANG O/T ENGLISH V - SPANISH
03470500	LANG O/T ENGLISH V PORTUGUESE
03110600	LANG O/T ENGLISH VI - ARABIC
03490600	LANG O/T ENGLISH VI - CHINESE
03410600	LANG O/T ENGLISH VI - FRENCH
03420600	LANG O/T ENGLISH VI - GERMAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03120600	LANG O/T ENGLISH VI - JAPANESE
03450600	LANG O/T ENGLISH VI - RUSSIAN
03440600	LANG O/T ENGLISH VI - SPANISH
03470600	LANG O/T ENGLISH VI PORTUGUESE
03410700	LANG O/T ENGLISH VII - FRENCH
03420700	LANG O/T ENGLISH VII - GERMAN
03440700	LANG O/T ENGLISH VII - SPANISH
03110700	LANG O/T ENGLISH VII-ARABIC
03490700	LANG O/T ENGLISH VII-CHINESE
03400700	LANG O/T ENGLISH VII-ITALIAN
03120700	LANG O/T ENGLISH VII-JAPANESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03450700	LANG O/T ENGLISH VII-RUSSIAN
03120500	LANG O/T ENGLISH V-JAPANESE
11403100	LANG OTH ENG/LVLIII/KOR
11401300	LANG OTH ENG/LVLIII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11401400	LANG OTH ENG/LVLIV/TURK
11403300	LANG OTH ENG/LVLV/KOR

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Course Code	Abbreviated Course Title
11401500	LANG OTH ENG/LVLV/TURK
11403400	LANG OTH ENG/LVLVI/KOR
11401600	LANG OTH ENG/LVLVI/TURK
11403500	LANG OTH ENG/LVLVII/KOR
11401700	LANG OTH ENG/LVLVII/TURK
03520300	LANG OTH THN ENG LVL III HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520400	LANG OTHR THN ENG LVL IV HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03510300	LNG OTH THN EN LVL III VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03530300	LOE, LEVEL III - URDU
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03430300	LOTE CLASSIC LNG LVL III LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03993400	OTHER FOREIGN LANG LEVEL III
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03520910	SEM LOT, ADV 1ST TIME, HINDI
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
11403610	SEM LOT, ADV 1ST TIME, KOREAN
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03440910	SEM LOT, ADV 1ST TIME, SPANISH
11401910	SEM LOT, ADV 1ST TIME, TURKISH
03530910	SEM LOT, ADV 1ST TIME, URDU
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03110920	SEM LOT, ADV 2ND TIME, ARABIC

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03520920	SEM LOT, ADV 2ND TIME, HINDI
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03440920	SEM LOT, ADV 2ND TIME, SPANISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
03530920	SEM LOT, ADV 2ND TIME, URDU
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03520930	SEM LOT, ADV 3RD TIME, HINDI
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03530930	SEM LOT, ADV 3RD TIME, URDU
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03120930	SEM LOT, ADV 3RD TME, JAPANESE
11401930	SEM LOT, ADV 3TD TIME, TURKISH
03440330	SPANISH FOR SPAN SPEAKERS LVL3
03440440	SPANISH FOR SPAN SPEAKERS LVL4

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Appendix B

PEIMS Staff Classifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent
027.....Superintendent/CAO/CEO/President
061.....Asst/Assoc/Deputy Exec Director
062.....Component/Department Director
063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....Assistant Principal
020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....Instructional Officer
028.....Teacher Supervisor
040.....Athletic Director
043.....Business Manager
044.....Tax Assessor and/or Collector
045.....Director - Personnel/Human Resources
055.....Registrar
060.....Executive Director
120..... Instructional Coach

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist
008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel

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064.....Specialist/Consultant
065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist
119.....Family and Community Liaison
121.....Chaplain

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

2023 - 2024 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 51,513

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$178,079,628	36.92%	$3,457	$178,079,628	27.97%	$3,457	$25,115,673,157	34.92%	$4,553
State Operating Funds	$277,089,012	57.45%	$5,379	$290,178,940	45.57%	$5,633	$30,587,705,535	42.53%	$5,545
Federal Funds	$10,630,096	2.20%	$206	$143,000,400	22.46%	$2,776	$11,797,301,551	16.40%	$2,138
Other Local	$16,510,870	3.42%	$321	$25,502,266	4.00%	$495	$4,418,441,068	6.14%	$801
Total Operating Revenue	$482,309,606	100.00%	$9,363	$636,761,234	100.00%	$12,361	$71,919,121,311	100.00%	$13,037
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$102,203,765	84.18%	$1,984	$10,895,016,475	80.59%	$1,975
State Assistance for Debt Service	$0	0.00%	$0	$14,614,800	12.04%	$284	$1,105,366,975	8.18%	$200
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$4,573,509	3.77%	$89	$389,717,405	2.88%	$71
Other Receipts (excluding debt service financing)	$23,715	100.00%	$0	$23,715	0.02%	$0	$1,129,524,892	8.35%	$205
Total Other Revenue	$23,715	100.00%	$0	$121,415,789	100.00%	$2,357	$13,519,625,747	100.00%	$2,451
Subtotal: Operating and Other Revenue	$482,333,321	100.00%	$9,363	$758,177,023	100.00%	$14,718	$85,438,747,058	100.00%	$15,487
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	100.00%	$488
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	100.00%	$488
Subtotal: Operating, Other and Recaptured Revenue	$482,333,321	100.00%	$9,363	$758,177,023	100.00%	$14,718	$88,132,050,638	100.00%	$15,975
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$23,530,429	43.54%	$457	$3,466,427,330	53.10%	$628
Estimated State TRS Contributions	$30,508,261	100.00%	$592	$30,508,261	56.46%	$592	$3,062,147,998	46.90%	$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	$30,508,261	100.00%	$592	$54,038,690	100.00%	$1,049	$6,528,575,328	100.00%	$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$512,841,582	100.00%	$9,956	$812,215,713	100.00%	$15,767	$91,967,322,386	100.00%	$16,671
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

2023 - 2024 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 51,513

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	$475,640,308	86.24%	$9,233	$556,119,488	79.09%	$10,796	$55,579,370,977	77.80%	$10,075
Professional & Contracted Services (Object 62xx)	$42,378,100	7.68%	$823	$52,824,366	7.51%	$1,025	$7,412,529,453	10.38%	$1,344
Supplies & Materials (Object 63xx)	$22,404,498	4.06%	$435	$80,783,022	11.49%	$1,568	$6,022,343,036	8.43%	$1,092
Other Operating Expenditures (Object 64xx)	$11,128,096	2.02%	$216	$13,435,352	1.91%	$261	$2,426,950,644	3.40%	$440
Total Operating Expenditures by Object	$551,551,002	100.00%	$10,707	$703,162,228	100.00%	$13,650	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$311,400	0.16%	$6	$38,266,042	0.13%	$7
Debt Services (Object 65xx)	$1,792,600	52.09%	$35	$152,829,824	79.91%	$2,967	$12,475,005,940	43.70%	$2,261
Capital Outlay (Object 66xx)	$1,648,744	47.91%	$32	$38,108,520	19.93%	$740	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Object	$3,441,344	100.00%	$67	$191,249,744	100.00%	$3,713	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Object	$554,992,346	100.00%	$10,774	$894,411,972	100.00%	$17,363	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$318,658,309	57.77%	$6,186	$386,523,668	54.97%	$7,503	$39,176,659,787	54.84%	$7,101
Instructional Resources & Media Services (Function 12)	$8,291,586	1.50%	$161	$8,521,510	1.21%	$165	$657,456,589	0.92%	$119
Curriculum & Staff Development (Function 13)	$14,411,045	2.61%	$280	$23,663,520	3.37%	$459	$1,768,032,392	2.47%	$320
Instructional Leadership (Function 21)	$9,141,920	1.66%	$177	$11,596,054	1.65%	$225	$1,299,882,283	1.82%	$236
School Leadership (Function 23)	$34,690,165	6.29%	$673	$36,581,672	5.20%	$710	$4,090,184,319	5.73%	$741
Guidance Counseling Services (Function 31)	$26,329,186	4.77%	$511	$29,241,236	4.16%	$568	$2,896,985,750	4.06%	$525
Social Work Services (Function 32)	$506,637	0.09%	$10	$518,447	0.07%	$10	$248,791,333	0.35%	$45
Health Services (Function 33)	$8,895,965	1.61%	$173	$8,966,031	1.28%	$174	$730,487,490	1.02%	$132
Transportation (Function 34)	$21,004,134	3.81%	$408	$21,558,585	3.07%	$419	$2,180,244,579	3.05%	$395
Food Services (Function 35)	$27,676	0.01%	$1	$37,156,467	5.28%	$721	$3,765,975,564	5.27%	$683
Extracurricular (Function 36)	$12,507,392	2.27%	$243	$14,522,460	2.07%	$282	$2,209,273,631	3.09%	$400
General Administration (Function 41,92)	$17,919,200	3.25%	$348	$40,269,066	5.73%	$782	$2,353,926,229	3.29%	$427
Facilities Maintenance & Operations (Function 51)	$52,914,232	9.59%	$1,027	$52,914,960	7.53%	$1,027	$7,189,345,570	10.06%	$1,303
Security & Monitoring Services (Function 52)	$10,213,934	1.85%	$198	$11,540,763	1.64%	$224	$1,152,159,150	1.61%	$209
Data Processing Services (Function 53)	$14,404,844	2.61%	$280	$17,202,270	2.45%	$334	$1,330,101,476	1.86%	$241
Community Services (Function 61)	$1,634,777	0.30%	$32	$2,385,519	0.34%	$46	$367,631,791	0.51%	$67

2023 - 2024 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 51,513

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$24,056,177	0.03%	$4
Total Operating Expenditures by Function	$551,551,002	100.00%	$10,707	$703,162,228	100.00%	$13,650	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$311,400	0.16%	$6	$38,266,042	0.13%	$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	$1,792,600	52.09%	$35	$152,829,824	79.91%	$2,967	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	$1,648,744	47.91%	$32	$38,108,520	19.93%	$740	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Function	$3,441,344	100.00%	$67	$191,249,744	100.00%	$3,713	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Function	$554,992,346	100.00%	$10,774	$894,411,972	100.00%	$17,363	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$235,984,190	42.79%	$4,581	$247,802,460	35.24%	$4,810	$28,879,935,685	40.42%	$5,235
Gifted and Talented (PIC 21)	$2,519,862	0.46%	$49	$2,521,404	0.36%	$49	$387,893,289	0.54%	$70
Career and Technical (PIC 22)	$28,566,598	5.18%	$555	$29,360,164	4.18%	$570	$2,465,499,880	3.45%	$447
Students with Disabilities (PICs 23,33,43)	$73,373,172	13.30%	$1,424	$88,076,486	12.53%	$1,710	$9,477,470,234	13.27%	$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	$32,543,014	5.90%	$632	$58,757,436	8.36%	$1,141	$6,534,482,938	9.15%	$1,184
Bilingual (PICs 25,35)	$8,763,739	1.59%	$170	$11,478,108	1.63%	$223	$830,420,586	1.16%	$151
Early Education Allotment (PIC 36)	$24,607,932	4.46%	$478	$24,621,240	3.50%	$478	$1,353,176,371	1.89%	$245
Dyslexia or Related Disorder Services (PIC 37)	$6,794,984	1.23%	$132	$7,377,827	1.05%	$143	$417,573,465	0.58%	$76
College, Career, and Military Readiness (CCMR) (PIC 38)	$12,658,479	2.30%	$246	$13,307,898	1.89%	$258	$394,493,831	0.55%	$72
Athletics/Related Activities (PIC 91)	$9,075,510	1.65%	$176	$9,079,566	1.29%	$176	$1,419,449,950	1.99%	$257
Un-Allocated (PIC 99)	$116,663,522	21.15%	$2,265	$210,779,639	29.98%	$4,092	$19,280,797,881	26.99%	$3,495
Total Operating Expenditures by Program Intent Code (PIC)	$551,551,002	100.00%	$10,707	$703,162,228	100.00%	$13,650	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$311,400	0.16%	$6	$38,266,042	0.13%	$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$1,792,600	52.09%	$35	$152,829,824	79.91%	$2,967	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$1,648,744	47.91%	$32	$38,108,520	19.93%	$740	$16,033,551,537	56.17%	$2,906

2023 - 2024 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 51,513

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$3,441,344	100.00%	$67	$191,249,744	100.00%	$3,713	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$554,992,346	100.00%	$10,774	$894,411,972	100.00%	$17,363	$99,988,017,629	100.00%	$18,125
Disbursements Total Disbursements									
Operating Expenditures	$551,551,002	97.37%	$10,707	$703,162,228	77.61%	$13,650	$71,441,194,110	68.44%	$12,950
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	2.58%	$488
Total Other Uses	$10,421,100	1.84%	$202	$10,421,100	1.15%	$202	$915,610,042	0.88%	$166
Intergovernmental Charge	$1,063,997	0.19%	$21	$1,175,765	0.13%	$23	$782,603,994	0.75%	$142
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$311,400	0.03%	$6	$38,266,042	0.04%	$7
Debt Service (Object 65xx)	$1,792,600	0.32%	$35	$152,829,824	16.87%	$2,967	$12,475,005,940	11.95%	$2,261
Capital Projects (Object 66xx)	$1,648,744	0.29%	$32	$38,108,520	4.21%	$740	$16,033,551,537	15.36%	$2,906
Total Disbursements	$566,477,443	100.00%	$10,997	$906,008,837	100.00%	$17,588	$104,379,535,245	100.00%	$18,921
Tax Rates 2023 - 2024 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.6692			0.7333		
Interest & Sinking Tax Rate				0.3840			0.2408		
Total Tax Rate				1.0532			0.9741		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.6192			0.6379		
Tier I Tax Rate				0.6192			0.6375		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0958		
Fund Balance** Fund Balance									
Nonspendable Fund Balance	$2,067,096		$40	$2,067,096		$40	$448,350,489		$88

2023 - 2024 Actual Financial Data
Totals for GARLAND ISD (057909)
Total Enrolled Membership: 51,513

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Restricted Fund Balance	$0		$0	$1,062,379,730		$20,624	$42,873,980,540		$8,417
Committed Fund Balance	$7,000,000		$136	$10,314,097		$200	$4,159,077,592		$816
Assigned Fund Balance	$0		$0	$26,109,177		$507	$4,058,981,212		$797
Unassigned Fund Balance	$199,816,901		$3,879	$199,816,901		$3,879	$17,734,264,080		$3,481
Total Fund Balance**	$208,883,997		$4,055	$1,300,687,001		$25,250	$69,274,653,913		$13,600
Fund Balance Reconciliation									
2022-2023 Total Fund Balance (Previous Year)	$262,520,266		$4,984	$411,367,226		$7,809	$61,508,592,008		$12,062
2023-2024 Excess (Deficiency) Operating Expenditures	$-43,238,884		$-839	$-90,071,980		$-1,749	$-12,858,865,614		$-2,524
2023-2024 Excess (Deficiency) Non-Operating Expenditures	$-10,397,385		$-202	$979,391,755		$19,013	$20,418,148,729		$4,008
2023-2024 Uncommon Items	$0		$0	$0		$0	$206,778,790		$41
2023-2024 Total Fund Balance	$208,883,997		$4,055	$1,300,687,001		$25,250	$69,274,653,913		$13,600

Financial Integrity Rating System of Texas

2024-2025 RATINGS BASED ON SCHOOL YEAR 2023-2024 DATA - DISTRICT STATUS DETAIL

Name: **GARLAND ISD**(**057909**)	**Publication Level 1:** 8/8/2025 12:54:09 PM
Status: **Passed**	**Publication Level 2:** 8/8/2025 4:49:42 PM
Rating: A = Superior Achievement	**Last Updated:** 9/18/2025 9:11:13 AM
District Score: 100	**Passing Score:** 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	4/23/2025 6:09:49 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	4/23/2025 6:09:49 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	4/23/2025 6:09:49 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	9/18/2025 9:10:54 AM	Yes Ceiling Passed
			1 Multiplier Sum
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the	4/23/2025 6:09:49 PM	Ceiling Passed

	maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)		
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	4/23/2025 6:09:49 PM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	10
10	This indicator is not being evaluated.		10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)	4/23/2025 6:09:49 PM	10
12	What is the correlation between future debt requirements and the district's assessed property value?	4/23/2025 6:09:49 PM	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	4/23/2025 6:09:49 PM	10
15	Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	4/23/2025 6:09:49 PM	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	4/23/2025 6:09:49 PM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	4/23/2025 6:09:49 PM	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	4/23/2025 6:09:49 PM	5

20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	4/23/2025 6:09:49 PM	Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	4/23/2025 6:09:49 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			100 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	**Maximum Points**	**Maximum Rating**
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 5 (Total Net Position) - Negative total net position and do not have 7% or more or 1.000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement

Indicator 6 (Average Change in Fund Balance) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is *No*.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) - Response to indicator is *Yes*.	70	C = Meets Standard Achievement

2023-2024 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2023-2024 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2023 FIRST Rating | 2023 Accountability Rating | 2023-2024 Accreditation Status | Reason For Status | Notes

Show 100 entries Search: garland

CDN	DISTRICT NAME	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
057909	GARLAND ISD	10	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,208 total entries) Previous 1 Next

Garland Independent School District

Accountability Rating: B

2025-2026 District Improvement Plan

Board Approval Date:
October 28, 2025

Public Presentation Date:
October 28, 2025

Generated by Plan4Learning.com
January 30, 2026 at 01:26 PM

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.

Core Values

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.

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Comprehensive Needs Assessment

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Summary

LONGITUDINAL STUDENT ACHIEVEMENT TRENDS

LITERACY / READING LANGUAGE ARTS* (STAAR)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 3% STAAR RLA Meets Grade Level	47.3%	33.8%	47.3%	49.3%	43.3%	49%
Grade 6% STAAR RLA Meets Grade Level	36.7%	27.4%	38.3%	46.2%	50.3%	52%

*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	2024-2025
Grade 3% STAAR Mathematics Meets Grade Level	52.3%	24.7%	47.3%	45.9%	40.9%	48%
Grade 6% STAAR Mathematics Meets Grade Level	39.4%	22.5%	25.0%	27.8%	25.4%	31%

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

POSTSECONDARY READINESS (Gr 11 SAT SCHOOL DAY EXAMS)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
SAT CR Benchmark: % Met Evidence-Based Reading & Writing (Gr 11)	52%	46%	44%	46%	49%	50%
SAT CR Benchmark: % Met Mathematics (Gr 11)	28%	25%	23%	23%	29%	25%

POSTSECONDARY READINESS (AP EXAMS)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

% Qualifying Exam Score (>3)	38.6%	28.6%	31.9%	31.9%	39%	45%
# AP Exams Administered	9,338	7,603	8,892	8,115	8,507	9,170
# Students Participating in AP Exams	5,054	4,641	5,526	5,194	5,205	5,475

CCMR	Class of 2018	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
CCR-CCMR^ % Graduates**	59%	69%	79%	86%	92%	96%

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	In 2025, 49% of 3rd graders and 52% of 6th graders met the Meets Grade Level standard in Reading, leaving nearly half of the students without the literacy foundation needed for long-term success.	
2 ★	While growing in 2025, 48% of 3rd graders and only 31% of 6th graders met the Meets Grade Level standard, reflecting gaps in Mathematics skills that widen as students transition to middle school.	
3 ★	In 2025, 96% of graduates met overall CCMR indicators, but only 40% achieved TSI readiness by exam, indicating misalignment between broad readiness measures and college-level academic preparedness.	
4 ★	In 2025, while the district eliminated all F-rated campuses, 6 campuses remain rated D, underscoring the urgent need to lift struggling schools into sustained excellence	

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **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 (2025-2026 target: 50%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, and STAAR

Strategy 1

Implement TEKS-Aligned High-Quality Instructional Materials (HQIM) to ensure that all third-grade classrooms have access to explicit instruction, and the gradual release model, designed to foster rigorous literacy development and meet the diverse needs of all students.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 2

Develop a Data-Informed Literacy Framework: Develop a comprehensive, district-wide approach to building a strong literacy foundation in all learners, with a focus on early (PK-2) literacy instruction.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Directors of Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: LASO III - Instructional Leadership Grant, , Title II , , Title III ,

Formative Reviews

November	February	April	June

Strategy 3

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: LASO III - Instructional Leadership Grant, , Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: Title III , , Title II ,

Formative Reviews

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Strategy 5

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 district-wide writing opportunities, encouraging regular writing practices across the curriculum and promoting skill development.

Strategy's Expected Result/Impact: Enhanced literacy engagement and proficiency through personalized feedback, promoting improved writing skills and preparing students to meet or exceed grade-level expectations on STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 6

Provide training and support for campus leaders and instructional support teachers on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning routinely.

Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning

Problem Statements: Student Learning 1

Funding Sources: LASO III - Instructional Leadership Grant, , Title II ,

Formative Reviews

November	February	April	June

Strategy 7

Implement targeted phonics instruction within literacy enrichment, utilizing explicit resources to strengthen foundational reading skills. Focus on closing gaps at transitional grades through direct word study and development of grade-level comprehension, ensuring students build the decoding and understanding skills necessary for secondary readiness.

Strategy's Expected Result/Impact: Demonstrated stronger decoding, fluency, and comprehension with increased literacy engagement with grade-level texts to improve performance on STAAR and diagnostic assessments.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: Title II , , Title III ,

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2025, 49% of 3rd graders and 52% of 6th graders met the Meets Grade Level standard in Reading, leaving nearly half of the students without the literacy foundation needed for long-term success.	

Goal 2

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2025-2026 target: 47%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, and STAAR

Strategy 1

Implement TEKS-Aligned High-Quality Instructional Materials (HQIM): Ensure that all third-grade classrooms have access to explicit instruction, and the gradual release model, designed to foster a conceptual understanding of mathematics through the Concrete-Pictorial-Abstract (CPA) approach.

Strategy's Expected Result/Impact:
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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 2

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 2

Establish a Targeted Numeracy Development Program: Develop a foundational numeracy program emphasizing the development of fluency and automaticity in essential mathematical skills.

Strategy's Expected Result/Impact: Increased student recall and automaticity in foundational math skills, including multiplication facts, achieved through targeted fluency assessments that inform instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 2

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 3

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 2

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 4

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.

Strategy's Expected Result/Impact: Improved instructional leadership across campuses will facilitate adequate 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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 2

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 5

Provide training and support for campus leaders and instructional support teachers on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning routinely.

Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning

Problem Statements: Student Learning 2

Funding Sources: LASO III - Instructional Leadership Grant, , Title II ,

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While growing in 2025, 48% of 3rd graders and only 31% of 6th graders met the Meets Grade Level standard, reflecting gaps in Mathematics skills that widen as students transition to middle school.	

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 (2025-2026 target: 52%).

Performance Objective 1

☑ **High Priority**

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, and STAAR

Strategy 1

Establish a district-wide curriculum framework centered on high-quality instructional materials, explicit instruction, and the gradual release model. Incorporate a complete assessment system, including demonstrations of learning, formative and common assessments, STAAR 2.0-formatted items, STAAR Interims, and i-Ready diagnostics, to ensure instruction is responsive and evidence-driven.

Strategy's Expected Result/Impact: Increased instructional clarity and consistency across classrooms, aligned with TEKS and STAAR 2.0 expectations, will result in measurable growth on diagnostic and STAAR assessments.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: Title II , , Title III ,

Formative Reviews

November	February	April	June

Strategy 2

Provide training for instructional coaches and teacher teams at priority campuses to strengthen teacher capacity through rehearsing literacy instruction. Emphasis will be placed on the effective use of instructional materials, internalization of lessons, rehearsal, and evidence-based strategies that align with explicit instruction and the gradual release model. Instructional coaches will be developed as campus leaders of practice, equipped to model, support, and sustain high-quality literacy instruction through data-informed planning and collaboration.

Strategy's Expected Result/Impact: Enhanced teacher capacity at priority campuses and stronger instructional coaching pipelines will lead to more consistent implementation of effective literacy practices. This will increase the percentage of students meeting grade-level performance in STAAR Reading Language Arts by ensuring responsive, high-quality instruction supported through ongoing coaching and collaborative planning.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 3

Implement a district-wide initiative to embed writing in all content areas, ensuring students regularly articulate and synthesize knowledge through discipline-specific tasks. Building on the completed K-12 Writing Framework, extend consistent writing instruction beyond RLA into math, science, and social studies. Utilize AI-powered tools to provide teachers and students with personalized feedback, enhancing both the quality and frequency of writing practice.

Strategy's Expected Result/Impact: Improved writing engagement and proficiency through cross-disciplinary writing practices that promote critical thinking, content mastery, and STAAR readiness.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Implement targeted phonics instruction within literacy enrichment, utilizing explicit resources to strengthen foundational reading skills. Focus on closing gaps at transitional grades through direct word study and development of grade-level comprehension, ensuring students build the decoding and understanding skills necessary for secondary readiness.

Strategy's Expected Result/Impact: Demonstrated stronger decoding, fluency, and comprehension with increased literacy engagement with grade-level texts to improve performance on STAAR and diagnostic assessments.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 1

Funding Sources: Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 5

Provide training and support for campus leaders and instructional coaches on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning consistently.

Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning

Problem Statements: Student Learning 1

Funding Sources: Title II , , LASO III - Instructional Leadership Grant,

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2025, 49% of 3rd graders and 52% of 6th graders met the Meets Grade Level standard in Reading, leaving nearly half of the students without the literacy foundation needed for long-term success.	

Goal 4

Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams to 56% by 2030 (2025-2026 target: 36%).

Performance Objective 1

☑ **High Priority**

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, and STAAR

Strategy 1

Establish a district-wide curriculum framework anchored in high-quality instructional materials, explicit instruction, and the gradual release model. Incorporate a complete assessment system, including demonstrations of learning, formative and common assessments, STAAR 2.0-formatted items, STAAR Interims, and i-Ready diagnostics, to ensure instruction is responsive and evidence-driven.

Strategy's Expected Result/Impact: Increased instructional clarity and consistency across classrooms, aligned with TEKS and STAAR 2.0 expectations, will result in measurable growth on diagnostic and STAAR assessments.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 2

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 2

Provide training for instructional coaches and teacher teams at priority campuses to strengthen teacher capacity through rehearsing literacy instruction. Emphasis will be placed on the effective use of instructional materials, internalization of lessons, rehearsal, and evidence-based strategies that align with explicit instruction and the gradual release model. Instructional coaches will be developed as campus leaders of practice, equipped to model, support, and sustain high-quality literacy instruction through data-informed planning and collaboration.

Strategy's Expected Result/Impact: Enhanced teacher capacity at priority campuses and stronger instructional coaching pipelines will lead to more consistent implementation of effective literacy practices. This will increase the percentage of students meeting grade-level performance in STAAR Math by ensuring responsive, high-quality instruction supported through ongoing coaching and collaborative planning.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Problem Statements: Student Learning 2

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 3

Redesign the acceleration pathway to ensure students are fully prepared for future accelerated testing opportunities and post-secondary outcomes. Emphasize the depth of standards mastery, ensuring students build conceptual understanding alongside procedural fluency to sustain long-term success in advanced math courses.

Strategy's Expected Result/Impact: Increased student readiness for accelerated math coursework, with stronger performance among future Algebra I testers and improved outcomes on advanced STAAR assessments.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching, and Learning

Problem Statements: Student Learning 2

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Implement a math intervention program focused on closing gaps in foundational numeracy while building students' ability to solve multi-step problems. Provide targeted support in the Algebra and Proportionality domains during middle school to strengthen readiness for participation in Algebra I by 8th grade.

Strategy's Expected Result/Impact: Improved problem-solving proficiency and conceptual understanding in key numeracy domains, resulting in stronger grade-level math performance and increased Algebra I readiness.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching, and Learning

Problem Statements: Student Learning 2

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 5

Provide training and support for campus leaders and instructional coaches on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning consistently.

Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning

Problem Statements: Student Learning 2

Funding Sources: Title II , , LASO III - Instructional Leadership Grant,

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While growing in 2025, 48% of 3rd graders and only 31% of 6th graders met the Meets Grade Level standard, reflecting gaps in Mathematics skills that widen as students transition to middle school.	

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 (2025-2026 target: 43%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Pathways

Evaluation Data Source: 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

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Department of Innovation

Problem Statements: Student Learning 3

Funding Sources: Title I , , Title II ,

Formative Reviews

November	February	April	June

Strategy 2

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Innovation, Counseling, RAAD, and Data Services

Problem Statements: Student Learning 3

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 3

Conduct comprehensive programmatic reviews of CTE pathways to ensure they meet current industry requirements. Implement continuous progress monitoring for pathway completers to align with goals, incorporating industry-based certification opportunities into each CTE program of study to ensure students graduate with credentials that reflect current workforce expectations and enhance their postsecondary and employment opportunities.

Strategy's Expected Result/Impact: Increased attainment of industry-based certifications through streamlined Career and Technical Education (CTE) programs, enhancing student completion rates and workforce readiness.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, CTE, Counseling

Problem Statements: Student Learning 3

Funding Sources: Perkins V,

Formative Reviews

November	February	April	June

Strategy 4

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Directors of Leadership and Counseling

Problem Statements: Student Learning 3

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 5

Support 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.

Strategy's Expected Result/Impact: Increased student enrollment in Early College programs, leading to higher attainment of dual credit hours, Level I and II certificates, and associate degrees.

Staff Responsible for Monitoring: Department of Innovation, Teaching and Learning, CTE, Executive Directors of Leadership

Problem Statements: Student Learning 3

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 6

Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.

Strategy's Expected Result/Impact: Improved teacher effectiveness and student achievement.

Staff Responsible for Monitoring: Executive Directors of Leadership

Problem Statements: Student Learning 3

Funding Sources: Title IV ,

Formative Reviews

No Progress

November	February	April	June

Strategy 7

Implement Academic Success Services designed to provide supplemental, small-group, and individualized instructional support to students. These services will focus on strengthening mastery of core academic standards, increasing student engagement, and reinforcing classroom learning through aligned intervention practices.

Strategy's Expected Result/Impact: Strengthened campus capacity to provide targeted, data-driven interventions that will increase student achievement.

Staff Responsible for Monitoring: Grants Development and Management, Executive Directors of Leadership

Problem Statements: Student Learning 3

Funding Sources: Title IV ,

Formative Reviews

No Progress

November	February	April	June

Strategy 8

Engage in community outreach by providing educational materials about the McKinney-Vento program to all students and families, that include the process for submitting applications, and resources available for those who qualify for McKinney-Vento.

Strategy's Expected Result/Impact: Increase identification and support of students experiencing homelessness by ensuring families are informed of McKinney-Vento eligibility, application procedures, and available resources, resulting in improved access to services, school stability, and student engagement.

Staff Responsible for Monitoring: Student Services

Problem Statements: Student Learning 3

Funding Sources: TEHCY,

Formative Reviews

No Progress

November	February	April	June

Strategy 9

Provide basic necessities to McKinney-Vento families to enhance student stability by removing non-academic barriers that negatively impact attendance.

Strategy's Expected Result/Impact: Improve attendance and school stability for students experiencing homelessness by providing basic necessities that remove non-academic barriers to consistent school participation.

Staff Responsible for Monitoring: Student Services

Problem Statements: Student Learning 3

Funding Sources: TEHCY,

Formative Reviews

No Progress

November	February	April	June

Strategy 10

Provide TEKS aligned learning opportunities through after school programs and academic materials to ensure McKinney-Vento students meet proficiency, course completion in core courses, and testing requirements necessary for promotion and graduation.

Strategy's Expected Result/Impact: McKinney-Vento students demonstrate increased academic proficiency, higher rates of core course completion, and improved performance on required assessments, resulting in increased promotion and graduation rates.

Staff Responsible for Monitoring: Student Services

Problem Statements: Student Learning 3

Funding Sources: TEHCY,

Formative Reviews

No Progress

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	In 2025, 96% of graduates met overall CCMR indicators, but only 40% achieved TSI readiness by exam, indicating misalignment between broad readiness measures and college-level academic preparedness.	

Goal 6 Eliminate all D-rated and F-rated campuses by 2030 (2025-2026 target: 18% of campuses).

Performance Objective 1 ☑ High Priority

Excellence

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

Strategy 1

Conduct a comprehensive campus risk load 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.

Strategy's Expected Result/Impact: Improved academic performance across campuses in the A-F accountability system through a more targeted response to individual campus needs.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and RAAD

Problem Statements: Student Learning 4

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 2

Prioritize support from district instructional leadership staff to high-need campuses, including Instructional Design Facilitators (IDFs), Sheltered Instruction Specialists, Support Teachers (STs), and Instructional Support Teachers (ISTs), to provide focused coaching, modeling, and support in Professional Learning Communities (PLCs). In addition, implement specialized programs such as the Sheltered Approach to Improved Literacy (SAIL), Growing Outstanding Learners Daily (GOLD), and Parent Engagement for Academic Knowledge (PEAK) to strengthen instructional practices and family engagement.

Strategy's Expected Result/Impact: Increased academic achievement, particularly in STAAR-tested subjects, through targeted instructional support at campuses with the highest needs.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and Multilingual Programs

Problem Statements: Student Learning 4

Funding Sources: Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 3

Deliver targeted instructional leadership training and coaching for priority campuses utilizing partners with an emphasis on data-informed practices, formative feedback protocols, and the development of culturally responsive collaboration and team-building skills.

Strategy's Expected Result/Impact: Improved school accountability ratings through enhanced instructional leadership and strategic data practices at high-need campuses.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and RAAD

Problem Statements: Student Learning 4

Funding Sources: Title I , , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Implement focused instructional support with high-frequency observations to provide targeted support in Literacy, Mathematics, Science, and Social Studies, with a focus on building teacher capacity and refining instructional strategies in these critical areas.

Strategy's Expected Result/Impact: Increased academic performance, with a focus on STAAR-tested grades and subjects, through continuous and specific instructional support.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and Multilingual Programs

Problem Statements: Student Learning 4

Funding Sources: Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 5

Intervene to close foundational gaps by utilizing data to identify and address foundational

learning gaps among struggling students, employing tailored interventions to enhance skills in targeted areas.

Strategy's Expected Result/Impact: Increased student academic growth and proficiency in specific skill areas, contributing to overall improvement in accountability ratings.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, and MTSS

Problem Statements: Student Learning 4

Funding Sources: Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 6

Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth.

Strategy's Expected Result/Impact: Increased academic performance and student growth through strengthened home-school partnerships that support continuous learning outside of the classroom.

Staff Responsible for Monitoring: Teaching and Learning, Family and Community Engagement, Grants Development and Management

Problem Statements: Student Learning 4

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 7

Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. This will be achieved by leveraging available resources, including Title I, Part A funds, to implement purposeful activities that foster school readiness and support a successful entry into the elementary learning environment.

Strategy's Expected Result/Impact: Reduction in Achievement Gaps, Increased Collaboration Among Stakeholders, Enhanced Family Engagement, Improved Early Academic Performance

Staff Responsible for Monitoring: Grants Development and Management, Teaching and Learning

Problem Statements: Student Learning 4

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 8

Provide ongoing professional development for federal programs staff, business office staff, and campus administrators on EDGAR requirements, cost principles, procurement standards, and documentation expectations to ensure fiscal integrity and program compliance. Training will include updates from TEA/EDGAR and guidance on allowable/unallowable costs.

Strategy's Expected Result/Impact: Increased staff capacity to manage federal funds with fidelity, reducing audit risks and ensuring resources are directed to student achievement efforts that support campus rating improvements.

Staff Responsible for Monitoring: Grants Development and Management

Problem Statements: Student Learning 4

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 9

Implement a systematic Title I compliance training and monitoring plan for campus administrators, including hands-on training in Title I Crate, monthly documentation reviews, and technical assistance.

Strategy's Expected Result/Impact: Improved accuracy and timeliness of Title I compliance, allowing campuses to maximize federal resources for instruction, intervention, and family engagement.

Staff Responsible for Monitoring: Grants Development and Management

Problem Statements: Student Learning 4

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 10

Provide direct support to campus principals, secretaries, and budget managers in planning,

coding, budgeting, and monitoring Title I funds to ensure alignment with the Comprehensive Needs Assessment (CNA) and Campus Improvement Plans (CIP). District staff will conduct regular budget reviews, expenditure monitoring, and documentation checks to ensure all Title I funds are allocable, allowable, reasonable, and adequately documented, maximizing program impact and maintaining compliance with ESSA and EDGAR.

Strategy's Expected Result/Impact: Title I funds will be strategically allocated and monitored to ensure they are used in alignment with identified needs from the CNA and DIP/CIP. Improved budget accuracy and monitoring will maximize the program's impact on student achievement, ensure the equitable distribution of resources, and maintain compliance with federal regulations.

Staff Responsible for Monitoring: Grants Development and Management

Problem Statements: Student Learning 4

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 11

Build and sustain beginning teacher mentoring and residency programs aligned to research-based best practices, with the primary goal of improving student outcomes through stronger teacher retention and effectiveness in the first three years.

Strategy's Expected Result/Impact: More effective beginning teachers in classrooms, fewer vacancies in critical subjects, and stronger, more consistent instruction that drives higher student achievement in priority tested areas.

Staff Responsible for Monitoring: Teaching and Learning, Human Resources

Problem Statements: Student Learning 4

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 12

Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.

Strategy's Expected Result/Impact: Improved teacher effectiveness and student achievement.

Staff Responsible for Monitoring: Grants Development and Management

Problem Statements: Student Learning 4

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 13

Implement a system of enhanced monitoring and targeted support for campuses where local improvement plans are fully implemented, including district-led progress checks, leadership coaching, and required submission of implementation evidence.

Strategy's Expected Result/Impact: Improved performance for D-rated campuses and identified student groups in the Closing the Gaps domain, achieved through stronger accountability, timely interventions, and consistent use of evidence-based practices at each campus.

Staff Responsible for Monitoring: Executive Directors of Leadership

Problem Statements: Student Learning 4

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	In 2025, while the district eliminated all F-rated campuses, 6 campuses remain rated D, underscoring the urgent need to lift struggling schools into sustained excellence	

Committees

Committees

District Improvement Plan Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 30, 2025 @ 5:30 PM	Garland/Rowlett Rm	DIP SEPTEMBER MEETING SIGN IN.pdf	DIP Meeting 9-30 Documentation.pdf
June 16, 2025 @ 12:00 PM	PDC	DIP Meeting 0616 2025-2026 Signin Sheet.pdf	DIP Meeting 0616 2025-2026 Meeting Documentation.pdf

Members

First Name	Last Name	Position	Committee Role
Stephane	Rovelo	Community Member	Community Member
Sara	Arrant	Community Member	Community Member
Kim	Abernathy	Community Member	Community Member
Jeanie	Marten	Community Member	Community Member
Linda	Pointer	Community Member	Community Member
Sharon	Mayer	Pres. & CEO, Rowlett Chamber of Commerce	Business Representative
Paul	Mayer	CEO, Garland Chamber of Commerce	Business Representative
Chris	Kizziar	Pres., Life Message, Inc.	Business Representative
Trayc	Claybrook	Owner, Frocksy Vintage Vogue Shop	Business Representative
Coleman	Bruman	Exec. Dir. of Secondary Teaching and Learning	Administrator
Shermika	Nelson-Fluker	Dir. of Grants Development and Management	Administrator
Dr. Tanya	Ramos	Exec. Dir. of Special Education	Specialized Instructional Support
Anita	Gonzalez	Dyslexia Coordinator	Specialized Instructional Support
Robin	Balderson	Special Education Coordinator	Specialized Instructional Support
Renee	Kotsopoulos	Dir. of Health Services	Specialized Instructional Support

Melissa	Arriaga	Parent	Parent
Gerardo	Davila	Parent	Parent
Jen	Hartfield	Parent	Parent
Mariah	Mekge	Parent	Parent
Teressa	Johnson	Admin. Asst. to the Exec. Dir. of Secondary TL	Paraprofessional
Yvette	Castillo	Admin. Asst. to Exec. Dir. of Learning Elem.	Paraprofessional
Jagruti	Rana	Secretary to Dir. of Grants Development and Mgt.	Paraprofessional
Michael	Ruiz	Exec. Dir. of Teaching and Learning Elementary	Other School Leader
Dr. Kim	Marsh	Exec. Dir. of Leadership Elementary	Other School Leader
Jeremiah	Oliphant	Principal - Naaman Forest HS	Principal
Stefani	Blackman	Principal - Abbett ES	Principal
Dr. Ashley	Wong	Prinicipal - Hudson ES	Prinicipal
Jennifer	Garcia	Principal - O'Banion MS	Principal
Shira	Lester	Teacher - Watson ES	Teacher
Jenee	Allemond	Teacher - Houston MS	Teacher
Ashley	Ross	Teacher - Back ES	Teacher
Regina	Nelson	Teacher - Hudson MS	Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1		--	$0.00
5	1	4		--	$0.00
5	1	5		--	$0.00
6	1	2		--	$0.00
6	1	3		--	$0.00
6	1	4		--	$0.00
6	1	5		--	$0.00
6	1	6		--	$0.00
6	1	7		--	$0.00
6	1	8		--	$0.00
6	1	9		--	$0.00
6	1	10		--	$0.00
6	1	12		--	$0.00
6	1	13		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$15,740,094.00
				+/- Difference	**$15,740,094.00**

Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	1	3		--	$0.00
1	1	4		--	$0.00
1	1	5		--	$0.00
1	1	6		--	$0.00

1	1	7	--	$0.00
2	1	1	--	$0.00
2	1	2	--	$0.00
2	1	3	--	$0.00
2	1	4	--	$0.00
2	1	5	--	$0.00
3	1	1	--	$0.00
3	1	2	--	$0.00
3	1	3	--	$0.00
3	1	4	--	$0.00
3	1	5	--	$0.00
4	1	1	--	$0.00
4	1	2	--	$0.00
4	1	3	--	$0.00
4	1	4	--	$0.00
4	1	5	--	$0.00
5	1	1	--	$0.00
5	1	2	--	$0.00
6	1	1	--	$0.00
6	1	2	--	$0.00
6	1	3	--	$0.00
6	1	4	--	$0.00
6	1	5	--	$0.00
6	1	11	--	$0.00
			Sub-Total	$0.00
			Budgeted Fund Source Amount	$1,905,692.00
			+/- Difference	**$1,905,692.00**

Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	1	3		--	$0.00
1	1	4		--	$0.00
1	1	7		--	$0.00
3	1	1		--	$0.00
3	1	2		--	$0.00
3	1	3		--	$0.00
3	1	4		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,905,327.00
				+/- Difference	**$1,905,327.00**

Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	6		--	$0.00
5	1	7		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,228,716.00
				+/- Difference	**$1,228,716.00**

LASO III - Instructional Leadership Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	$0.00
1	1	3		--	$0.00
1	1	6		--	$0.00
2	1	5		--	$0.00
3	1	5		--	$0.00
4	1	5		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$186,000.00
				+/- Difference	**$186,000.00**

Perkins V

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$574,166.00
				+/- Difference	**$574,166.00**

TEHCY

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8		--	$0.00
5	1	9		--	$0.00
5	1	10		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$420,613.00
				+/- Difference	**$420,613.00**

Garland ISD Improvement Plan Addenda: State and Federal Mandates

- Planning and Decision-Making (Achievement Indicators must be included)
- School District Peace Officers, School Resource Officers, and Security Personnel: CKE(LEGAL) & CKE(LOCAL)
- Discipline Management Programs; Sexual Harassment Policies: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL) & FFH(EXHIBIT)
- Dating Violence Policies; Educational Materials and Resources: FFH(LEGAL) & FFH(LOCAL)
- Bullying Prevention Policies and Procedures: FFI(LEGAL) & FFI(LOCAL)
- Policies 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)

Garland ISD Improvement Plan Addenda: State and Federal Mandates

Methods for addressing the needs of students for special programs:

a. Early mental health intervention and suicide prevention (District only - HB 1386)
b. Conflict resolution programs [TEC 11.252(3)(B)]
c. Drug and violence prevention and intervention [TEC 11.252(3)(B)]
d. Dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
e. Pregnancy-related services (TEA Addendum)
f. Provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253)
g. Supplemental services to homeless students [20 USC 6313(c)(3)]
h. Transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

Discipline Management Programs

- Discipline Management Programs; Sexual Harassment Policies: 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
1. Review discipline data to determine trends and develop appropriate training	• Principal	• Training provided based on campus needs
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyberbullying.	• Principal	• Decrease in cyberbullying incidents
3. 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
4. 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 was distributed to the parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	• Principal	• Teachers attend training and are familiar with procedures

Discipline Management Programs; Sexual Harassment Policies Cont. :

- Policies 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
1. 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)
2. Prepare age-appropriate instruction, counseling, and/or presentations to students in conjunction with drug awareness education information	• Guidance & Counseling • School Counselors	• Student awareness is increased
3. Coordinate with the Garland, Rowlett, and Sachse Police Departments and/or other various local organizations to host community mental health promotion and substance abuse prevention events.	• Guidance & Counseling • School Counselors • School Resource Officers	• Coordination between organizations leads to increased awareness
4. The Guidance and Counseling department utilizes character education in schools as an avenue for providing instruction to students in the following areas, including, but not limited to: motivation to achieve, responsible decision-making, interpersonal skills, self-awareness, and kindness.	• Guidance & Counseling and School Counselor	• Character Education programs are implemented on campuses
5. Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-12. 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 meet 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 of Special Education	• Dyslexia programs provide appropriate services to identified students

Discipline Management Programs; Sexual Harassment Policies Cont. :

- Policies 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
6. Provide pregnant or parenting students access to parenting skills classes, as well as 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
7. Provide a childcare center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	• CTE	• Parenting students can return to school
8. Ensure that teachers of record for identified Gifted/Talented (G/T) students meet state-mandated training requirements and differentiate instruction to meet student needs as per the District's G/T service design.	• Principal • G/T Department	• Documentation in lesson plans, classroom walkthroughs
9. 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 with supplemental materials and services
10. Provide transportation services to students in foster care.	• District Foster Care Liaison	• Students are provided with transportation services

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

Discipline Management Programs; Sexual Harassment Policies: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL) & FFH(EXHIBIT)

- Dating Violence Policies; Educational Materials and Resources: FFH(LEGAL) & FFH(LOCAL)
- Bullying Prevention Policies and Procedures: FFI(LEGAL) & FFI(LOCAL)
- Policies 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
1. 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 • School Counselor	• Staff are aware of child abuse recognition and reporting requirements
2. Provide training on methods for addressing the needs of students, including suicide prevention programs and early mental health intervention.	• Guidance & Counseling • School Counselor	• Staff are aware of methods for addressing mental health issues, including suicide prevention
3. Provide age-appropriate classroom instruction to educate students on suicide prevention, including warning signs and anonymous reporting procedures.	• Guidance & Counseling • School Counselor	• Student awareness is increased

Harassment and dating violence [TEC 37.001]

- Sexual Harassment Policies: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL) & FFH(EXHIBIT)
- Policies Addressing Sexual Abuse and Other Maltreatment of Children: FFG(LEGAL) & FFG(LOCAL)

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

Highly Effective Teachers

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

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	• HR	• Pools of candidates are created
2. Increase minority candidates for positions that more adequately reflect the student population.	• HR • Principal	• The number of minority candidates interviewed and hired increases
3. Provide ongoing training and development for mentors (current Project GOAL program).	• HR	• Training is provided for mentors
4. Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. There are also additional mentor resources available at the district level.	• Principal	• First-time teachers are provided with an adequate level of campus and district support
5. During the school year, there are regular staff development activities scheduled for both first-year and veteran staff members.	• HR • Principal	• Staff development activities are held throughout the school year
6. 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

GISD

Texas Behavior Support Initiative		
• Training for the Texas Behavior Support Initiative (TBSI) relating to the instruction of students with disabilities and designed for educators who work primarily outside the area of special education.		
Strategy	**Staff Responsible for Monitoring**	**Evidence that demonstrates success**
1. 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 CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCI) training and complete the Texas Behavior Support Initiative (TBSI) modules.	• Principal • Special Education Department	• CORE team members attend training
3. CORE Teams will observe and provide support in a crisis.	• Principal • Special Education Department	• CORE team members can provide appropriate support

Post-Secondary Readiness

Strategies for providing information to students, teachers, counselors, and parents about:
1. Higher education admissions and financial aid opportunities,
2. TEXAS grant program,
3. Teach for Texas grant programs,
4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. The 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 • Guidance & Counseling	• The website scholarship page is current and updated
2. Provide FAFSA/TASFA workshops to assist students and parents in completing the application for financial aid.	• Guidance & Counseling • School Counselor	• Students and parents complete the FAFSA
3. Scholarship announcements are made through the campus Go Centers and on the district website as they become available during the school year.	• Guidance & Counseling • School Counselor	• Students are made aware of scholarships
4. 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	• A college fair is provided for students and parents

Title I, Part C, Migrant Education Program (When migrant students are identified)		
Strategy	**Staff Responsible for Monitoring**	**Evidence that demonstrates success**
1. GISD will provide identified migrant students with instructional support services, including tutoring, summer school, intervention, and/or credit recovery.	• FACE/Student Services • Region 10	• Migrant students are provided with educational services
2. GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post-high school opportunities.	• FACE/Student Services • Region 10	• Migrant students and parents are aware of graduation requirements and post-high school opportunities
3. Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	• FACE/Student Services • Services Region 10	• Migrant students and parents are referred to resources for services to help meet their needs

Drop Out Prevention		
Strategy	**Staff Responsible for Monitoring**	**Evidence that demonstrates success**
1. 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
2. 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
3. Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and services that are available.	• Student Services	• Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for the collection, organization, maintenance, and dissemination of at-risk student data.	• Student Services	• A centralized system is created and utilized for the dissemination of at-risk student data
5. 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

Coordinated School Health

- Include any coordinated school health activities and their evaluation in the campus improvement plan, as well as 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
1. 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 are required to complete a minimum of 225 minutes of physical activity every two weeks for four semesters.	• Principal	• Structured activities are included 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)
2. Health services are provided to students by qualified professionals, including physicians, nurses, dentists, and other allied health personnel, both within the school and from the community, to assess, protect, and promote health.	• Nurse	• Clinic Services provide health services.
3. School Nutrition Services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	• Student Nutrition Services	• Students are served nutritious meals
4. Counselors provide services to students to enhance their mental, emotional, and social well-being, including individual and group counseling, as well as referrals.	• Guidance & Counseling • School Counselor	• Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of 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.
6. 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. Yearly evaluation and tracking.

District Testing and Assessment Calendar

GISD Testing Calendar - Public Website

Migrant Education Program PFS/Migrant Plan of Action

Title I, Part C Migrant

Not Applicable. As per Region 10, Garland ISD does not have any migrant students.

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**
1. Participate in training to ensure compliance with EDGAR requirements.	Title I: Task 1.1	• Director, Grants Dev./Mgmt.	• 100% compliance
2. Provide Title I documentation training and oversight to campus administrators and conduct campus audits as needed using the Title I Crate.	Title I: Task 1.1	• Director, Grants Dev./Mgmt.	• 100% compliance
3. Assist and support campus and district staff in correctly budgeting, monitoring, and documenting the use of Title I funds.	Title I: Task 1.1	• Director, Grants Dev./Mgmt.	• 100% compliance
4. 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 on state assessments
5. Provide timely, accurate, and disaggregated data reporting with targeted campus support to ensure that Title I schools use real-time information to implement and monitor evidence-based strategies that accelerate student achievement and close performance gaps.	Title I: Task 1.2	• RAAD	• Students improve their scores on state assessments.

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.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Implement a robust summer learning program designed to close achievement gaps, provide targeted intervention, and extend enrichment opportunities to strengthen student readiness.	Title I: Tasks 2.1-2.6	• Director, Grants Dev./Mgmt. • Office of Innovation	• Reduction in learning loss as evidenced by summer achievement data.

TASK 4. GOLD ES Campus

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Deliver Targeted Instructional Leadership Training and Coaching for Priority Campuses: Provide leadership training and coaching, utilizing partners with an emphasis on data-informed practices, formative feedback protocols, and the development of culturally responsive collaboration and team-building skills.	Title I: Task 4.0	• Executive Director of Leadership	• Improved school accountability ratings through enhanced instructional leadership and strategic data practices at high-need campuses.

TASK 6. College, Career, and Military Readiness

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

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. 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
2. 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

TASK 7. Homeless and Foster Care

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. 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
2. Provide transportation to students in Foster Care	Title I: Task 7.2	• Student Services Administrator	• Students improve attendance and scores in state assessments

TASK 8. PNP

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Ensure compliance with ESSA requirements for PNP services	Title I: Tasks 8.1, 8.2	• Director, Grants Dev./Mgmt.	• 100% compliance

TASK 9. Support Positions

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.	Title I: Tasks 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.9	• Director, Grants Dev./Mgmt.	• Improved teacher effectiveness and student achievement

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.

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

TASK 12. Guidance & Counseling

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

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. 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	• Executive Director of 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, resources at GO Centers, and improved postsecondary access.

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
1. Provide parents with information regarding ways to partner with the school and support the child's social, emotional, and academic growth. Including Parents' Right to Know.	Title I: Tasks 14.1, 14.2	• Program Facilitator	• 100% of campuses have a Parent Involvement Policy discussed and agreed upon by campus committee representatives and parents • An increased number of parents attending parent meetings, parent-teacher conferences, parent trainings, and parent

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
			volunteers from the previous school year
2. Attend local, state, and national conferences to learn effective strategies for engaging and supporting families.	Title I: Task 14.1	• Program Facilitator	• Parent and family engagement surveys reflecting increased participation or satisfaction following the integration of new strategies.
3. Enhance school and family partnerships by prioritizing and developing strategies to address campus family engagement needs.	Title I: Tasks 14.1, 14.2	• Program Facilitator • Dir. of HR Systems	• Parent surveys • Culture and Climate Surveys

TASK 15. Early Education

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. This will be achieved by leveraging available resources, including Title I, Part A funds, to implement purposeful activities that foster school readiness and support a successful entry into the elementary learning environment.	Title I: Task 15.0	• Early Education Coordinator	• Reduction in Achievement Gaps • Increased Collaboration Among Stakeholders • Enhanced Family Engagement • Improved Early Academic Performance

TASK 19. District Staff Position

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted leadership development, strategic guidance, and accountability support for campus principals.	Title I: Task 19.1	• Chief Leadership Officer	• Increase in campus performance ratings and student achievement
2. Strengthen systems to remove barriers to learning, support at-risk students, and improve academic outcomes aligned to district improvement goals.	Title I: Task 19.2	• Executive Director, Student Services	• Increase in campus performance ratings and student achievement

TASK 20. SAIL

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide teachers with support and deliberate language acquisition skills to build academic language in underserved classrooms across 8 schools.	Title I: Task 20.1	• SAIL Coordinator	• Increase in students reading on grade level in Pre-K through 3rd grade.
2. Provide teachers with visual aids and hands-on literacy tools to enhance small-group instruction and accelerate foundational reading skills in Pre-K through 3rd grade.	Title I: Task 20.1	• SAIL Coordinator	• Increased student engagement and growth in small-group reading instruction.
3. Supply classrooms and families with tools for interactive vocabulary development to support academic language acquisition and oral language practice.	Title I: Task 20.1	• SAIL Coordinator	• Improved student use of academic vocabulary during oral responses and written tasks, and measured on vocabulary components of literacy benchmarks.

Title II, Part A Program

TASK 1. Recruit, Support, and Retain Effective Teachers and Principals			
Goal 6: Eliminate all D and F-rated campuses.			
Strategy	**Funding**	**Staff Responsible for Monitoring**	**Evidence that demonstrates success**
1. Provide sustained mentoring for beginning teachers through structured one-on-one coaching, goal setting, and classroom support aligned to district instructional priorities.	Title II: Task 1.1	• Teaching and Learning, PD Specialists	• Teacher retention • Surveys
2. Fund substitute teachers to release beginning teachers for structured classroom observations of high-performing peers and mentor teachers.	Title II: Task 1.2	• Teaching and Learning, PD Specialists	• Teacher retention • Surveys
3. Implement district-led performance planning sessions where beginning teachers internalize curriculum, rehearse delivery with coordinators, and analyze assessment data.	Title II: Task 1.3	• Teaching and Learning, PD Specialists	• Student outcomes (DOLs, CBAs, Interims, STAAR)

TASK 2. Professional and Development/ Educator Growth

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.1	• Teaching and Learning, Library Media Services	• Attendance, • Professional Development Agendas
2. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.2	• Teaching and Learning, World Languages Coordinator	• Attendance, • Professional Development Agendas
3. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.3	• Teaching and Learning, Content Coordinators	• Attendance • Professional Development Agendas
4. Engage external consultants with expertise in instructional leadership and organizational development to provide targeted coaching for principals, assistant principals, and teacher leaders.	Title II: Task 2.4	• Executive Directors of Leadership	• Planning documents, campus, and student outcomes

Task 4. Other Allowable Activities

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates Success
1. Design curriculum, lead professional learning, and provide ongoing campus-based coaching.	Title II: Task 4.1	• Teaching and Learning	• Student outcomes (DOLs, CBAs, Interims, STAAR)
2. Deploy paraprofessionals to assist and support district instructional programming that reinforces curriculum and instruction.	Title II: Task 4.2	• Teaching and Learning	• Student progress monitoring and assessment data showing improved student outcomes
3. Ensure compliance with ESSA requirements for PNP services	Title II: Task 4.3	• Grants Development	• Compliance

Task 5. HR Teachers Residency

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
1. Partner aspiring educators with experienced, effective mentor teachers for a full year of hands-on clinical training and co-teaching in a K–12 classroom.	Title II: Tasks 5.1, 5.2	• HR Coordinator	• Teacher candidates integrate more smoothly into the district's academic environment and school culture. This program enhances recruitment efforts by helping attract and retain a more qualified teaching workforce.

Title III, Part A ELA Program

TASK 1. Supplemental Language Program Activities			
Goal 1: Increase the percentage of ALL third-grade students achieving "Meets Grade Level" on 3rd-grade Reading Language Arts STAAR exams. **Goal 3:** Increase the percentage of ALL sixth-grade students achieving "Meets Grade Level" on 6th-grade Reading Language Arts STAAR exams.			
Strategy	**Funding**	**Staff Responsible for Monitoring**	**Evidence that demonstrates success**
1. Supplemental training opportunities to enhance instructional strategies.	Title III: Task 1.1	• Multilingual Program Director	• Emergent Bilingual students will demonstrate measurable growth in English proficiency across all language domains
2. Acquisition of supplies and materials that will improve the instruction of Emergent Bilingual Students.	Title III: Task 1.3	• Multilingual Program Director	• Improve academic outcomes for Emergent Bilingual Students

TASK 2. Supplement Parent, Family, and Community Engagement Activities Implemented			
Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.			
Strategy	**Funding**	**Staff Responsible for Monitoring**	**Evidence that demonstrates success**
1. Provide family, parents, and community engagement activities.	Title III: Task 2.2	• Multilingual Program Director	• An increased number of parents attending parent, family, and community outreach activities from the previous school year

TASK 3. Supplemental Activities

Goal 1: Increase the percentage of ALL third-grade students achieving "Meets Grade Level" on 3rd-grade Reading Language Arts 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 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
1. Region 10 Instructional practices package and Drawdown amounts for PNPs.	Title III: Task 3.1	• Multilingual Program Director	• Emergent Bilingual students will demonstrate measurable growth in English proficiency across the four language domains.

Title III, Part A Immigrant Program

TASK 4. Immigrant			
Goal 1: Increase the percentage of ALL third-grade students achieving "Meets Grade Level" on 3rd-grade Reading Language Arts 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 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**
1. Enhanced Curriculum supports embedding CBLI strategies that will meet the affective, cognitive, and linguistic needs of newcomers	Title III: Task 4.1	• Newcomer Facilitator	• 100% of newcomers will receive enhanced linguistic support that extends beyond the standard service provided
2. Provide tutorials, mentoring, and academic or career counseling for immigrant children and youth	Title III: Task 4.2	• Newcomer Facilitator	• Students will show measurable growth in English language proficiency
3. Provide family literacy, parent, family, and community outreach, and/or training activities designed to assist parents in becoming active participants in the education of their children	Title III: Task 4.3	• Newcomer Facilitator	• An increased number of immigrant parents attending parent, family, and community outreach activities from the previous school year.

Title IV, Part A Program

TASK 1. Well-Rounded Education			
Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.			
Strategy	**Funding**	**Staff Responsible for Monitoring**	**Evidence that demonstrates success**
1. Increase student access to and success in postsecondary pathways by providing individualized support in the areas of college admissions, workforce applications, financial aid, and scholarships.	Title IV: Task 1.1	• Executive Director of Guidance & Counseling	• College application and FAFSA submissions increase Postsecondary enrollment
2. Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.	Title IV: Task 1.2	• Grants Development and Management, Executive Directors of Leadership	• Improved teacher effectiveness and student achievement
3. Implement Academic Success Services designed to provide supplemental, small-group, and individualized instructional support to students. These services will focus on strengthening mastery of core academic standards, increasing student engagement, and reinforcing classroom learning through aligned intervention practices.	Title IV: Task 1.3	• Grants Development and Management, Executive Directors of Leadership	• Strengthened campus capacity to provide targeted, data-driven interventions that will increase student achievement

TASK 2. Safe and Healthy Students

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted PD to build staff capacity in Tier 2/3 interventions, behavior management systems, and intervention plan implementation.	Title IV: Task 2.1	• Assistant Director of MTSS	• Reduction in discipline incidents
2. Enhance parent and student engagement for At-Risk populations to address barriers to attendance, enrollment, and student success.	Title IV: Task 2.1	• Executive Director of Student Services	• Reduction in Leaver Numbers
3. Reduce chronic absenteeism by implementing consistent attendance monitoring and intervention systems across the district.	Title IV: Task 2.2	• Executive Director of Student Services	• Average Daily Attendance Percentage Increase • Truancy Reduction

TASK 3. Effective Use of Technology

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Improve students' academic achievement and digital literacy through the use of technology integration, and provide ongoing campus-based support.	Title IV: Task 3.1	• Executive Director of Teaching & Learning, Digital Learning Coordinator	• Student outcomes • Usage data

TASK 4. PNP

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Ensure compliance with ESSA requirements for PNP services	Title IV: Task 4.1	• Director, Grants Dev./Mgmt.	• 100% compliance

Title I, Part A: LEA Program Plan

LEA Plan Requirement	Description
Timely and Meaningful Consultation	• The Garland ISD District Improvement Plan Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found in an addendum to the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are stored locally and made available upon request. • For the 2025-2026 school year, District Committee meetings are scheduled three times per year. The district will consult with and seek input from committee members to monitor the District Improvement Plan. • The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to update the 2025-2026 District Improvement Plan.
Coordination	• Garland ISD coordinates Title I, Part A resources with other federal, state, and local programs to maximize impact, eliminate duplication of services, and support student achievement. Coordination efforts include, but are not limited to, the following: ○ Title I, Part C - Migrant Education ○ Title II, Part A ○ Title III, Part A - English Learners ○ Title III, Part A - Immigrant ○ Title IV, Part A - Student Support Services ○ Individuals with Disabilities Act (IDEA) ○ Rehabilitation Act of 1973 ○ Strengthening Career and Technical Education for the 21st Century Act ○ Head Start Act ○ McKinney-Vento Homeless Assistance Act

LEA Plan Requirement	Description

Challenging State Academic Standards	• Implement TEKS-aligned HQIM to ensure rigorous, standards-based instruction.
	  ○ Goal 1, Strategy 1 (Reading HQIM)
	  ○ Goal 2, Strategy 1 (Math HQIM)
	• Develop literacy and numeracy frameworks and embed writing across the curriculum to deepen comprehension and critical thinking.
	  ○ Goal 1, Strategy 2 (Data-Informed Literacy Framework)
	  ○ Goal 2, Strategy 3 (Data-Informed Numeracy Framework)
	  ○ Goal 3, Strategy 3 (Writing Across the Curriculum)
	• Conduct frequent assessments (formative, CBAs, STAAR 2.0 items, i-Ready) to monitor student progress and adjust instruction.
	  ○ Goal 1, Strategy 2 (Literacy assessments)
	  ○ Goal 2, Strategy 3 (Numeracy assessments)
	  ○ Goal 3, Strategy 1 (Curriculum Framework - Literacy assessments)
	  ○ Goal 4, Strategy 1 (Curriculum Framework - Math assessments)
	• Provide professional development and instructional coaching to strengthen teacher practice and leadership capacity.
	  ○ Goal 1, Strategy 3 (PD for Instructional Leaders - Literacy)
	  ○ Goal 2, Strategy 4 (PD for Instructional Leaders - Math)
	  ○ Goal 3, Strategy 2 (Instructional Development – Literacy)
	  ○ Goal 4, Strategy 2 (Instructional Development – Math)
	• Prepare students for advanced opportunities through Algebra I readiness, TSI preparation, and aligned CTE pathways.
	  ○ Goal 4, Strategy 3 (Acceleration Pathway - Algebra I Readiness)
	  ○ Goal 5, Strategy 1 (TSI Preparation Programs)
	  ○ Goal 5, Strategy 3 (CTE Alignment w/ industry-based standards)

Periodic Review and Revisions	• Garland ISD will review and, as necessary, revise the District Improvement Plan. Scheduled formative evaluations in the fall and spring will assess the effectiveness of the plan.

Title I, Part A Statutorily Required Descriptions Citation

Descriptor	Summary of Evidence in the DIP
1. How the LEA will monitor students' progress in meeting the challenging State academic standards by; ☐ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students ☐ Identifying students who may be at risk for academic failure ☐ Providing additional educational assistance to individual students, the LEA or school determines who needs help in meeting the challenging State academic standards ☐ Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning	Garland Independent School District implements a comprehensive assessment and progress-monitoring system that combines STAAR, i-Ready diagnostics, CBAs, demonstrations of learning, and interim assessments to identify student needs, students at-risk, and monitor progress. We implement literacy and numeracy frameworks, data dashboards, and predictive modeling to inform interventions and close gaps. We also fund summer learning and MTSS supports.
2. How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers ☐ Low Income ☐ Minority	Garland Independent School District actively identifies and addresses disparities that may result in low-income and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. We implement targeted recruitment strategies to create pools of certified candidates in areas of shortage, thereby meeting the needs of the district population. We provide structured support to ensure that all teachers meet certification requirements and offer ongoing professional development through mentorship programs, such as Project GOAL. First-time teachers are paired with veteran mentors at the campus and district levels to enhance instructional quality and support teacher retention. We monitor instructional effectiveness through regular observations, coaching, and training, particularly on campuses identified as high-need. Additionally, we promote internal advancement opportunities to retain high-performing educators and cultivate leadership from within, ensuring that all students, regardless of socioeconomic or demographic background, have equitable access to effective instruction. **Addendum**
3. How the LEA will carry out its School Support and Improvement activities responsibilities	Garland Independent School District fulfills its school improvement responsibilities by supporting campuses identified as Comprehensive, Targeted, or Additional Targeted for improvement. After identification, these campuses receive customized

Descriptor	Summary of Evidence in the DIP
	support aligned to their specific needs. Strategies include conducting comprehensive campus risk-load analyses, allocating instructional support staff (Instructional Design Facilitators, Instructional Support Teachers, Support Teachers, and Sheltered Instruction Specialists), implementing high-frequency classroom observations, and partnering with external organizations for program training. In addition, the district monitors Title I compliance and manages budgeting and expenditure planning to ensure federal resources are maximized in support of school improvement.
4. The poverty criteria that will be used to select school attendance areas	Garland ISD will ensure equitable allocation of Title I, Part A funds by using poverty criteria, including free and reduced-price meal eligibility, to identify and prioritize schools with the highest concentrations of economically disadvantaged students, thereby supporting educational equity and student success across all campuses.
5. The nature of the programs to be conducted under Schoolwide and Targeted Assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	Garland Independent School District conducts Schoolwide programs across 62 campuses, with Title I-funded initiatives to improve instruction, interventions, and CCMR outcomes. We provide support services, including summer school, credit recovery, pregnancy-related services, and career training.
6. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.	Garland Independent School District provides comprehensive services to support the enrollment, attendance, and academic success of homeless children and youth in coordination with the McKinney-Vento Homeless Assistance Act. We ensure that students experiencing homelessness receive supplemental materials, including school supplies, clothing, and hygiene products. We also provide counseling, tutoring, credit recovery opportunities, and transportation assistance to help students remain in their school of origin when it is in their best interest. Our district's Homeless Liaison collaborates with the Student Services Department to ensure the timely identification, referral, and support of homeless students. These coordinated services are designed to remove barriers to education, ensure full participation, and promote academic achievement for students experiencing homelessness. **Addendum**

Descriptor	Summary of Evidence in the DIP
7. The strategy the LEA will use to implement effective parent and family engagement. Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.	The Garland Independent School District implements a comprehensive Parent and Family Engagement (PFE) strategy that emphasizes collaboration, communication, and culturally responsive practices to support student learning. We develop districtwide parent engagement initiatives that align with classroom instruction and provide families with tools to support at-home learning. These efforts include training sessions, academic workshops, and access to resources that help parents engage effectively in their children's education. We involve families in the planning and decision-making processes through participation in improvement committees and campus-based planning meetings. In addition, we provide opportunities for feedback through parent surveys and community forums. Our approach to family engagement is deeply rooted in our efforts to enhance school conditions and improve student outcomes, recognizing parents and families as vital partners in education. **Addendum**
8. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.	Garland ISD will support, coordinate, and integrate services for early childhood education programs to ensure a smooth transition for children into elementary school. This will be achieved by utilizing available resources, including Title I, Part A funds, to implement activities that promote school readiness and successful entry into the elementary education environment.
9. How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program, will identify the eligible children most in need of services under Title I, Part A.	Garland Independent School District does not operate any Targeted Assistance programs under Section 1115 of Title I, Part A. Therefore, this descriptor is not addressed in the current plan.
10. How the LEA will implement strategies to facilitate effective transitions for students from **middle grades to high school** and from **high school to postsecondary** education, including, if applicable; ☐ Coordination with institutions of higher education, employers, and other local partners; and ☐ Increased student access to early college high school or dual concurrent enrollment opportunities, or career counseling to identify student interests and skills	Garland Independent School District supports student transitions through real-time CCMR dashboards, targeted TSI boot camps, and integrated college readiness initiatives. The district also aligns CTE pathways with industry certifications, expands Early College High School (ECHS) and P-TECH programs, and builds strong partnerships with higher education institutions through GO Centers. These efforts provide students with dual credit and workforce certification opportunities, ensuring they graduate ready for postsecondary education, careers, or military service.

Descriptor	Summary of Evidence in the DIP
	In addition to CCMR and postsecondary supports, we empower students during the middle-to-high school transition. They engage in career assessments and exploration activities designed to help them discover their strengths, interests, and potential high school pathways. Orientation activities, academic advising, and bridge programs that help students and families prepare for high school coursework and graduation pathways.
11. How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, F19, which may include identifying and supporting schools with high rates of discipline, A19 disaggregated by each of the subgroups of A19.	Garland Independent School District is committed to equitable disciplinary practices and actively works to reduce the overuse of exclusionary discipline. We analyze discipline data disaggregated by student subgroups to identify patterns of disproportionality and implement targeted supports where necessary. We train staff in restorative practices and positive behavior interventions to foster inclusive, supportive learning environments. Additionally, we collaborate with campus leaders to implement behavior support strategies and monitor discipline trends district-wide, ensuring all students have equitable access to instruction. **Addendum**
12. If applicable, how the LEA will support programs that coordinate and integrate; ☐ Academic and career and technical education content through coordinated instructional strategies, which may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. ☐ Work-based learning opportunities that provide students **with in-depth interaction with industry professionals** and, if appropriate, academic credit.	Garland Independent School District coordinates academic and career programs through CTE pathways that provide parenting skills, career training, completion of programs of study, an industry-based certification, and job acquisition support. We partner with higher education and workforce institutions through GO Centers and classrooms to align postsecondary pathways. **Addendum**
13. Any other information on how the LEA proposes to use funds to meet the purposes of this grant, and that the LEA determines appropriate to provide, which may include how the LEA will; ☐ Assist schools in identifying and serving gifted and talented students ☐ Assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement.	Garland ISD extends Title I funds to support the identification of students in need of G/T services, dyslexia interventions, and supplemental homeless services, while also providing extensions beyond the classroom through digital literacy initiatives and library media services.

Statutorily Required Assurances

Assurance	Evidence in the District Improvement Plan and/or Addenda
1. Services for migratory children (Sec. 1112(c)(1))	**Title I, Part C Migrant Addendum:** Title I, Part C Migrant Education Program
2. Services for private school students (Sec. 1112(c)(2))	**Title I, Part A Addendum**: TASK 8. PNP (Region 10 cooperative membership; compliance evidence)
3. Participation in NAEP (Sec. 1112(c)(3))	Garland ISD is not selected by TEA to administer this test.
4. Coordination across programs (EL, SPED, migrant, homeless, etc.) (Sec. 1112(c)(4))	**District Improvement Plan:** Homeless Foster Care **Goal 6, Strategy 6** Develop and implement a comprehensive family and community engagement program that aligns with classroom instruction. **Goal 6, Strategy 7** Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. **Addenda:** Title I, Part A Program Title I, Part C Migrant Highly Effective Teachers
5. Foster care transportation & child welfare collaboration (Sec. 1112(c)(5))	**Title I, Part A Addenda:** Transportation to Foster Students TASK 7. Homeless and Foster Care
6. State certification of teachers & paraprofessionals (Sec. 1112(c)(6))	**Addendum:** Highly Effective Teachers (recruitment, mentoring, certification compliance)
7. Early childhood programs comply with the Head Start Act (Sec. 1112(c)(7))	**District Improvement Plan:** **Goal 6, Strategy 7** Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school.

Assurance	Evidence in the District Improvement Plan and/or Addenda
8. Parents' Right-to-Know (Sec. 1112(e)(1))	**District Improvement Plan:** **Goal 6, Strategy 6** Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth. **Addendum:** TASK 14. Parental Involvement (parent compacts, policies)
9. Testing transparency (Sec. 1112(e)(2))	**Addendum:** District Test and Assessment Calendar
10. Outreach to parents of English learners (Sec. 1112(e)(3)(C))	**District Improvement Plan:** **Goal 6, Strategy 6** Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth. **Addenda:** Title I, Part C Migrant Title I, Part A

The Garland Independent School District
Title I, Part A Parent and Family Engagement Policy
2025-2026

Title I, Part A of the Every Student Succeeds Act (ESSA) provides federal funding for schools with a high percentage of students who qualify for the free/reduced lunch program. Sixty-seven campuses within Garland ISD receive Title I, Part A funding. Title I, Part A funds are used to ensure that all students meet the state's high academic standards. Garland ISD (GISD) uses these funds to pay for additional teachers and campus support staff, technology and supplemental learning resources.

Each GISD campus that receives Title I, Part A funds must have a Parent and Family Engagement Policy that describes how parents and schools can work together to support student achievement. In addition, Garland ISD also has a District Parent and Family Engagement Policy that describes how GISD will support family engagement. Both the campus and district policies are developed with the input of GISD families and community stakeholders. The campus and district policies are reviewed and updated annually.

Garland ISD will collaborate with parents and families in the development of the District Improvement Plan, Title I, Part A Program Plan, the Parent and Family Engagement Policy, and the campus review and improvement process.

- Garland ISD jointly develops and approves the district improvement plan with parents and families through the District Education Improvement Committee.
- The district Parent Advisory Committee will take part in the development and approval of the Title I Program Plan and the District Title I Parent and Family Engagement Policy.
- Campus Improvement Plans are jointly developed with parents through the Campus Improvement Team, which is composed of campus staff, parents, and community members.

Garland ISD will support Title I, Part A Program campuses in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.

- The Family and Community Engagement (FACE) Department provides support to departments and campuses in their family engagement efforts as requested (training, collaboration, and consultation).
- The FACE Department provides assistance with the evaluation of the campus parent and family engagement plan through an annual Title I survey.
- The FACE Department provides training for staff and parents in the development of the campus parent and family engagement plan, assists campuses in identifying effective family engagement practices, and provides community presentations.
- The FACE Department provides professional development and ongoing support to designated campus Family Engagement Contacts to ensure that campuses can implement research-based family engagement initiatives.

Garland ISD will build the schools' and parents' ability to create strong family engagement.

- **Parents may be assisted in understanding state standards, district, and school assessments, and how to monitor a child's progress in the following ways:**
  - The District will provide the Testing Calendar online so parents can stay informed of the testing schedule.
  - GISD assists parents in monitoring their child's progress through Skyward and frequent reports of student progress. Training in Skyward is available through the local campus.
  - The district provides an assessment page on the district website to assist parents in understanding the assessments given, what they measure, and how the schools and families will use these to measure student academic progress and placement.
  - Each Title I Campus conducts activities designed to assist parents in understanding state and district assessments and achievement standards.
  - Each campus sends information to parents about standardized assessments to help them understand their child's test results.
  - GISD will provide parent workshops that cover diverse topics such as supporting students, parenting, and partnering with schools.
  - The FACE Department will provide professional development to campuses to create a welcoming campus environment for parents and families.
- **Garland ISD will provide materials and training to help parents work with their child, such as literacy training and using technology.**
  - Each Title I campus provides training for parents according to the results of their Comprehensive Needs Assessment. This may include technology and literacy training as well as other topics identified.
  - The Family and Community Engagement Department provides resources to campuses and facilitates parent workshops that comply with state and federal requirements for family engagement.
  - GISD offers beginner and advanced computer classes annually at no cost to families.
- **Garland ISD will, with the assistance of parents and families, educate principals, teachers, and other staff in the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the schools.**
  - Training is provided to schools on developing their campus parent and family engagement plan.
  - GISD provides professional development sessions for campus staff to support best practices for family engagement.
  - The district designates November of each year as Family Engagement Month to emphasize the importance of partnerships between families and schools.
- **Garland ISD will ensure that information related to school and parent programs, meetings, and other activities is provided to parents in a format and language the parents can understand whenever reasonably possible.**
  - Information and documents important to parents and families are located on the district website in appropriate languages.
  - Each Title I campus is required to document the manner in which it notifies parents in a language and format that is easily understood.
  - GISD notifies parents of district-wide parent events in English, Spanish, and Vietnamese.
  - Interpretation in Spanish and Vietnamese for district-wide events is provided upon request.

Garland ISD will coordinate and integrate parent and family engagement strategies with other local parent involvement programs.

- **Garland ISD will provide reasonable support for family engagement activities.**
  - GISD will provide support to parent/student advocacy organizations PTA/PTSA board that meet regularly to support the parent and school relationship.
  - Booster clubs and other parent organizations may receive support for their activities through the neighborhood campus.
  - Campuses will work with local parent involvement programs to include them in their parent involvement activities as appropriate.

Garland ISD will develop appropriate roles for community-based organizations and businesses to take part in parent and family engagement activities.

- GISD works with businesses and the community to involve them in parent involvement activities at the campus and district level.
- GISD will maintain a volunteer website to improve communication between schools and community partners to link resources to needs.
- GISD will identify community agencies and facilitate referrals based on community needs and volunteers' interests.
- GISD will provide opportunities to communicate district goals to stakeholders and provide updates annually.

Garland ISD will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of Title I, Part A Program participating schools. This evaluation, the Title I Family Engagement Survey, is distributed to parents and families and seeks to identify barriers that inhibit greater participation. The findings will be used to design strategies for more effective parent and family engagement, and the Policy will be revised as necessary.

Report on Violent or Criminal Incidents

School Violence Prevention and Intervention

The GISD Security Department utilizes qualified personnel, staff training, equipment, and key procedures to help keep students, staff and visitors safe at Garland ISD campuses and facilities. The department conducts an annual audit of district safety and security procedures. Audits of individual schools are conducted at least once every three years.

Controlled entry is one way the district ensures safety on each campus. Access cards are needed to gain entry into GISD buildings. Visitors must be buzzed into two doors, under camera surveillance, and screened before entering the school. Campuses screen visitors by requiring them to show a government I.D., which is run through a national sex offender database. Campus escorts are also used when necessary.

The district also ensures safety on campuses through the use of a closed-circuit video monitoring system.

In addition to lockdown drills, evacuation and severe weather drills are also practiced. Garland ISD staff and students are taught and continually reminded about each type of emergency, the reasons and conditions for each drill activation, and their campus' procedures.

The District employs the Anonymous Alerts App so that individuals can provide anonymous t**ips.**

Emergency Management Procedures

- District Emergency Operations Plan
- Standard Response Protocol/Standard Reunification Method
- Random Searches
- Lockdown Drills
- Fire Drills
- Shelter Drills
- District Behavioral Threat Assessment Team
- Traumatic Injury Response Protocol (Stop the Bleed)
- Canine Detection and Prevention Program

School Violence In-Service Training

- Standard Response Protocol Training
- PTA Meeting
- Table Top Exercises
- Districtwide Relocation and Reunification Drills

Preventive Equipment

Electric locks at each campus with main entrance intercom and closed-circuit television camera. Locks controlled through GISD central command center. Each exterior door has a door contact alarm, which alerts the command center if a door is propped open.

Closed-circuit cameras at each campus linked through GISD network. Accessible at each campus and monitored at the central command center.

Visitor management system at each facility requires government I.D. or passport. System scans visitors through a national database system of sex offenders.

Public address systems at each campus link to the telephone structure to allow announcements from classrooms and any District telephone from outside the building as well.

School Resource Officers (SRO's) Officers from the Garland, Rowlett and Sachse Police Departments serve as School Resource Officers (SRO)for Garland ISD schools. Each SRO brings specialized knowledge of the law, local and national crime trends and safety procedures to the campus. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables them to protect the community and the campus while supporting the educational mission. Two SROs are assigned to each high school; one SRO is assigned to each middle school; and, one SRO rotates among 2-5 elementary schools.

GISD's **Armed Security Officers (ASOs)** fulfill HB3 mandates and provide for a safe and secure school environment, foster an optimal learning environment, and act as a deterrent to unsafe or poor behavior by patrolling the campus, monitoring student behavior, enforcing school and District policies, intervening in physical encounters, monitoring security cameras, monitoring visitors, and reporting unsafe or unhealthy conditions. ASOs patrol and monitor assigned school campuses to provide security and protection to students, personnel, equipment, and property; maintain campus security and protect District property against vandalism, illegal entry, fire, and theft; respond to emergency situations; and protect students from armed intruders.

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)							
REASON CODE	DESCRIPTION	GHS	SGHS	NGHS	LCHS	NFHS	RHS	SHS
		57909002	57909003	57909004	57909005	57909008	57909009	57909010
02	Conduct Punishable As A Felony	0	5	1	2	1	4	3
05	Alcohol	1	3	1	0	6	2	2
07	Public Lewdness Or Indecent Exposure	2	0	2	2	1	2	2
06	Abuse Volatile Chemical	0	0	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	1	0	1
09	Title 5 Felony Offenses	0	2	2	1	2	2	2
10	Felony Offenses Not in Title 5, Penal Code	0	1	0	0	0	0	1
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	2	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	1	1	1	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0
17	Murder	0	0	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0	0	0
26	Terroristic Threat Involving A Public School	1	1	2	3	2	1	2
27	Assault Against School District Employee Or Volunteer	2	1	1	2	2	2	1
28	Assault Against Someone Other Than A School District Employee/Volunteer	2	3	4	7	3	8	4
29	Aggravated Assault Against School District Employee Or Volunteer	1	0	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	1	3	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	1	0	1	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	1	1	0	2	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0
46	Aggravated Robbery	0	0	0	1	0	0	0
47	Manslaughter	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0	1	0
61	Certain Bullying Behavior	0	1	1	0	0	0	0
62	Marihuana Or THC	29	37	32	31	27	21	48
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	16	27	37	27	27	27	42
64	Non-Felony Level Controlled Substance Or Dangerous Drug	1	1	1	0	0	0	0
	Total Incidents	56	86	86	77	78	71	108
	Student Enrollment (Fall 2024 PEIMS Snapshot)	2343	2013	2936	2091	1958	2163	2947
	Incident Rate	2.39%	4.27%	2.93%	3.68%	3.98%	3.28%	3.66%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)					
REASON CODE	DESCRIPTION	AUSTIN MS	BUSSEY MS	S HOUSTON MS	JACKSON MS	OBANION MS
		57909041	57909042	57909043	57909045	57909046
02	Conduct Punishable As A Felony	1	0	0	1	0
05	Alcohol	0	0	2	0	1
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0
16	Arson	0	0	0	0	0
17	Murder	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	1
26	Terroristic Threat Involving A Public School	1	2	1	2	0
27	Assault Against School District Employee Or Volunteer	0	2	1	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	2	1	2	1	6
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0
47	Manslaughter	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	1	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0
62	Marihuana Or THC	0	17	7	9	27
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	0	22	17	2	7
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	1	0	1	0
	Total Incidents	4	46	30	16	42
	Student Enrollment (Fall 2024 PEIMS Snapshot)	952	754	777	1159	794
	Incident Rate	0.42%	6.10%	3.86%	1.38%	5.29%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)					
REASON CODE	DESCRIPTION	BRANDENBURG MS	SELLERS MS	WEBB MS	HUDSON MS	SCHRADE MS
		57909047	57909048	57909049	57909052	57909054
02	Conduct Punishable As A Felony	4	0	0	1	0
05	Alcohol	2	1	0	2	2
07	Public Lewdness Or Indecent Exposure	2	0	0	1	0
06	Abuse Volatile Chemical	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0
16	Arson	0	0	0	0	0
17	Murder	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0
22	Felony Criminal Mischief	0	1	0	0	0
26	Terroristic Threat Involving A Public School	3	4	3	0	4
27	Assault Against School District Employee Or Volunteer	1	2	2	0	3
28	Assault Against Someone Other Than A School District Employee/Volunteer	2	4	3	3	13
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0
46	Aggravated Robbery	0	0	1	0	0
47	Manslaughter	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0
62	Marihuana Or THC	5	3	3	3	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	2	4	7	2	3
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0	0	0
	Total Incidents	21	19	19	12	25
	Student Enrollment (Fall 2024 PEIMS Snapshot)	1061	854	994	1099	700
	Incident Rate	1.98%	2.22%	1.91%	1.09%	3.57%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)						
REASON CODE	DESCRIPTION	COYLE MS	LYLES MS	BEAVER MS	BULLOCK ES	CALDWELL ES	COOPER ES
		57909056	57909057	57909101	57909102	57909103	57909107
02	Conduct Punishable As A Felony	0	1	0	0	0	0
05	Alcohol	2	0	0	1	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0	0
09	Title 5 Felony Offenses	2	1	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0
17	Murder	0	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0	0
26	Terroristic Threat Involving A Public School	2	5	0	0	0	1
27	Assault Against School District Employee Or Volunteer	5	0	0	0	0	1
28	Assault Against Someone Other Than A School District Employee/Volunteer	14	3	0	0	0	1
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	1	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0	0
62	Marihuana Or THC	10	16	0	0	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	9	25	0	1	1	0
64	Non-Felony Level Controlled Substance Or Dangerous Drug	1	0	0	0	0	0
	Total Incidents	45	51	0	2	2	3
	Student Enrollment (Fall 2024 PEIMS Snapshot)	964	873	562	542	422	398
	Incident Rate	4.67%	5.84%	0.00%	0.37%	0.47%	0.75%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)					
REASON CODE	DESCRIPTION	DAUGHTERY ES	KIMBERLIN ES	WILLIAMS ES	WATSON ES	WEAVER ES
		57909108	57909111	57909112	57909115	57909116
02	Conduct Punishable As A Felony	0	0	0	0	0
05	Alcohol	0	0	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0
16	Arson	0	0	0	0	0
17	Murder	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0
26	Terroristic Threat Involving A Public School	0	0	0	0	0
27	Assault Against School District Employee Or Volunteer	0	0	0	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	0	0	0	0	0
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0
47	Manslaughter	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0
62	Marihuana Or THC	0	0	0	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	0	0	1	0	1
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0	0	0
	Total Incidents	0	0	1	0	1
	Student Enrollment (Fall 2024 PEIMS Snapshot)	757	474	562	529	460
	Incident Rate	0.00%	0.00%	0.18%	0.00%	0.22%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)					
REASON CODE	DESCRIPTION	BRADFIELD ES	SHORHAVEN ES	HG/MONT ES	WALNUT GLEN ES	FREEMAN/GM ES
		57909119	57909120	57909121	57909122	57909123
02	Conduct Punishable As A Felony	0	0	0	0	0
05	Alcohol	0	0	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0
16	Arson	0	0	0	0	0
17	Murder	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0
26	Terroristic Threat Involving A Public School	0	0	0	0	0
27	Assault Against School District Employee Or Volunteer	1	0	0	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	0	0	0	0	0
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0
47	Manslaughter	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0
62	Marihuana Or THC	0	0	0	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	0	0	0	0	0
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0	0	0
	Total Incidents	1	0	0	0	0
	Student Enrollment (Fall 2024 PEIMS Snapshot)	525	350	557	376	643
	Incident Rate	0.19%	0.00%	0.00%	0.00%	0.00%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)					
REASON CODE	DESCRIPTION	HEATHER GLEN ES	HILLSIDE ES	DAVIS ES	ROACH ES	ETHRIDGE ES
		57909124	57909125	57909126	57909127	57909128
02	Conduct Punishable As A Felony	0	0	0	0	0
05	Alcohol	0	0	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0
16	Arson	0	0	0	0	0
17	Murder	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0
26	Terroristic Threat Involving A Public School	0	0	0	0	0
27	Assault Against School District Employee Or Volunteer	0	0	0	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	0	0	1	0	1
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	1
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0
47	Manslaughter	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0
62	Marihuana Or THC	0	0	0	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	1	0	0	0	0
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0	0	0
	Total Incidents	1	0	1	0	2
	Student Enrollment (Fall 2024 PEIMS Snapshot)	283	446	478	315	642
	Incident Rate	0.35%	0.00%	0.21%	0.00%	0.31%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)						
REASON CODE	DESCRIPTION	VIAL ES	HICKMAN ES	NORTHLAKE ES	TOLER ES	ROWLETT ES	SPRING CREEK ES
		57909129	57909133	57909134	57909136	57909137	57909138
02	Conduct Punishable As A Felony	0	0	0	0	0	0
05	Alcohol	0	0	0	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0
17	Murder	0	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0	0
26	Terroristic Threat Involving A Public School	0	0	0	0	0	0
27	Assault Against School District Employee Or Volunteer	0	1	0	0	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	0	0	0	0	0	0
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0	0
62	Marihuana Or THC	0	0	0	0	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	0	1	1	0	0	0
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0	0	0	0
	Total Incidents	0	2	1	0	0	0
	Student Enrollment (Fall 2024 PEIMS Snapshot)	572	484	526	425	486	673
	Incident Rate	0.00%	0.41%	0.19%	0.00%	0.00%	0.00%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)						
REASON CODE	DESCRIPTION	LUNA ES	BACK ES	SHUGART ES	HERFURTH ES	ABBETT ES	KEELEY ES
		57909139	57909140	57909141	57909142	57909143	57909144
02	Conduct Punishable As A Felony	0	0	0	0	0	0
05	Alcohol	0	0	0	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0
17	Murder	0	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0	0
26	Terroristic Threat Involving A Public School	0	0	0	0	0	1
27	Assault Against School District Employee Or Volunteer	0	0	0	0	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	1	0	0	0	1	1
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0	0
62	Marihuana Or THC	0	0	0	0	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	0	0	0	0	0	0
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0	0	0	0
	Total Incidents	1	0	0	0	1	2
	Student Enrollment (Fall 2024 PEIMS Snapshot)	544	402	471	590	710	583
	Incident Rate	0.18%	0.00%	0.00%	0.00%	0.14%	0.34%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)						
REASON CODE	DESCRIPTION	SEWELL ES	STEPHENS ES	LISTER ES	DORSEY ES	STEADHAM ES	ARMSTRONG ES
		57909145	57909146	57909147	57909148	57909154	57909155
02	Conduct Punishable As A Felony	0	0	0	0	0	0
05	Alcohol	0	0	0	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0
17	Murder	0	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0	0
26	Terroristic Threat Involving A Public School	1	0	0	0	0	0
27	Assault Against School District Employee Or Volunteer	0	0	1	3	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	0	0	0	1	0	2
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0	0
62	Marihuana Or THC	0	0	1	0	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	0	0	1	0	1	0
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0	0	0	0
	Total Incidents	1	0	3	4	1	2
	Student Enrollment (Fall 2024 PEIMS Snapshot)	710	496	586	571	490	724
	Incident Rate	0.14%	0.00%	0.51%	0.70%	0.20%	0.28%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)						
REASON CODE	DESCRIPTION	PEARSON ES	IBERTY GROVE E	CARVER ES	HANDLEY ES	SOUTHGATE ES	CLUB HILL ES
		57909156	57909158	57909159	57909161	57909162	57909163
02	Conduct Punishable As A Felony	0	0	0	0	0	0
05	Alcohol	0	0	0	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0	0	0	0
06	Abuse Volatile Chemical	0	0	0	0	0	0
08	Retaliation Against School Employee	0	0	0	0	0	0
09	Title 5 Felony Offenses	0	0	0	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0
17	Murder	0	0	0	0	0	0
18	Indecency With A Child	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0
22	Felony Criminal Mischief	0	0	0	0	0	0
26	Terroristic Threat Involving A Public School	1	0	1	0	0	0
27	Assault Against School District Employee Or Volunteer	1	0	0	0	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	1	0	0	0	0	0
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0
46	Aggravated Robbery	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0	0	0	0
61	Certain Bullying Behavior	0	0	0	0	0	0
62	Marihuana Or THC	0	0	1	1	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	1	1	1	1	0	0
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0	0	0	0
	Total Incidents	4	1	3	2	0	0
	Student Enrollment (Fall 2024 PEIMS Snapshot)	455	484	641	563	431	443
	Incident Rate	0.88%	0.21%	0.47%	0.36%	0.00%	0.00%

	Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2024-2025 School Year (To the Extented Permitted under FERPA)			
REASON CODE	DESCRIPTION	COUCH ES	CISNEROS PK	PARSONS PK
		57909164	57909180	57909181
02	Conduct Punishable As A Felony	0	0	0
05	Alcohol	0	0	0
07	Public Lewdness Or Indecent Exposure	0	0	0
06	Abuse Volatile Chemical	0	0	0
08	Retaliation Against School Employee	0	0	0
09	Title 5 Felony Offenses	0	0	0
10	Felony Offenses Not in Title 5, Penal Code	0	0	0
11	Brought Firearm To School Or Unlawful Carrying Of Handgun Penal Code 46.02	0	0	0
12	Unlawful Carrying Of A Location-Restricted Knife	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0
16	Arson	0	0	0
17	Murder	0	0	0
18	Indecency With A Child	0	0	0
19	Aggravated kidnapping	0	0	0
22	Felony Criminal Mischief	0	0	0
26	Terroristic Threat Involving A Public School	0	0	0
27	Assault Against School District Employee Or Volunteer	0	0	0
28	Assault Against Someone Other Than A School District Employee/Volunteer	3	0	0
29	Aggravated Assault Against School District Employee Or Volunteer	0	0	0
30	Aggravated Assault Against Non-School District Employee or Volunteer	1	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0
35	False Alarm/False Report Involving a Public School	0	0	0
36	Felony Controlled Sub/Dangerous Drug Violation (Excludes Marihuana/THC)	0	0	0
37	Felony alcohol violation	0	0	0
46	Aggravated Robbery	0	0	0
47	Manslaughter	0	0	0
48	Criminally negligent homicide	0	0	0
49	Engages in deadly conduct	0	0	0
55	Registered Sex Offender (under Court Supervision)	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0
60	Harassment Agst Emp of Sch Dist Under TX PC 42.07(a)(1), (2), (3), or (7) (Pre 2026)	0	0	0
61	Certain Bullying Behavior	0	0	0
62	Marihuana Or THC	0	0	0
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette (Pre 2026)	0	0	0
64	Non-Felony Level Controlled Substance Or Dangerous Drug	0	0	0
	Total Incidents	4	0	0
	Student Enrollment (Fall 2024 PEIMS Snapshot)	524	355	325
	Incident Rate	0.76%	0.00%	0.00%

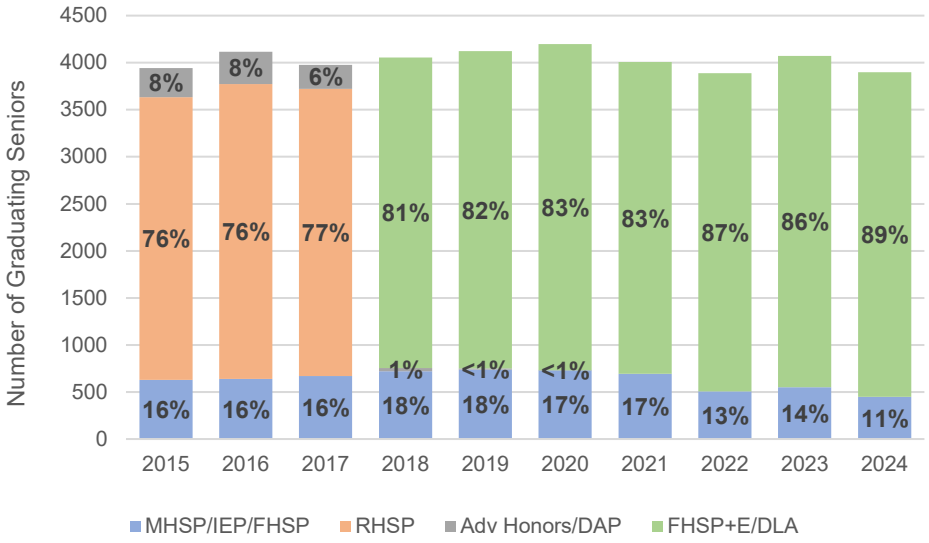
GRADUATE REPORT: 2025

GARLAND INDEPENDENT SCHOOL DISTRICT **JANUARY 2026**

The purpose of this report is to comply with Texas Education Code §39.306(a)(7) requiring annual reporting of information received under Texas Education Code §51.403(e) from the Texas High Education Coordinating Board concerning public education student enrollment and success in higher education. Due to timelines required for the capturing and reporting of the assembled data by the various educational agencies, including Garland Independent School District (GISD), the Texas Education Agency (TEA), and the Texas Higher Education Coordinating Board (THECB), the most current information available is reported, but may not reflect the most recent high school graduating class. Readers are encouraged to pay particular attention to graduating class years explained in the text and provided in graphs/tables.

Based on graduation trends over the last ten years, the GISD has experienced a fairly steady increase in the percentage of students graduating under "college ready" high school programs – that is, Recommended High School Program (Adv/RHSP), Distinguished Achievement Program (Adv Honors/DAP), and Foundation High School Program plus Endorsements or Distinguished Level of Achievement (FHSP+E/DLA). While these are two different diplomas (FHSP+E and FHSP+DLA), they are both considered "college ready" and are therefore combined for reporting. Beginning with the Class of 2018, students graduated under the Foundation High School Program (FHSP) or the FHSP+E/DLA diploma types. Even though the Classes of 2018, 2019, and 2020 graduated under the FHSP/FHSP+E/DLA diploma types, 53 students (n=37 Class of 2018, n=14 Class of 2019, and n=2 Class of 2020) graduated under the RHSP diploma type. Figure 1 highlights GISD graduate program ten-year trends.

FIGURE 1. HIGH SCHOOL GRADUATES BY YEAR AND DIPLOMA PROGRAM



What is not as evident when looking at the changes in percentages of students graduating under various high school programs shown on Figure 1 is the decrease in the number of students graduating each school year. Between 2015 (N graduates = 3,941) and 2024 (N graduates = 3,897), there was a decrease of 44 students, representing a 1% decrease over the past ten years.

While not included in the graph, it is worth noting that the combined percentage of GISD college ready graduates from 2015 through 2017 exceeded state percentages. State RHSP/DAP graduate rates are 80% (Class of 2015), 79% (Class of 2016), and 75% (Class of 2017). GISD RHSP/DAP graduate rates are 84%, 84% and 83% respectively. Under the new FHSP diploma types, the state graduation rates (FHSP+E/DLA) are 83% (Class of 2018), 85% (Class of 2019), 86% (Class of 2020), 84% (Class of 2021), 86% (Class of 2022), 87% (Class of 2023), and 88% (Class of 2024); GISD FHSP+E/DLA graduate rates are 81% (Class of 2018), 82% (Class of 2019, 83% (Class of 2020), 83% (Class of 2021), 87% (Class of 2022), 86% (Class of 2023), and 89% (Class of 2024).

In addition, the percentage of students graduating on non-college ready high school diploma plan (i.e., Minimum High School Plan and/or IEP-recommended (MHSP/IEP) or FHSP) has decreased from 16% (Class of 2015) to 11% (Class of 2024). These percentages combine those students graduating under the MHSP/IEP and FHSP diploma types. It is also noteworthy that the Class of 2018 is the first full cohort of students graduating under the FHSP and FHSP+E/DLA diploma types. Despite the Class of 2018 being the first full cohort under the new graduation program, students have had the ability to graduate under the FHSP diploma since 2015. In 2015, 75 students or 1.9%, in 2016, 199 students or 4.8% and in 2017, 273 students or 6.9% graduated under this diploma. The Class of 2017 saw the first students graduating under the FHSP+E/DLA diploma. Thirty-three GISD students (0.8%) of the Class of 2017 graduated under the FHSP+E/DLA diploma. Of the Class of 2024, 448 students graduated under the FHSP diploma while 3,449 students graduated under the FHSP+E/DLA diploma.

The goal of this report is to provide a glimpse into the college success of GISD graduates. This report is divided into sections to provide various elements related to college success of the most recent graduates for which data are available (most recent available varies by information reported). Tables are provided for the most recent graduates. Graphs provide a longitudinal perspective on trends over time. Data are reported for the district and individual high schools.

DATA & METHODOLOGY

Data for this report are captured from the THECB. The agency collects college enrollment, completion and GPA data from two- and four-year colleges within Texas, as well as provides reporting and data exporting on its website: www.txhighereddata.org. The high school graduates by diploma type as well as College/Career/Military Readiness (CCMR) percentages are retrieved from the district and campus-level Texas Academic Performance Reports (TAPR) published annually and found on the TEA website.

It is important to note that there are limitations to the available data. For example, because the data are provided by the THECB, college information is limited to public higher education institutions within the state of Texas. Students who attend private or out of state colleges are not captured.

COLLEGE ENROLLMENT RESULTS

Table 1 presents college enrollment for GISD students graduating in 2024 for the district, as well as each high school within the district. GISD had 42% of the Class of 2024 that could be tracked to a two-or four-year institution immediately following high school graduation. Lakeview Centennial High School, North Garland High School, and Sachse High School had the largest percentage of graduates enroll in a two- or four-year institution immediately following high school graduation (51%, 50%, and 47% respectively), i.e., fall 2024. The next highest percentage of graduates enrolling in higher education immediately following graduation is Rowlett High School (41%).

TABLE 1. CLASS OF 2024 COLLEGE ENROLLMENT (FALL 2024)

	N Graduates	N (%) 4-Year Institution	N (%) 2-Year Institution	N (%) Unknown
GISD	**3,897**	**855 (22%)**	**778 (20%)**	**2,264 (58%)**
GHS	539	91 (17%)	93 (17%)	355 (66%)
LCHS	542	170 (31%)	110 (20%)	262 (48%)
NFHS	475	97 (20%)	75 (16%)	303 (64%)
NGHS	634	164 (26%)	151 (24%)	319 (50%)
RHS	547	132 (24%)	93 (17%)	322 (59%)
SGHS	457	33 (7%)	92 (20%)	332 (73%)
SHS	703	168 (24%)	164 (23%)	371 (53%)

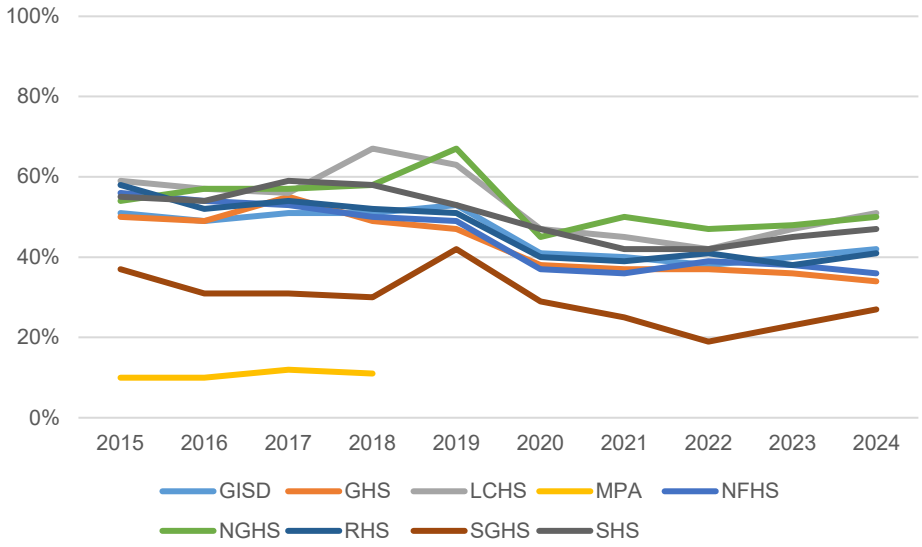
Interestingly, while not noted in the chart, the state percentage of high school graduates enrolling in college immediately following high school for the Class of 2024 was 44%, 2% higher than GISD. This represents the same state percentage as the previous year. The 42% of GISD graduates Class of 2024 enrolling in a two- or four-year institution immediately following high graduation represents an increase of 2% from the previous year.

In addition to college enrollment for the graduating class of 2024, THECB provides data access to explore trends over time as displayed in Figure 2 below.

Figure 2 provides a ten-year perspective of district and campus college enrollment trends (two- or four-year institutions) beginning with the graduating class of 2015. Based on this data, the average rate of district-wide students for the Class of 2024 enrolling in college immediately following high school graduation is 42%. The district's Class of 2019 had the highest percentage of students enrolling in college immediately following high school graduation (53%), while the Class of 2022 had the lowest rate (38%) of college enrollment. It should be noted that beginning with the Class of 2019, MPA students were assigned to their home campuses for reporting purposes and not MPA. Therefore, beginning with the Class of 2019, MPA will not have any graduate data.

FIGURE 2. LONGITUDINAL GRADUATE POSTSECONDARY ENROLLMENT (FALL SEMESTER) FOLLOWING HIGH SCHOOL GRADUATION: 2- OR 4-YEAR INSTITUTION

At the campus level, Lakeview Centennial High School Class of 2018 and North Garland High School Class of 2019 had the highest college enrollment rate during the last 10 years (67% respectively). The next campus cohorts with the highest college enrollment were Lakeview Centennial High School Class of 2019 (63%), Lakeview Centennial High School Class of 2015 and Sachse High School Class of 2017 (59% respectively).



COLLEGE PERFORMANCE RESULTS

Due to a lag in the capturing and reporting of this data, the most recent high school graduating cohort with grade point averages (GPAs) available is the graduating Class of 2023. Table 2 presents the success of GISD high school graduates after completing their first year of college at a two- or four-year public institution of higher education. It should be noted that 67% (the same percentage as the previous graduating class) of the GISD 2023 graduates earned a 2.0 or better in their first-year college coursework at a two-or four-year public institution. The district's Class of 2019 had the highest percentage (71%) of students earning a 2.0 or better in their first-year college coursework, while the Class of 2013 and Class of 2020 had the lowest rate (62% respectively) of students earning a 2.0 or better in their first-year college coursework.

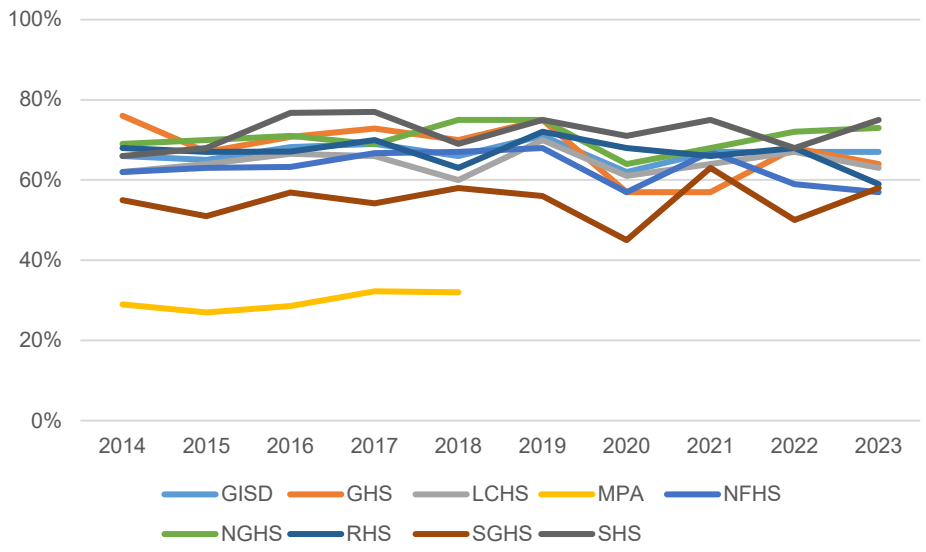
TABLE 2. CLASS OF 2023 FIRST YEAR COLLEGE GPA

	Enrolled	GPA ≥ 3.5	GPA 3.0-3.49	GPA 2.5-2.99	GPA 2.0-2.49	GPA ≤ 1.99	GPA Unknown
GISD	**1,753**	**366 (21%)**	**343 (20%)**	**222 (13%)**	**222 (13%)**	**553 (32%)**	**47 (3%)**
GHS	211	50 (24%)	45 (21%)	17 (8%)	24 (11%)	69 (33%)	6 (3%)
LCHS	275	52 (19%)	55 (20%)	36 (13%)	31 (11%)	95 (35%)	6 (2%)
NFHS	204	26 (13%)	32 (16%)	24 (12%)	32 (16%)	80 (39%)	10 (5%)
NGHS	341	97 (28%)	75 (22%)	44 (13%)	34 (10%)	84 (25%)	7 (2%)
RHS	239	36 (15%)	36 (15%)	33 (14%)	36 (15%)	91 (38%)	7 (3%)
SGHS	142	18 (13%)	19 (13%)	20 (14%)	26 (18%)	57 (40%)	2 (1%)
SHS	341	87 (26%)	81 (24%)	48 (14%)	39 (11%)	77 (23%)	9 (3%)

In regard to the Class of 2023, campuses with the highest percent of students earning a 2.0 or better after their first year of college include Sachse High School (75% of their 341 trackable graduates), North Garland High School (73% of their 341 trackable graduates), Garland High School (64% of their 211 trackable students), and Lakeview Centennial High School (63% of their 275 trackable graduates). In addition, all seven traditional high school campuses have results indicating that more than 50% of their 2023 trackable graduates earned a GPA of C or higher (≥ 2.0).

Figure 3 takes a longitudinal look at the percentage of GISD graduates enrolled in a two- or four-year public institution of higher education that had a GPA of 2.0 or higher after their first year of college based on graduating classes of 2014 to 2023.

FIGURE 3. LONGITUDINAL TRENDS IN FIRST YEAR COLLEGE GPAS



Over the past ten years, Sachse High School, North Garland High School, and Garland High School have demonstrated the highest average percentage of students earning a first year college GPA of 2.0 or higher (ten-year average=72%, 71%, and 68% respectively), followed by Rowlett High school and Lakeview Centennial High School (ten-year average= 67% and 64% respectively). Furthermore, the consistency of GISD graduate college performance is evidenced in Figure 3, with nearly all seven traditional high school campuses annually exceeding 50% of their graduates earning a first-year college GPA of at least 2.0, with the only exceptions being South Garland High School's Class of 2020 graduates who experienced a rate of 45%. It should be noted that beginning with the Class of 2019, MPA students were assigned to their home campuses for reporting purposes and not MPA. Therefore, beginning with the Class of 2019, MPA will not have any graduate data.

COLLEGE COMPLETION RESULTS

The following tables provide data on awarding of degrees or certificates within six years of high school graduation after enrolling in a two- or four-year institution. Due to the nature of the higher education data collection, it is possible that students who earned a Bachelor's degree may have also earned a certificate or Associate degree. The two most recent three-year cohorts available are 2014-2016 and 2017-2019.

It is not possible to determine the completion rates for individual graduating classes. Thus, Table 3 provides information related to college completion within six years for the GISD graduating classes of 2014, 2015, and 2016. It is possible that students may have earned certificates or degrees after the six-year time limit imposed on this data collection. Fifty-one percent of the GISD Graduating classes of 2014, 2015, and 2016 earned a certification, Associate Degree, or Bachelor's Degree within six years after high school graduation. This is a 7% increase of students earning a certification, Associate Degree or Bachelor's Degree as the previous 3-year cohort. Campuses with the highest percent of students earning a certification, Associate Degree, or Bachelor's Degree include Sachse High School (59% of the 1,164 students in the 3-year cohort), Garland High School (54% of the 1,010 students in the 3-year cohort), and Lakeview Centennial High School (53% of the 1,023 students in the 3-year cohort).

TABLE 3. GRADUATING CLASS OF 2014, 2015, AND 2016 HIGHER EDUCATION OUTCOMES

	N Graduates Enrolled Immediately	N (%) Earned Certification	N (%) Associate Degree	N (%) Bachelor Degree	N (%) Total
GISD	**6,859**	**120 (2%)**	**908 (13%)**	**2,439 (36%)**	**3,467 (51%)**
GHS	1,010	16 (2%)	98 (10%)	422 (42%)	536 (54%)
LCHS	1,023	18 (2%)	160 (16%)	353 (35%)	531 (53%)
MPA	83	1 (1%)	4 (5%)	6 (7%)	11 (13%)
NFHS	959	9 (1%)	128 (13%)	309 (32%)	446 (46%)
NGHS	933	17 (2%)	143 (15%)	320 (34%)	480 (51%)
RHS	1,152	21 (2%)	132 (11%)	448 (39%)	601 (52%)
SGHS	535	17 (3%)	65 (12%)	95 (18%)	177 (33%)
SHS	1,164	21 (2%)	178 (15%)	486 (42%)	685 (59%)

TABLE 4. GRADUATING CLASS OF 2017, 2018, AND 2019 HIGHER EDUCATION OUTCOMES

	N Graduates Enrolled Immediately	N (%) Earned Certification	N (%) Associate Degree	N (%) Bachelor Degree	N (%) Total
GISD	**6,828**	**129 (2%)**	**929 (14%)**	**1,868 (27%)**	**2,926 (43%)**
GHS	962	15 (2%)	98 (10%)	325 (34%)	438 (46%)
LCHS	989	8 (1%)	212 (21%)	275 (28%)	495 (50%)
MPA	62	2 (3%)	5 (8%)	4 (6%)	11 (17%)
NFHS	774	9 (1%)	95 (12%)	173 (22%)	277 (35%)
NGHS	1,176	22 (2%)	156 (13%)	361 (31%)	539 (46%)
RHS	1,117	21 (2%)	129 (12%)	314 (28%)	464 (42%)
SGHS	561	34 (6%)	78 (14%)	53 (9%)	165 (29%)
SHS	1,187	18 (1%)	156 (13%)	363 (31%)	537 (45%)

Table 4 provides similar information for the GISD graduating classes of 2017, 2018, and 2019. Forty-three percent of the GISD graduating classes of 2017, 2018, and 2019 earned a certification, Associate Degree, or Bachelor's Degree within six years after high school graduation. This is an 8% decrease of students earning a certification, Associate Degree or Bachelor's Degree as the previous 3-year cohort. Campuses with the highest percent of students earning a certification, Associate Degree, or Bachelor's Degree include Lakeview Centennial High School (50% of the 989 students in the 3-year cohort), Garland High School (46% of the 962 students in the 3-year cohort), and North Garland High school (46% of the 1,176 students in the 3-year cohort.

COLLEGE, CAREER, MILITARY READINESS

College, Career, and Military readiness (CCMR) measures a student's preparedness for college, the workforce, or the military. In 2015, the THECB developed and authorized a plan known as *60x30TX* which states that by the year 2030, at least 60% of Texans aged 25-34 will have a certificate or college degree. Fifty percent of Domain 2B (Relative Performance) and 30% of Domain 3 (Closing the Gaps) of the current state accountability system for districts and campuses pertains to the percent of graduating seniors that meet one or more of the CCMR indicators. CCMR indicators include:

- Meeting the CCMR benchmark score in ELA/reading and math on one or more of the SAT, ACT, or TSI-A
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in an ELA or math course
- Score a 3 or higher on an AP exam and/or a 4 or higher on an IB exam
- Earn an associate's degree while in high school
- Complete on OnRamps course
- Earn an approved industry-based Level I or Level II certification
- Graduate with a completed IEP and workforce readiness
- Enlist in the United States Armed Forces

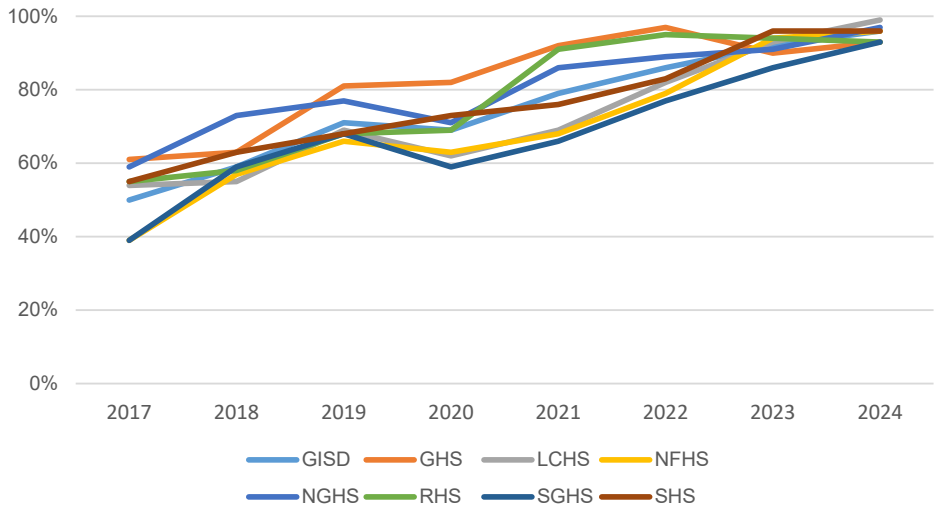
TABLE 5. CLASS OF 2024 CCMR OUTCOMES

	N Graduates	N (%) CCMR
GISD	**3,897**	**3,722 (96%)**
GHS	539	501 (93%)
LCHS	542	537 (99%)
NFHS	475	457 (96%)
NGHS	634	617 (97%)
RHS	547	510 (93%)
SGHS	457	426 (93%)
SHS	703	675 (96%)

Table 5 presents CCMR graduates for the Class of 2024 for the district, as well as each high school within the district. Ninety-six percent of the Class of 2024 met one or more of the CCMR indicators (this represents a 4% increase from the previous year). Lakeview Centennial High School had the largest percentage of graduates meeting one or more CCMR indicator (99%) followed by North Garland High School (97%), Naaman Forest High School (96%), and Sachse High School (96%).

Figure 4 provides an eight-year perspective of district and campus CCMR rates beginning with the graduating class of 2017. The current definition of CCMR was adopted beginning with the Class of 2017. Therefore, in order to compare CCMR percentages across time, the Class of 2017 through the Class of 2024 will be reported. Graduating classes prior to 2017 utilized a different definition of CCMR, therefore a comparison will not be made. Based on this data, the average rate of CCMR graduates is 96% for the Class of 2024 compared to 50% for Class of 2017, 59% for Class of 2018, 71% for Class of 2019, 69% for the Class of 2020, 79% for the Class of 2021, and 86% for the Class of 2022, and 92% for the Class of 2023. At the campus level, Lakeview Centennial High School Class of 2024 had the highest CCMR graduate rate during the last seven years (99%) while Naaman Forest High School and South Garland High School Classes of 2017 had the lowest CCMR graduate rate (39% respectively).

FIGURE 4. LONGITUDINAL TRENDS IN COLLEGE/CAREER/MILITARY READINESS GRADUATES



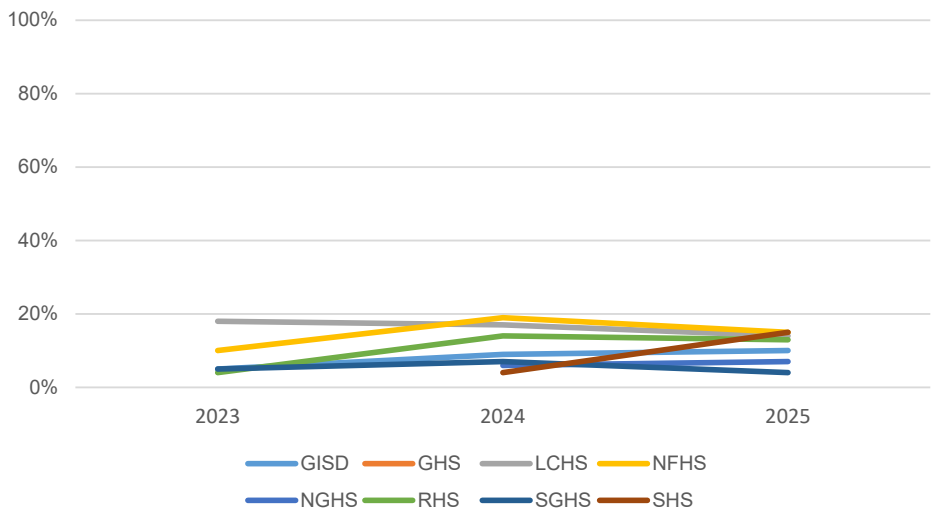
COLLEGE FOR ALL

The College for All initiative was implemented beginning fall 2019 with full implementation in the 2021-2022 school year. The first graduates were Class of 2023. The College for All initiative provides opportunities for every student to earn a minimum of 12 hours of college credit or an industry-based certification in addition to their high school diploma. The implementation of the initiative began in the 2019-2020 school year with Rowlett High School becoming a Pathways in Technology Early College High School (P-Tech), South Garland High School becoming an Early College High School (ECHS), and Naaman Forest High School becoming a Collegiate Academy. In addition, Lakeview Centennial High School remained as a Collegiate Academy. In the 2020-2021 school year, implementation of the College for All initiative expanded to include Garland High School, Lakeview Centennial High School, Naaman Forest High School, North Garland High School, Sachse High School, and South Garland High School becoming P-Tech schools as well as Rowlett High School becoming an ECHS. In the 2021-2022 school year, implementation of the College for All Initiative concluded with Garland High School, North Garland High School, and Sachse High School becoming ECHS schools. Therefore, beginning with the 2021-2022 school year, all seven high schools contain P-Tech programs plus either an ECHS or Collegiate Academy program. The Class of 2025 is the third year in which students had the ability to graduate from high school with an Associate Degree in addition to their high school diploma under the College for All initiative. A total of 399 students (10%) of graduates earned an Associate Degree (an increase of 1% from the previous year). Naaman Forest High School, Sachse High School, and Lakeview Centennial High School had the greatest percentage of graduates (15%, 15%, and 14% respectively). Due to this being the third year for graduates to earn an Associate Degree under the College for All initiative, a 3-year longitudinal trend is shown.

TABLE 6. CLASS OF 2024 ASSOCIATE DEGREES EARNED

	N Graduates	N (%) Associate Degrees Earned
GISD	**3,857**	**353 (9%)**
GHS	523	1 (0%)
LCHS	538	89 (17%)
NFHS	469	88 (19%)
NGHS	631	41 (6%)
RHS	541	75 (14%)
SGHS	451	31 (7%)
SHS	704	28 (4%)

FIGURE 5. LONGITUDINAL TRENDS IN ASSOCIATE DEGRESS EARNED



SUMMARY

This is the thirteenth annual report looking at GISD high school graduates and their post-secondary activities. The information presented above demonstrates that GISD graduates are enrolling, meeting with success, and completing college programs in Texas. The GISD Board of Trustees and district leadership continue to make student preparation for college success a priority through several initiatives, including the financial support of the following: a) PSAT/NMSQT for all 10th & 11th grade students (beginning fall 2013); b) SAT School Day for all 11th grade students (beginning spring 2016); c) AP/IB testing (beginning spring 2016); d) the College for All initiative (beginning fall 2019); and e) SAT School Day for 12th grade students who did not have the opportunity to test the prior year as an 11th grader (fall 2022).

The district does still have some improvements to make in regard to the number/percentage of students earning a certification, Associate Degree or Bachelor's Degree after high school graduation. The THECB *60x30TX* goal, launched in 2015, states that by 2030 at least 60% of Texans ages 25-34 will have a certificate or degree. The two most recent cohorts of data show 51% and 43% of GISD students (2014-2016 and 2017-2019 3-year cohorts respectively) reaching that goal.

The Class of 2025 is the third year in which students have the ability to earn an Associate Degree in addition to their high school diploma as part of the College for All initiative. The Class of 2025 saw 399 students (10% of graduates) earn an Associate Degree.

The following recommendations are carried over from previous years, as they are still relevant and will continue to assist the district in advancing the college-preparedness of our students:

- High school graduation plans were changed during the 83rd Texas Legislature. The first graduating cohort under the new graduation plans was the Class of 2018. Priority should be placed on ensuring that students continue to graduate on "advanced" degree programs, i.e., Foundation High School Program plus Endorsements and Distinguished Level of Achievement (FHSP+E/DLA) which require a rigorous high school program aimed at preparation for college or career opportunities;
- Continue to prioritize career and college readiness through a variety of programs, including a comprehensive assessment program that assists with the identification of students that are capable of successful completion of dual credit, Honors and Advanced Placement (AP) coursework, and International Honors and International Baccalaureate (IB) coursework;

- Assist students with developing behaviors and habits (e.g., studying, regular attendance, etc.) that support academic tenacity so that students that begin a post-secondary institution following high school graduation possess the characteristics to meet with success through their first-year of college until degree completion; and
- Continue the College for All initiative so that all high school students have access to participate in either an ECHS, P-Tech, or Collegiate Academy program.

GARLAND ISD

2025-2026 MOY I-READY PROJECTIONS (BASED ON STUDENTS MEETING EOY TARGET GROWTH)

MATH English + Spanish					
GRADE LEVEL≠	**N TESTS**	% Did Not Meet	% Approaches+	% Meets+	% Masters
03 THIRD GRADE	3,352	22	78	45	16
04 FOURTH GRADE	3,489	22	78	53	24
05 FIFTH GRADE	3,492	16	84	54	19
06 SIXTH GRADE	3,279	20	80	40	10
07 SEVENTH GRADE*	3,184	33	67	36	4
08 EIGHTH GRADE±	1,874	48	52	8	1

**7TH GRADE MATH PROJECTIONS ARE BASED ON GRADE-LEVEL STAAR AND NOT COURSE. THIS MEANS THAT STUDENTS SLATED TO TAKE GRADE 8 MATH AS 7TH GRADE STUDENTS ARE PROJECTING TO 7TH GRADE MATH STAAR.*

±8TH GRADE MATH PROJECTIONS ARE BASED ON GRADE-LEVEL STAAR AND NOT COURSE. THIS MEANS THAT 7TH GRADE STUDENTS SLATED TO TAKE 8TH GRADE MATH STAAR ARE NOT INCLUDED IN THESE PROJECTIONS.

≠STUDENTS ENROLLED IN ALGEBRA I (7TH OR 8TH GRADE) ARE EXCLUDED FROM THESE PROJECTIONS.

READING English + Spanish¥					
GRADE LEVEL	**N TESTS**	% Did Not Meet	% Approaches+	% Meets+	% Masters
03 THIRD GRADE	3,377	22	78	51	20
04 FOURTH GRADE	3,505	22	78	45	23
05 FIFTH GRADE	3,505	17	83	56	27
06 SIXTH GRADE	3,372	19	81	58	29
07 SEVENTH GRADE	3,405	26	74	53	29
08 EIGHTH GRADE	3,446	17	83	57	30

*¥THESE PROJECTIONS MAY INCLUDE SPANISH DUAL-LANGUAGE STUDENTS WITH SCORES IN ENGLISH **AND** SPANISH*

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 02/24/25

Presented By: Jose Mata, Director of Communications & Marketing

Subject: Evidence of Excellence Recognition February 2026 - PTA Reflections State Recognition

Information Item

Executive Summary:

The National PTA has a long-standing commitment to arts education. The Reflections program provides students with opportunities for recognition and creative expression, helping build confidence and success both in the arts and in life.

Each year, more than 300,000 students from Pre-K through Grade 12 create and submit original works of art in categories such as Dance Choreography, Film Production, Literature, Music Composition, Photography, and Visual Arts as part of the National PTA Reflections program.

This year, Garland ISD had an outstanding showing, with 14 student entries advancing to the Texas PTA state-level competition. This is an impressive accomplishment that reflects the creativity, talent, and hard work of our students and the educators who support them.

Congratulations to the following students on receiving State recognition:

Dance:
Halle Shello - Kimberlin Academy for Excellence
Toki Beaudoing - Classical Center at Brandenburg Middle School
Audrey Martin - Lakeview Centennial High School

Film Production:
Cecilia Schattle - Kimberlin Academy for Excellence

Photography:
Lincoln Aeschbacher - Kimberlin Academy for Excellence

Music Composition:
Don Andrew - Kimberlin Academy for Excellence
Joanna Yeshitila - Kimberlin Academy for Excellence
Evelyn Liu - Austin Academy for Excellence
Sara Dayan - Luna Elementary

Visual Arts:
Titilayo Lawal - Kimberlin Academy for Excellence
Eliza Temple - Luna Elementary
Queena Tang - Austin Academy for Excellence

GISD

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Literature:
Temitayo Lawal - Kimberlin Academy for Excellence
Micah Hillebrener - Austin Academy for Excellence

Administrative Recommendations:
Informational Item

Financial Impact and Funding Source:
N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 02/24/26

Presented By: Jose Mata, Director of Communications & Marketing

Subject: Special Recognition February 2026 - Leadership Garland Class 45

Information Item

Executive Summary:

Leadership Garland is a nine-month program dedicated to equipping leaders and sending them back into the community to serve. As one of the oldest leadership programs in Texas, it has a long history of providing relevant, hands-on training. To date, more than 1,300 local leaders have participated in the program, discovering their personal leadership strengths while learning how to use those strengths to make a difference in the Garland community.

Leadership Garland believes leadership development is a lifelong journey. That's why their motto is, "You don't graduate *from* Leadership Garland—you graduate *into* the leadership of Garland." Alumni live out that message every day, serving in elected offices, leading corporations, supporting nonprofit boards, and making an impact in countless other ways across our community.

Today, Leadership Garland Class 45 had the opportunity to visit Garland ISD, meet our dynamic educators and students, and tour our facilities. They experienced #TheGISDEffect firsthand and saw what makes Garland ISD truly unmatched.

Administrative Recommendations:
Informational Item

Financial Impact and Funding Source:
N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 2/24/26

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

Subject: Special Recognition – February 24, 2026

Information Item

Executive Summary:

Garland ISD is pleased to present a special recognition to the cities of Garland, Rowlett, and Sachse. This recognition honors each city and its commitment to make Garland ISD a safe place for our students, staff, and teachers. Their commitment to ensuring safe passage around our campuses and district buildings during the recent ice event enabled our families and staff to travel safely. Each city is being celebrated for its exemplary work in our community.

This agenda item serves to publicly acknowledge the dedication of the City of Garland, the City of Rowlett, and the City of Sachse to making our district a safer place.

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Mark Quinn, Director of Security

Subject: Receive Intruder Detection Audit Report for February 2026

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

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: January 20, 2026

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.

February 23, 2026 - March 1, 2026

February 2026

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

March 2026

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

Monday, February 23

11:30am - 1:00pm Garland Chamber State of the City Address: Mayor Hedrick (Dallas College Garland Center (675 W Walnut St, Garland, TX 75040, United States))

Tuesday, February 24

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

Wednesday, February 25

Thursday, February 26

Friday, February 27

Saturday, February 28

Sunday, March 1

March 2, 2026 - March 8, 2026

March 2026

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				

April 2026

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		

Monday, March 2

8:00am - 1:00pm Unstoppable Athletics - Basketball Competition
(Naaman Forest HS)

Tuesday, March 3

Wednesday, March 4

Thursday, March 5

Friday, March 6

Saturday, March 7

Sunday, March 8

March 9, 2026 - March 15, 2026

March 2026

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				

April 2026

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		

Monday, March 9

Tuesday, March 10

4:30pm - 5:30pm Board Bond Special Meeting (Boardroom)

5:30pm - 6:30pm Finance, Facilities and Operations Committee Meeting (Board Room) - Mechelle Hogan

6:30pm - 8:30pm Academic and District Affairs Committee Meeting (Board Room) - Mechelle Hogan

Wednesday, March 11

10:00am - 11:30am Council of PTAs Meeting (Harris Hill: Garland/Rowlett Room)

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

Thursday, March 12

Friday, March 13

Saturday, March 14

Sunday, March 15

March 16, 2026 - March 22, 2026

March 2026

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				

April 2026

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		

Monday, March 16

12:00am Spring Break

Tuesday, March 17

Spring Break

St. Patrick's Day (United States)

Wednesday, March 18

Spring Break

Thursday, March 19

Spring Break

Friday, March 20

12:00am Spring Break

Saturday, March 21

Sunday, March 22

March 23, 2026 - March 29, 2026

March 2026

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				

April 2026

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		

Monday, March 23

Tuesday, March 24

Wednesday, March 25

Thursday, March 26

Friday, March 27

Saturday, March 28

Sunday, March 29

March 30, 2026 - April 5, 2026

March 2026

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				

April 2026

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		

Monday, March 30

Tuesday, March 31

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

Wednesday, April 1

Thursday, April 2

Friday, April 3

Saturday, April 4

Sunday, April 5

Easter Day (United States)

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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

Subject: Consider Approval of Human Resources Report for February 2026

Consent Agenda

Executive Summary:

Please see attached recommendations for new personnel, terminations, and resignations for the 2025-2026 school year.

Administrative Recommendations:

Administration recommends approval.

Financial Impact and Funding Source:

N/A

February 2026
Administrative New Hires

Administrative New Hires to Date: 15
Current: 2
Total: 17
Administrative New Hires

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Date
Human Resources	Wiggins	Kishawna	25	University of Tennessee - Knoxville	BS	Director Elementary Human Resources	2/16/26
				Texas A&M Commerce	M.ED		
				Texas A&M Commerce	EDD		
Special Education	Winkler	Ray	30	University of North Texas	M.ED	Executive Director St Support & Specialized Services	2/5/2026

February 2026
Professional New Hires List

New Hires to Date: 786
Current: 15
Total: 801

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Date
Bussey Middle School	Rodriguez	Michael	0	Louisiana State University	BA	Teacher	1/14/2026
Classical Center at Brandenburg Middle School	Jackson	Cleshon	4	Texas A&M University Commerce	BS	Teacher	3/2/2026
Classical Center at Brandenburg Middle School	Madera	Christina	0	University of Texas Dallas	BA	Teacher	2/12/2026
Coyle Technology Center for Math and Science	Cummings	Erin	0	Texas A & M University	BS	Teacher	1/23/2026
Daugherty Elementary School	Espana	Christin	0	Tarleton State University	BS	Teacher	1/26/2026
				Tarleton State University	MS		
Grants Development	McCullough	Lisa	3	University of North Texas	BA	Budget Analyst Title 1	12/1/2025
O'Banion Middle School	Price	Michala	20	University of Texas Dallas	BA	Teacher	1/26/2026
				Nova Southeastern University	MA		
M.D. Williams Elementary School	Lake	Laura	0	Texas Tech University	BS	Teacher	2/9/2026
Memorial Pathway Academy	Farlough	Breeanna	8	Texas College	BS	Teacher	2/4/2026
Memorial Pathway Academy	O'Brien	Christopher	15	Texas Tech University	BS	Teacher	1/26/2026
				Lamar University	M.ED		
North Garland High School	Brooks	Shannon	9	West Texas A&M University	M.ED	Teacher	2/2/2026
Roach Elementary School	Muhaimin	Saadia	20	Temple University	BA	Teacher	2/10/2026
				Saint Joseph's University	M.ED		
Special Education	Beauchamp	Elizabeth	25	University of Texas Dallas	MS	SLP	1/12/2026
Watson Technology Center	Cody	Almaguer	7	University of Texas Arlington	BS	Nurse	1/5/2006
Watson Technology Center	Fuller	Grace	0	University of Arkansas	BA	Teacher	1/5/2026

February 2026
Resignation and Retirement List - Paraprofessionals

Approved to Date: 69
Current: 14
Total: 83

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Couch Collegiate Prep Elementary	Rodriguez Garcia, Selina	Aide/Pre K ESL	2 years with GISD	Resignation/Personal	1/19/2026
Harris Hill - Health Services	Ross, Chardaria	Aide/Clinic Floater	1 year with GISD	Resignation/Professional Development	1/22/2026
Harris Hill - Human Resources	Golightly, Judie	Secretary Director Elem Human Resources	30 years/11 with GISD	Resignation/Other Texas School	2/20/2026
Lakeview Centennial High School	Davis, Jessica	Aide/SPED ALE	4 years with GISD	Resignation/Career Change	2/24/2026
Lister Elementary School.	McClendon, Valencia	Aide/SPED ALE	0 years with GISD	Resignation/Health Reasons	2/5/2026
Marvin Roden Technology Center	Edwards, Jesusita	Help Desk Specialist	22 years/4 with GISD	Resignation/Unsatisfied with Job	2/20/2026
Marvin Roden Technology Center	Oleson, Janice	Secretary Director	27 years with GISD	Retirement/TRS	6/29/2026
Memorial Pathway Academy	Simpson, Astrid	Secretary Counselors Office	5 years with GISD	Resignation/Personal	2/20/2026
North Garland High School	Scherzer, Cassandra	Aide/SPED ALE	7 years/2 with GISD	Resignation/Health Reasons	2/4/2026
Schrade Middle School	Pena, Diana	Aide/Office	2 years with GISD	Resignation/Career Change	2/25/2026
Sellers Middle School	Kermes, Michael	Campus Technoloigy Assistant	1 year with GISD	Resignation/Professional Development	2/16/2026
Sellers Middle School	Wiggins, Tara	Aide/SPED FBE	1 year with GISD	Resignation/Career Change	2/6/2026
Valle Student Services Center	Arana Castro, Katherine	Aide/Clinic SSC Enrollment Center	5 years with GISD	Other	2/2/2026
Webb Middle School	Couch, Chelsea	Aide/Office	1 years/0 with GISD	Resignation/Unsatisfied with Job	1/23/2026

February 2026
Resignation and Retirement List - Professionals

Approved to Date: 96					
Current: 44					
Total: 140					
School/Dept.	**Name**	**Job Title**	**Experience**	**Reasons**	**Effective Date**
Armstrong Elementary School	Duty, Kelly	Teacher/1st Grade	37 years/27 with GISD	Retirement/TRS	5/27/2026
Back Elementary School	Everett, Danielle	Teacher/SPED ABC	3 years with GISD	Resignation/Health Reasons	1/30/2026
Beaver Technology Center	Archer, Michelle	Teacher/Kindergarten	3 years/1 with GISD	Resignation/Unsatisfied with Job	5/27/2026
Bradfield Elementary School	Morton, Zoraida	Teacher/Bilingual 2nd Gr	20 years/9 with GISD	Retirement/TRS	5/27/2026
Bussey Middle School	Loftis, Shawn	Teacher/SPED Resource	3 years/1 with GISD	Resign/Personal	5/27/2026
Bussey Middle School	White, Daniel	Teacher/SPED ALE	10 years/4 with GISD	Resignation/Personal	3/6/2026
Classical Center at Brandenburg Middle School	Calloway, Brandy	Teacher/Art	7 years/1 with GISD	Resignation/Career Change	1/30/2026
Cooper Elementary School	Mathis, Deanna	Teacher/Kindergarten	8 years with GISD	Resignation/Health Reasons	1/30/2026
Couch Collegiate Pre Elementary	Redic, Tre'sur	Teacher/Apprentice	2 years with GISD	Resignation/Health Reasons	2/18/2026
Davis Elementary School	Clement, Brittany	Teacher/SPED ALE	10 years/8 with GISD	Other	1/20/2026
Dorsey Elementary School	Gathings, Paul	Teacher/SPED BA	23 years/1 with GISD	Resignation/Health Reasons	2/2/2026
Facilities & Maintenance	Phillip, Daniel	Senior Construction Project Manager	14 years/3 with GISD	Reignation/Personal	2/19/2026
Garland High School	Grund, Paula	Teacher/Family Consumer Sciences	10 years with GISD	Resignation/Not working	1/26/2026
Harris Hill - Teaching & Learning	Rasshan, Aleah	Coordinator Secondary ELAR Title II	18 years/15 with GISD	End of Assignment	6/29/2026
Heather Glen Montclair Elementary School	Farris, Madison	Teacher/2nd Grade	5 years/4 with GISD	Resignation/Career Change	1/23/2026
Houston Middle School	Price, Makayla	Teacher/English 7 8	10 years/1 with GISD	Resignation/Career Change	2/12/2026
Hudson Middle School	Robinson, Tracey	Teacher/SPED Content Mastery Inclusion	10 years with GISD	Resignation/Relocation	5/27/2026
Keeley Elementary School	Posteal, Courtney	Teacher/SPED FBE	2 years with GISD	Resignation/Health Reasons	1/16/2026
Kimberlin Academy for Excellence	Contreras, Jennifer	Teacher/5th Grade	30 years with GISD	Retirement/TRS	5/27/2026
Lakeview Centennial High School	Dale, Jacki	Teacher/ESL	28 years with GISD	Retirement/TRS	5/27/2026
Lakeview Centennial High School	Ratzer, Carole	Teacher/English	22 years with GISD	Retirement/TRS	5/27/2026
Lakeview Centennial High School	Wilson, Kelon	Teacher/PE/Coach	3 years with GISD	Resignation/Career Change	1/19/2026
Liberty Grove Elementary School	Bounds, Scott	Teacher/SPED ALE	26 years/11 with GISD	Resignation/Health Reasons	5/27/2026
Lyles Collegiate Intermediate	Pope, Deborah	Teacher/ESL	9 years/8 with GISD	Retirement/TRS	5/27/2026
Marvin Roden Technology Center	Bolton, Haley	Enterprise Content Management Analyst	20 years/12 with GISD	Resignation/Moving Out of State	4/17/2026
Memorial Pathway Academy	Jackson, Keith	Teacher/ESL Math Newcomer MS	33 years/10 with GISD	Retirement/TRS	5/27/2026
North Garland High School	Godoy-Diguette, Christina	Teacher/Technology Education	11 years/6 with GISD	Resignation/Other Texas School	2/27/2026
O'Banion Middle School	Anderson, Tarneesha	Teacher/Reading 7	5 years with GISD	Resignation/Other Texas School	1/16/2026
Parsons Prekindergaten School	Zepeda, Melissa	Teacher/Pre K Dual Language Early Childhood	3 years with GISD	Resignation/Personal	1/15/2026
Rowlett High School	Roland, Richard	Teacher/PE Coach	31 years with GISD	Retirement/TRS	5/29/2026
Sachse High School	Alves, John	Teacher/Assistant Choir Director	2 years with GISD	Resignation/Personal	5/29/2026
Sachse High School	Ziegler, William	Teacher/Science	19 years/18 with GISD	Retirement/TRS	5/27/2026
Sellers Middle School	Ramirez, Martha	Counselor	34 years/6 with GISD	Retirement/TRS	6/3/2026
School Facilities	Jones, William	Senior Manager MEP	21 Years/2 with GISD	Resignation/Unsatisfield with Job	1/19/2026
South Garland High School	Crane, Richard	Athletic Trainer	35 years/31 with GISD	Retirement/TRS	6/8/2026
South Garland High School	Gruenel, Jon	Teacher/Welding	10 years with GISD	Resignation/Health Reasons	1/23/2026
South Garland High School	Irving, Dequez	Teacher/Reading Coach	3 years with GISD	Resignation/Personal	3/5/2026

February 2026
Resignation and Retirement List - Professionals

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
South Garland High School	Poarch, Kelly	Teacher/Health Care Coach	30 years/27 with GISD	Retirement/TRS	6/8/2026
Spring Creek Elementary School	Garland, Burnyte	Teacher/SPED CBSE IDEA B	21 years/7 with GISD	Resignation/Health Reasons	5/27/2026
Stephens Elementary School	Calix-Aguilar, Fabiola	Teacher/Bilingual Kindergarten	6 years/5 with GISD	Deceased	1/30/2026
Transportation	Haskins, Eddrick	Administrator Safety Student Discipline	25 years with GISD	Resignation/Personal	3/11/2026
Valle Student Center	Labelle, Richard	Physicians Assistant	23 years/7 with GISD	Resignation/Reduction in Force	3/6/2026
Valle Student Center	Stewart, Stefani	Behavior Program Specialist Title 1	22 years with GISD	Resignation/Career Change	1/30/2026
Williams Elementary School	Jackson, Cheri	Teacher/5th Grade	9 years/1 with GISD	Resignation/Personal	5/27/2026

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Mechelle Hogan, Board Service Manager

Subject: Consider Approval of Minutes of Board Meetings

Action Item

Executive Summary:

Minutes from board meetings are submitted for review and approval.

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

I move to approve the Board Meeting Minutes.

Financial Impact and Funding Source:

N/A if does not apply

Garland Independent School District
Board of Trustees
Academic and District Affairs Committee Meeting Minutes
September 9, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Linda Griffin
Trustees Absent:	Larry Glick
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mrs. Griffin, Committee Chairperson, called the meeting to order at 6:51 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No members of the community addressed the Committee during the Public Forum portion of the meeting.

3. Dr. López provided a brief message.

4. The following item was presented as information items:
   - 2025 School Accountability Results

5. Mr. Griffin stated that there would be no Executive Session.

8. The meeting adjourned at 7:17 p.m.

Garland Independent School District
Board of Trustees
Minutes of Board Bond Special Board Meeting
September 9, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Linda Griffin
Trustees Absent:	Larry Glick
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. President Beach, called the meeting to order at 4:30 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.

3. Dr. Ricardo gave a brief Superintendent's Message.

4. The following Information Item was presented:
    - Bond 2023 Program Summary Update-Javier Fernandez

5. On a motion by Mr. Johnson and second by Mr. Miller, the Recommended Guaranteed Maximum Price (GMP) #1 for Bond 2023 Technology Network Operations Center (NOC) was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

6. On a motion by Mr. Miller and second by Mr. Selders, Contract#34-26 - Consider Approval of Recommendation to Award District Furniture was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

7. On a motion by Mrs. Stanley and second by Mr. Selders, Contract#226-26 - Consider Approval of Recommendation to Award Signs Merchandise, Installation and Services was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

8. On a motion by Mr. Selders and second by Mr. Miller, Contract#510-23-02 - Consider Approval of Increase to Award Amount for Fire Alarm Installation was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

9. There was no Executive Session.

10. The meeting adjourned at 5:12 p.m.

_____	_____
Johnny Beach, President Board of Trustees	Daphne Stanley, Secretary Board of Trustees

Garland Independent School District
Board of Trustees
Finance, Facilities and Operations Committee Meeting Minutes
September 9, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Linda Griffin
Trustees Absent:	Larry Glick
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Miller, committee chairperson, called the meeting to order at 5:31 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. There were no comments during the Public Forum portion of the meeting.

3. Dr. Ricardo López provided a brief message.

4. The following Information items were presented:
    - Board of Trustee Contract Renewal Report for September 2025
    - Efficiency Audit Report
    - July 2025 Monthly Financials
    - July 2025 Tax Report

5. The following items will be presented for Action at the September 2025 Regular Meeting:
    1. Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year – Elisa Cordova-Long
    2. Consider Approval of Dallas College Certify and Prepare Educators (CAPE) Agreement – Dr. Gradyne Brown
    3. Consider Approval of Sanitary Sewer Access Easement Between Garland ISD and City of Sachse – Javier Fernandez
    4. Consider Approval of Temporary Construction Easement Between Garland ISD and City of Sachse – Javier Fernandez
    5. Consider Approval of the Memorandum of Understanding for Governmental Services Relating to a School Resource Officer Program Between the City of Garland and Garland Independent School District – Dr. Shelley Garrett
    6. Consider Approval to Adopt Resolution to Identify Hazardous Traffic Conditions within Two Miles of Campuses – Timothy Logan
    7. Consider Approval of the Project for the Relocation and Renovation of the HVAC Lab Room at Naaman Forest High School – Mark Booker, Dr. Jennifer DuPlessis
    8. New Bids
        - Contract#51-26 - Consider Approval of Purchase of Walk-in Cooler and Freezer Replacement for Student Nutrition Services (SNS) – Mark Booker, Jennifer Miller

- Contract#242-25-02 - Consider Approval of Purchase of Oracle Planning and Budgeting Cloud Services – Mark Booker, Jason Genovese
- Contract#302-25-10 - Consider Approval of Purchase of Instructional Material and Software for Social Studies – Mark Booker, Coleman Bruman
- Contract#310-25-08 - Consider Approval of Purchase of Professional Staff Development, Consultant Services, and Materials – Mark Booker, Coleman Bruman
- Contract#345-25-01 - Consider Approval of Purchase of Fine Arts Temporary Staffing Personnel Services – Mark Booker, Joseph Figarelli

9. Modification to Awarded Bids
    - Contract#340-21 - Consider Approval of Modification to Security Equipment Parts and Service – Mark Booker, Dr. Jennifer DuPlessis
    - Contract#225-25 - Consider Approval of Modification to Security Equipment and Service – Mark Booker, Dr. Shelley Garrett
10. Increase to Awarded Bids
    - Contract# 189-25-01 - Consider Approval of Increase in Awarded Amount for Fire Sprinkler and Services – Mark Booker, Dr. Shelley Garrett
    - Contract#217-25 - Consider Approval of Increase in Awarded Amount for E-Rate Services – Mark Booker, Tim Fears

6. There was no Executive Session.

7. The meeting adjourned at 6:40 p.m.

Garland Independent School District
Board of Trustees
Minutes of Regular Board Meeting
September 23, 2025

Trustees Present:	Johnny Beach, Robert Selders, Daphne Stanley, Wesley Johnson, James Miller, Linda Griffin
Trustees Absent:	Larry Glick
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Dr. Jason Adams, Darrell Dodds, Lisa Ray

1. Mr. Beach, President, called the meeting to order at 5:00 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. Lakeview Centennial High School Student Leader Simon Shelton led the audience in the Pledges of Allegiance to the U.S. and Texas flags.

2. No members of the public addressed the Board during the Public Forum portion of the meeting.

3. The following Information Items were presented:
   - Special Recognition
     - Accountability Ratings "A" Rated Campuses
   - Intruder Detection Audit Report for September 2025

4. Trustees were given an opportunity to share during the Trustees Report on the following subjects:
   - Trustee attendance at recent district and community events
   - Announcement of upcoming district and community events
   - Recognition of outstanding performance by district staff and students
   - Recognition of new programs and special activities
   - Discuss future meeting dates
   - Message from Board President

5. Superintendent Dr. Ricardo López provided a report on recent events.

6. There were no future agenda items requested.

7. On a blanket motion by Mr. Johnson and second by Mr. Selders with Item *VI.B. Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year* being pulled from consideration, the following consent agenda items were unanimously approved with the subsequent votes as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting:
   - Human Resources Report
   - Dallas College Certify and Prepare Educators (CAPE) Agreement
   - Sanitary Sewer Access Easement Between Garland ISD and City of Sachse
   - Temporary Construction Easement Between Garland ISD and City of Sachse

- Memorandum of Understanding for Governmental Services Relating to a School Resource Officer Program Between the City of Garland and Garland Independent School District
- Resolution to Identify Hazardous Traffic Conditions within Two Miles of Campuses
- Project for the Relocation and Renovation of the HVAC Lab Room at Naaman Forest High School
- New Bids
    - Contract#51-26 - Consider Approval of Purchase of Walk-in Cooler and Freezer Replacement for Student Nutrition Services (SNS)
    - Contract#242-25-02 - Consider Approval of Purchase of Oracle Planning and Budgeting Cloud Services
    - Contract#302-25-10 — Consider Approval of Purchase of Instructional Material and Software for Social Studies
    - Contract#310-25-08 - Consider Approval of Purchase of Professional Staff Development, Consultant Services, and Materials
    - Contract#345-25-01 - Consider Approval of Purchase of Fine Arts Temporary Staffing Personnel Services
- Modification to Awarded Bids
    - Contract#340-21 - Consider Approval of Modification to Security Equipment Parts and Service
    - Contract#225-25 - Consider Approval of Modification to Security Equipment and Service
- Increase to Awarded Bids
    - Contract# 189-25-01 - Consider Approval of Increase in Awarded Amount for Fire Sprinkler and Services
    - Contract#217-25 - Consider Approval of Increase in Awarded Amount for E-Rate Services

8. On a motion by Mr. Johnson and second by Mrs. Stanley, the MOU with Region 10 Education Services Center was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

9. On a motion by Mrs. Stanley and second by Mr. Selders, TASB Update 125 Local Policies were unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

10. On a motion by Mr. Selders and second by Mr. Johnson the following new bid was unanimously approved: Contract#140-25 — Consider Approval of Purchase of Enterprise Resource Planning and Services. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

11. On a motion by Mr. Miller and second by Mrs. Stanley the following Increase in Awarded bid was unanimously approved: Contract#47-25 - Consider Approval of Increase in Awarded Amount for Transportation GPS Tracking Software and Related Services. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

12. On a motion by Mr. Miller and second by Mrs. Stanley the following Modification of Award was unanimously approved: Contract#228-25 - Consider Approval of Modification to Public Address System Parts and Service. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

13. On a motion by Mr. Miller and second by Mrs. Stanley the following Modification of Award was unanimously approved: Contract#510-23-02 - Consider Approval of Modification to Fire Alarm Installation **(BOND).** The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

14. Mr. Beach stated that the Board would move into executive session at 5:56 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. 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; 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; and Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee: 1. Consultation and deliberation regarding the Superintendent's evaluation. 2. Consultation and deliberation regarding the Superintendent's contract. The Board reconvened in open session at 8:07 p.m. Mr. Beach certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

15. On a motion by Mr. Johnson, and second by Mr. Selders, the Board unanimously approved to extend the superintendent's contract by one year with no additional compensation. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting. Following, the Board Services Manager was instructed by President Beach to have the approved superintendent's contract posted to the Garland ISD website.

16. The meeting adjourned at 8:09 p.m.

_____ _____

Johnny Beach, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Academic and District Affairs Committee Meeting Minutes
October 7, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley
Trustees Absent:	Larry Glick, Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Johnson, called the meeting to order at 6:30 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law as Committee Chairperson, Mrs. Linda Griffin was absent.

2. No members of the community addressed the Committee during the Public Forum portion of the meeting.

3. Dr. López provided a brief message.

4. The following item was presented as information items:
   - MLP Annual Program Evaluation
   - Beginning of the Year i-Ready Update

5. The following items will be presented for Action at the October 2025 Regular Meeting:
   - Consider Approval of 2025-2026 District & Campus Improvement Plans
   - Consider Approval of 2025-2026 HB3 Improvement Plans: Early Childhood Literacy & Math Proficiency and CCMR

6. Mr. Johnson stated that there would be no Executive Session.

8. The meeting adjourned at 8:27 p.m.

Garland Independent School District
Board of Trustees
Minutes of Board Bond Special Board Meeting
October 7, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley,
Trustees Absent:	Larry Glick, Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. President Beach, called the meeting to order at 4:30 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.

3. Dr. Ricardo gave a brief Superintendent's Message.

4. The following Information Item was presented:
   - Bond 2023 Program Summary Update-Javier Fernandez

5. On a motion by Mr. Miller and second by Mr. Johnson, Contract #510-23-06 - Modification to Security Intrusion Access Control CCTV and Public Address Systems was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mrs. Stanley-Aye (5-0) with Mrs. Griffin and Mr. Glick noted as absent from the meeting.

6. There was no Executive Session

7. The meeting adjourned at 5:01 p.m.

_____
Johnny Beach, President
Board of Trustees

_____
Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Finance, Facilities and Operations Committee Meeting Minutes
October 7, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley
Trustees Absent:	Larry Glick, Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Miller, committee chairperson, called the meeting to order at 5:30 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. There were no comments during the Public Forum portion of the meeting.

3. Dr. Ricardo López provided a brief message.

4. The following Discussion items were presented:
    - Discuss Public Meeting
        1. Conduct a Public Hearing on School FIRST Rating Report

5. The following Information items were presented:
    - July 2025 Monthly Financials
    - Board of Trustee Contract Renewal Report for October 2025
    - Board of Trustees Cooperative Purchasing Report
    - Presentation on Facilities and Maintenance Summer 2025 Completed Projects

6. The following items will be presented for Action at the October 2025 Regular Meeting:
    1. Consider Approval of Changes to the Certified Tax Roll for Tax Year 2025 – Kristi Cooper
    2. Consider Approval of Garland ISD Tax Roll for Tax Year 2025 – Kristi Cooper
    3. Consider Approval of Resolution Authorizing Designation of Auditor for the Purpose of Excessive or Erroneous Property Tax Refunds – Kristi Cooper
    4. Consider Approval of Resolution Authorizing the Resale of Struck-Off Properties to the City of Garland – Kristi Cooper
    5. Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year – Elisa Cordova-Long
    6. New Bids
        - Contract#25-26-01 - Consider Approval of Purchase of Point of Sale for Student Nutrition Services – Mark Booker, Jennifer Miller
        - Contract#220-26 - Consider Approval of Purchase of Medical Supplies and Equipment – Mark Booker, Renee Kotsopoulos

- Contract#7-26 - Consider Approval of Purchase of Fuel Quoting – Mark Booker, Tim Logan
- Services – Mark Booker, Joseph Figarelli

7. Increase to Awarded Bids
    - Contract#390-21 - Consider Approval of Increase in Awarded Amount for General Trades Transportation Merchandise, Vehicles and Services – Mark Booker, Tim Logan
    - Contract# 321-25 - Consider Approval of Increase in Awarded Amount for Textbook Adoption – Mark Booker, Carmen Blakey
    - Contract#325-22-02 - Consider Approval of Increase in Awarded Amount for Testing and Assessments – Mark Booker, Carmen Blakey

7. There was no Executive Session.

8. The meeting adjourned at 6:24 p.m.

Garland Independent School District
Board of Trustees
Minutes of Regular Board Meeting
October 28, 2025

Trustees Present:	Johnny Beach, Robert Selders, Daphne Stanley, Wesley Johnson, James Miller, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Dr. Jason Adams, Darrell Dodds, Lisa Ray

1. Mr. Beach, President, called the meeting to order at 5:00 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. Naaman Forest High School Student Leader Jessica Teddy led the audience in the Pledges of Allegiance to the U.S. and Texas flags.

2. Arturo Valenzuela led the proceeding for a Public Hearing on School FIRST Rating Report. President Beach opened the Public Hearing at 5:03 p.m. There were no public comments to address the report. Mr. Glick motioned for the hearing to close. President Beach closed the Public Hearing at 5:13 p.m.

3. No members of the public addressed the Board during the Public Forum portion of the meeting.

4. The following Information Items were presented:
    - Evidence of Excellence
        - Keeley ES National PTA School of Excellence
    - Going the Extra Mile (GEMs)
        - Going the Extra Mile (GEM) Recipients Meeting and Catering Services (MACS) Program
    - Special Recognition
        - Leadership Rowlett Class 34
    - Intruder Detection Audit Report for October 2025

5. Trustees were given an opportunity to share during the Trustees Report on the following subjects:
    - Trustee attendance at recent district and community events
    - Announcement of upcoming district and community events
    - Recognition of outstanding performance by district staff and students
    - Recognition of new programs and special activities
    - Discuss future meeting dates
    - Message from Board President

6. Superintendent Dr. Ricardo López provided a report on recent events.

7. There were no future agenda items requested.

8. On a blanket motion by Mr. Johnson and second by Mrs. Stanley the following consent agenda items were unanimously approved with the subsequent votes as follows: Mr.

Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting:

- Human Resources Report
- 2025-2026 District & Campus Improvement Plans
- 2025-2026 HB3 Improvement Plans: Early Childhood Literacy & Math Proficiency and CCMR
- Changes to the Certified Tax Roll for Tax Year 2025
- Garland ISD Tax Roll for Tax Year 2025
- Resolution Authorizing Designation of Auditor for the Purpose of Excessive or Erroneous Property Tax Refunds
- Resolution Authorizing the Resale of Struck-Off Properties to the City of Garland
- Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year
- New Bids
    - Contract#25-26-01 - Consider Approval of Purchase of Point of Sale for Student Nutrition Services
    - Contract#220-26 - Consider Approval of Purchase of Medical Supplies and Equipment
    - Contract#7-26 - Consider Approval of Purchase of Fuel Quoting
- Increase to Awarded Bids
    - Contract#390-21 - Consider Approval of Increase in Awarded Amount for General Trades Transportation Merchandise, Vehicles and Services
    - Contract# 321-25 - Consider Approval of Increase in Awarded Amount for Textbook Adoption
    - Contract#325-22-02 - Consider Approval of Increase in Awarded Amount for Testing and Assessments

9. On a motion by Mr. Miller and second by Mr. Glick, the following Increase in Awarded bid was unanimously approved: Contract#47-25 - Consider Approval of Increase in Awarded Amount for Transportation GPS Tracking Software and Related Services. The votes are noted as follows: Mr. Miller-Aye; Mrs. Griffin-Aye; Mrs. Stanley-Aye (6-0) with Mr. Glick noted as absent from the meeting.

10. Mr. Beach stated that the Board would move into executive session at 5:57 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. 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; 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; 1. Consultation with District's attorney concerning legal and procedural issues regarding the proposed terminations of the Chapter 21 term contract of LaNola Riles and the probationary Chapter 21 dual contract of Shamond Hamilton; and 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. The Board reconvened in open

session at 6:50 p.m. Mr. Beach certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

11. On a motion by Mr. Miller, and second by Mr. Johnson, the Board unanimously approved the proposed termination of the Chapter 21 term contract of LaNola Riles. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

12. On a motion by Mr. Miller, and second by Mr. Johnson, the Board unanimously approved the proposed termination of the probationary Chapter 21 dual contract of Shamond Hamilton. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

13. The meeting adjourned at 6:52 p.m.

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Johnny Beach, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Academic and District Affairs Committee Meeting Minutes
November 11, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Johnson, Committee Chairperson, called the meeting to order at 7:15 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No members of the public addressed the Board during the Public Forum portion of the meeting.

3. Dr. López provided a brief message.

4. The following item was presented as Information items:
   - Targeted Priority Campus Progress Update – Dr. Michael Arreola, Tobi Schmidt

5. The following items were presented for Action at the November 2025 Regular Meeting:
   1. Consider Approval of New Course Requests – Coleman Bruman, Dr. Tiffany Gilmore
   2. Consider Approval of Academic Calendar – Coleman Bruman, Michael Ruiz, Dr. Ramona Morin
   3. Consider Approval of Proposed Library Resources and Materials — Michael Ruiz, Jeanine Boyett
   4. Consider Approval of Resolution for Use of a District Facility (Council of PTA) – Dr. Ramona Morin, Jonathan Armstrong
   5. Consider Approval of Resolution for Use of a District Facility (Trusted World) – Dr. Tiffany Gilmore

6. Mrs. Johnson stated that there would be no Executive Session.

8. The meeting adjourned at 8:49 p.m.

Garland Independent School District
Board of Trustees
Minutes of Board Bond Special Board Meeting
November 11, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin, James Miller
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. President Beach, called the meeting to order at 4:31 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.

3. Dr. Ricardo gave a brief Superintendent's Message.

4. The following Information Items were presented:
   - Bond 2023 Program Summary Update-Javier Fernandez
   - Presentation on PH2-BP02 Carson-Mulkey Agricultural Science Center Design Update – Javier Fernandez

5. On a motion by Mr. Selders and second by Mr. Glick, Contract#510-02-2.1 - Consider Approval of Recommended Guaranteed Maximum Price (GMP) #1 for Bond 2023 Elementary School Replacement #3 Linda L. Griffin Elementary School was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (5-0) with Mrs. Griffin and Mr. Miller noted as absent from the meeting.

6. There was no Executive Session

7. The meeting adjourned at 5:03 p.m.

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Johnny Beach, President
Board of Trustees

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Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Finance, Facilities and Operations Committee Meeting Minutes
November 11, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, Daphne Stanley, Larry Glick, James Miller (Late arrival)
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Selders, committee member, called the meeting to order at 5:30 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. Mr. Miller, Committee Chairperson was late to the meeting.

2. There were no comments during the Public Forum portion of the meeting.

3. Dr. Ricardo López provided a brief message.

4. The following Discussion items were presented:
    - Discuss 2025 Dallas Central Appraisal District Board of Directors Resolution and Ballot — Kristi Cooper

5. The following Information items were presented:
    - Review September 2025 Tax Report
    - Board of Trustee Contract Renewal Report for November 2025
    - Transportation Update
    - September 2025 Monthly Financials

6. The following items will be presented for Action at the November 2025 Regular Meeting:
    1. Consider Approval of the Independently Audited Financial Statements for Fiscal Year 2025 – Arturo Valenzuela
    2. Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year – Elisa Cordova-Long
    3. Consider Approval of Donation to Sachse High School for Athletic Training Program – Shae Creel, Susan Smiley
    4. Consider Approval of Donation to South Garland High School Donation for FFA – Dr. Adrian Leday, Alisha Jobe
    5. Consider Approval of Donation to Watson MST School for Field Trips – Gina Makidon
    6. New Bids
        - Contract#169-26 — Consider Approval of Purchase of Fundraisers (Catalog) – Mark Booker
        - Contract#181-26 - Consider Approval of Purchase of Apparel (Shirts, T-shirts, Work Uniforms and Accessories) – Mark Booker

- Contract#173-26-01 - Consider Approval of Purchase of Roofing Repair Services – Mark Booker, Dr. Jennifer DuPlessis
- Contract#214-26 - Consider Approval of Purchase of HVAC Control System Parts and Services – Mark Booker, Dr. Jennifer DuPlessis
- Contract#363-26 - Consider Approval of Purchase of Property Insurance – Mark Booker, John King
- Contract#390-26-01 - Consider Approval of Purchase of School Buses – Mark Booker, Timothy Logan
- Contract#397-25-02 - Consider Approval of Purchase of Instructional Software, Licensing Subscription, Hardware and Services – Mark Booker, Coleman Bruman

7. Increase to Awarded Bids
    - Contract#340-21 - Consider Approval of Increase in Awarded Amount for Security Equipment Parts and Service – Mark Booker, Mark Quinn

7. Mr. Miller stated that the Board would move into executive session at 6:23 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. Pursuant to Texas Government Code 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices; 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; 1. Discussion and deliberation regarding possible sale of property on 1350 E. Brand Road, Garland, Texas 75040; and 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. The Board reconvened in open session at 7:01 p.m. Mr. Miller certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

8. The meeting adjourned at 7:02 p.m.

Garland Independent School District
Board of Trustees
Minutes of Special Board Meeting
November 11, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. President Beach, called the meeting to order at 7:04 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.

3. Dr. Ricardo gave a brief Superintendent's Message.

4. On a motion by Mr. Miller and second by Mr. Glick, the board unanimously approved and canvassed the November 4, 2025 Voter-Approval Tax Rate Election, Proposition A election results by adopting the order declaring the results. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

5. There was no Executive Session

6. The meeting adjourned at 7:08 p.m.

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Johnny Beach, President
Board of Trustees

_____
Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Minutes of Regular Board Meeting
November 18, 2025

Trustees Present:	Johnny Beach, Robert Selders, Daphne Stanley, Wesley Johnson, James Miller, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Dr. Jason Adams, Darrell Dodds, Lisa Ray

1. Mr. Beach, President, called the meeting to order at 5:02 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. North Garland High School Student Leader Riya Abraham led the audience in the Pledges of Allegiance to the U.S. and Texas flags.

2. No members of the public addressed the Board during the Public Forum portion of the meeting.

3. The following Information Items were presented:
   - Evidence of Excellence
     - Recognize the *iWrite* Publishing Contest Students
     - Recognize Bussey Middle School Counselors for Receiving The Rising Star Award
   - Intruder Detection Audit Report for November 2025

4. Trustees were given an opportunity to share during the Trustees Report on the following subjects:
   - Trustee attendance at recent district and community events
   - Announcement of upcoming district and community events
   - Recognition of outstanding performance by district staff and students
   - Recognition of new programs and special activities
   - Discuss future meeting dates
   - Message from Board President

5. Superintendent Dr. Ricardo López provided a report on recent events.

6. There were no future agenda items requested.

7. On a blanket motion by Mr. Johnson and a second by Mr. Glick, the following consent agenda items were unanimously approved with *item VI.C. Consider Approval of Academic Calendar* pulled for separate discussions and possible action; and *VI.D. Consider Approval of Proposed Library Resources and Materials* pulled. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting:
   - Human Resources Report
   - Consider Approval of New Course Requests
   - Consider Approval of Resolution for Use of a District Facility (Council of PTA)

- Consider Approval of Resolution for Use of a District Facility (Trusted World)
- Consider Approval of Donation to Sachse High School for Athletic Training Program
- Consider Approval of Donation to South Garland High School Donation for FFA
- Consider Approval of Donation to Watson MST School for Field Trips
- New Bids
    - Contract#169-26 — Consider Approval of Purchase of Fundraisers (Catalog)
    - Contract#181-26 - Consider Approval of Purchase of Apparel (Shirts, T-shirts, Work Uniforms and Accessories)
    - Contract#173-26-01 - Consider Approval of Purchase of Roofing Repair Services
    - Contract#214-26 - Consider Approval of Purchase of HVAC Control System Parts and Services
    - Contract#390-26-01 - Consider Approval of Purchase of School Buses
    - Contract#397-25-02 - Consider Approval of Purchase of Instructional Software, Licensing Subscription, Hardware and Services
- Increase to Awarded Bid
    - Contract#340-21 - Consider Approval of Increase in Awarded Amount for Security Equipment Parts and Service

8. On a motion by Mr. Miller and second by Mr. Selders, the Academic Calendar was approved with Mr. Johnson voting no. The votes are as follows: Mr. Beach-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye; Mr. Johnson-No; (5-1) with Mrs. Griffin noted as absent from the meeting.

9. On a motion by Mr. Miller and second by Mr. Glick, the Independently Audited Financial Statements for Fiscal Year 2025 were unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

10. On a motion by Mr. Miller and second by Mrs. Stanley, the Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year were unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

11. On a motion by Mr. Johnson and second by Mr. Glick the Resolution and Ballot for the 2025 Dallas Central Appraisal District Board of Directors was unanimously approved casting all 84 votes for candidate Kevin Carbo. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

12. On a motion by Mr. Johnson and second by Mrs. Stanley, the new bid for Contract#363-26 - Consider Approval of Purchase of Property Insurance was approved with Mr. Selders abstaining from the vote. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye; Mr. Selders-Abstain (5-0-1) with Mrs. Griffin noted as absent from the meeting.

13. Mr. Beach stated that the Board would move into executive session at 5:57 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. 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; 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; Consultation and deliberation regarding Resolution Agreement with Alto Vista Roofing, Inc; 2. Consultation with District's attorney concerning legal and procedural issues regarding the terminations of the Chapter 21 term contract of LaNola Riles and the probationary Chapter 21 dual contract of Shamond Hamilton for good cause; and 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. The Board reconvened in open session at 6:28 p.m. Mr. Beach certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

14. On a motion by Mr. Johnson, and second by Mr. Miller, the Resolution Agreement with Alto Vista Roofing, Inc. was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

15. On a motion by Mr. Johnson, and second by Mr. Miller the termination of the probationary Chapter 21 dual contract of Shamond Hamilton for good cause was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

16. The meeting adjourned at 6:31 p.m.

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Johnny Beach, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Minutes of Special Board Meeting
December 16, 2025

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. President Beach, called the meeting to order at 4:30 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.

3. Dr. Ricardo gave a brief Superintendent's Message.

4. The following Information Items were presented:
   - Bond 2023 Program Summary Update-Javier Fernandez
   - Bond 2023 HVAC Controls Replace Project- Dr. Jennifer DuPlessis

5. On a motion by Mr. Selders and second by Mr. Glick, the Region 6 Education Service Center (RESC 6) Purchasing Interlocal Cooperative Agreement was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

6. On a motion by Mr. Selders and second by Mr. Glick, Contract #240-26 – Computer Workstations, Laptops, and Related Items was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

7. On a motion by Mr. Selders and second by Mr. Glick, the award for Commercial Grade / Heavy Duty Exercise Equipment, Accessories, and Related Service was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

8. There was no Executive Session

9. The meeting adjourned at 5:11 p.m.

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Johnny Beach, President
Board of Trustees

_____
Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Minutes of Regular Board Meeting
December 16, 2025

Trustees Present:	Johnny Beach, Robert Selders, Daphne Stanley, Wesley Johnson, James Miller, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Dr. Jason Adams, Darrell Dodds, Lisa Ray

1. Mr. Beach, President, called the meeting to order at 5:27 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. Rowlett High School Student Leader Diego Rivera led the audience in the Pledges of Allegiance to the U.S. and Texas flags.

2. Kristin Hall addressed the Board during the Public Forum portion of the meeting.

3. The following Information Items were presented:
   - Evidence of Excellence
     - 2025 Holiday Card Contest Winners
     - UIL Middle School One-Act Play Champions
   - Going the Extra Mile Recipients
     - Student Nutrition Services Department
   - Board of Trustees Contract Renewal Report for December 2025
   - First Quarter Investment Report
   - October 2025 Monthly Financials
   - October 2025 Tax Report
   - Intruder Detection Audit Report for December 2025

4. Trustees were given an opportunity to share during the Trustees Report on the following subjects:
   - Trustee attendance at recent district and community events
   - Announcement of upcoming district and community events
   - Recognition of outstanding performance by district staff and students
   - Recognition of new programs and special activities
   - Discuss future meeting dates
   - Message from Board President

5. Superintendent Dr. Ricardo López provided a report on recent events.

6. There were no future agenda items requested.

7. On a motion by Mr. Johnson and a second by Mrs. Stanley, the Human Resources Report was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

8. On a motion by Mrs. Stanley and second by Mr. Glick, the Library Resources were unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

9. On a motion by Mr. Johnson and second by Mr. Glick, the Memorandum of Understanding with Houston Independent School District was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

10. On a motion by Mr. Miller and second by Mrs. Stanley, the presented December 2025 Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 School Year were unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

11. On a motion by Mr. Selders and second by Mr. Glick the Donation to the Gilbreath Reed Career and Technical Center – Electrical Training was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

12. On a motion by Mr. Johnson and second by Mrs. Stanley, the Recommendation for 2025-26 Salary Schedule Addendum: Grow Your Own Future Teacher Internship Facilitator Stipend was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

13. On a motion by Mrs. Stanley and second by Mr. Glick, the Naming Portion of Facility at Sachse High School - Steve Hammerle Gymnasium was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

14. On a motion by Mr. Johnson and second by Mr. Selders, the Naming Portion of Facility at Harris Hill Administration Building - Sydna Gordon Boardroom was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

15. On a blanket motion by Mr. Johnson and second by Mr. Miller, the following new bids were unanimously approved with the subsequent votes as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting:
    - Contract#20-26-01 - Consider Approval of Purchase of Exclusive Athletic Apparel
    - Contract#23-26 — Consider Approval of Purchase of Fuel Servicing
    - Contract#156-26 — Consider Approval of Purchase of Time and Attendance Equipment and Services
    - Contract#345-25-01 - Consider Approval of Purchase of Fine Arts Temporary Staffing Personnel Services

- Contract#345-26-03 - Consider Approval of Purchase of Musical Instruments, Parts, and Repair Services

16. On a motion by Mrs. Stanley and second by Mr. Selders, the following Increase in Awarded Bid was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.
    - Contract#394-26 — Consider Approval of Increase in Awarded Amount for Special Education Software and Supplies

17. Mr. Beach stated that the Board would move into executive session at 6:49 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. 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; 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; and Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee: 1 Consultation with District's attorney concerning legal and procedural issues regarding the proposed termination of the Chapter 21 term contract of Brittany Clement for good cause. The Board reconvened in open session at 7:46 p.m. Mr. Beach certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

18. On a motion by Mr. Miller, and second by Mr. Johnson, the proposed termination of the Chapter 21 term contract of Brittany Clement for good cause was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

19. The meeting adjourned at 7:46 p.m.

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Johnny Beach, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Academic and District Affairs Committee Meeting Minutes
January 13, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Johnson, Committee Chairperson, called the meeting to order at 8:07 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. Robert Duckworth addressed the Board during the Public Forum portion of the meeting.

3. Dr. López provided a brief message.

4. The following item was presented as Discussion items:
   - December 2025 Kinkeade Report

5. The following item was presented as Information items:
   - TSI - 1st Semester Data Report

6. The following items were presented for Action at the January 2026 Regular Meeting:
   1. Consider Approval of MOU with Region 10 Education Service Center — Stephanie Robertson
   2. Consider Approval of Targeted Improvement Plan — Dr. Charmaine Curtis, Veronica Joyner

7. Mrs. Johnson stated that there would be no Executive Session.

8. The meeting adjourned at 8:55 p.m.

Garland Independent School District
Board of Trustees
Minutes of Board Bond Special Board Meeting
January 13, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. President Beach, called the meeting to order at 4:30 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.

3. Dr. Ricardo gave a brief Superintendent's Message.

4. The following Information Items were presented:
   - Bond 2023 Program Summary Update-Javier Fernandez
   - Bond 2023 Bond 2023 Proposition C Technology Device Refresh and ERP Updates-Tim Fears, Jason Genovese

5. On a motion by Mr. Miller and second by Mr. Glick, Contract#510-01-1.1.3 - Contractor for Multi-Campus Softball/Baseball Facility Improvements Part 3 (Garland High School at Williams Stadium) was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

6. On a motion by Mr. Miller and second by Mr. Selders, Contract#510-02-2.1 - Recommended Guaranteed Maximum Price (GMP) #2 for Bond 2023 Montclair Elementary School Replacement #3 Linda L. Griffin Elementary School was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

7. On a motion by Mr. Miller and second by Mr. Selders, Contract#510-03-3.2 - Recommended Guaranteed Maximum Price (GMP) for Bond 2023 Athletic Package for South Garland High School, North Garland High School and Lakeview Centennial High School was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

8. On a motion by Mr. Johnson and second by Mr. Glick, Contract#510-25-07-Recommendation to Award Local Area Network (LAN) Equipment and Services was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

9. On a motion by Mr. Johnson and second by Mr. Glick Contract#510-25-08 - Recommendation to Award Wide Area Network (WAN) Equipment and Services was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

10. There was no Executive Session

11. The meeting adjourned at 5:41 p.m.

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Johnny Beach, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Finance, Facilities and Operations Committee Meeting Minutes
January 13, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Miller, committee chairperson, called the meeting to order at 5:57 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. There were no comments during the Public Forum portion of the meeting.

3. Dr. Ricardo López provided a brief message.

4. The following Information items were presented:
    - Board of Trustee Contract Renewal Report for January 2026
    - Inventory and Cost Estimates to Fulfill SB546
    - November 2025 Tax Report
    - November 2025 Monthly Financials

5. The following items will be presented for Action at the January 2026 Regular Meeting:
    1. Consider Approval of Garland ISD Federal Single Audit for Fiscal Year 2025 – Arturo Valenzuela
    2. Consider Approval of Board Resolution for a 4-Day Summer Work Schedule and Holiday Shutdown for 2026-2027 and 2027-2028 – Dr. Gradyne Brown
    3. Consider Approval of Stephen F. Austin State University Teacher Preparation Program Agreement – Dr. Gradyne Brown
    4. Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year – Elisa Cordova-Long
    5. Consider Approval of Disposal of Buses – Timothy Logan
    6. Consider Approval of Resolution for Scholarship Awards for Students – Carmen Blakey
    7. Consider Approval of Region 10 Education Service Center Multi-Region Purchasing Cooperative Agreement – Mark Booker, Jennifer Miller
    8. New Bids
        - Contract#390-26 - Consider Approval of Purchase of General Trades Transportation, Merchandise, Vehicles, and Services – Mark Booker, Timothy Logan
    9. Modification to Awarded Bids

- **PULLED FOR DISCUSSION**-Contract# 7-26 - Consider Approval of Modification to Fuel Quoting – Mark Booker, Timothy Logan
- Contract#17-26 - Consider Approval of Modification to Refrigerated and Frozen Foods for Student Nutrition Services – Mark Booker, Jennifer Miller
- Contract# 141-26 - Consider Approval of Modification to Commodity Processing for Student Nutrition Services – Mark Booker, Jennifer Miller

6. Mr. Miller stated that the Board would move into executive session at 6:30 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. Pursuant to Texas Government Code 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices; 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; and Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee: 1. Discussion regarding implementation of enhanced TIA for upcoming salary schedule. 2. Discussion regarding employment contracts. The Board reconvened in open session at 8:05 p.m. Mr. Miller certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

7. The meeting adjourned at 8:05 p.m.

Garland Independent School District
Board of Trustees
Minutes of Regular Board Meeting
January 20, 2026

Trustees Present:	Johnny Beach, Robert Selders, Daphne Stanley, Wesley Johnson, James Miller, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Dr. Jason Adams, Darrell Dodds, Lisa Ray

1. Mr. Beach, President, called the meeting to order at 5:01 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law. Sachse High School Student Leader Sophia Olalde Taylor led the audience in the Pledges of Allegiance to the U.S. and Texas flags.

2. Robert Duckworth addressed the Board during the Public Forum portion of the meeting.

3. The following Information Items were presented:
   - Intruder Detection Audit Report for January 2026

4. Trustees were given an opportunity to share during the Trustees Report on the following subjects:
   - Trustee attendance at recent district and community events
   - Announcement of upcoming district and community events
   - Recognition of outstanding performance by district staff and students
   - Recognition of new programs and special activities
   - Discuss future meeting dates
   - Message from Board President

5. Superintendent Dr. Ricardo López provided a report on recent events.

6. Trustee Larry Glick requested a future agenda item/discussion on the efficacy of the cell phone ban in schools.

7. Lisa Ray presented TASB Update 126 Legal policies as well as first read of TASB Update 126 Local policies.

8. On a blanket motion by Mr. Miller and a second by Mr. Glick, the Consent Agenda to include the following agenda items were unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.
   - Human Resources Report
   - Donations Report
   - MOU with Region 10 Education Service Center
   - Targeted Improvement Plan
   - Garland ISD Federal Single Audit for Fiscal Year 2025

- Board Resolution for a 4-Day Summer Work Schedule and Holiday Shutdown for 2026-2027 and 2027-2028
- Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year
- Disposal of Buses
- Resolution for Scholarship Awards for Students
- Region 10 Education Service Center Multi-Region Purchasing Cooperative Agreement
- New Bids
    - Contract#390-26 — Consider Approval of Purchase of General Trades Transportation, Merchandise, Vehicles, and Services
- Modification to Awarded Bids
    - Contract#17-26 - Consider Approval of Modification to Refrigerated and Frozen Foods for Student Nutrition Services
    - Contract# 141-26 - Consider Approval of Modification to Commodity Processing for Student Nutrition Services

9. On a motion by Mr. Johnson and second by Mr. Selders, the May 2026 General Trustee Election Order was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

10. On a motion by Mr. Johnson and second by Mr. Glick, the Memorandum of Understanding with Houston Independent School District was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

11. On a motion by Mrs. Stanley and second by Mr. Glick, the 2026-2027 Public Information Calendar was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

12. Mr. Beach stated that the Board would move into executive session at 5:49 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. 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; 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: 1. Discussion regarding legal issues related to pending case 3:70-cv-04100-K United States of America v. The Texas Education Agency et al, including the District's Response to Plaintiff's Motion for Declaration of Unitary Status and Dismissal; and Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee: 1. Consultation and deliberation regarding termination of Chapter 21 contract of Britney

Clement for good cause. The Board reconvened in open session at 7:25 p.m. Mr. Beach certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

13. On a motion by Mr. Johnson, and second by Mr. Selders, since there was no appeal filed, the termination of the Chapter 21 term contract of Brittany Clement for good cause was unanimously approved effective immediately. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

14. On a motion by Mr. Glick and second by Mr. Johnson, the Board unanimously approved the District's counsel to present the District's position as "Agreed" in response to the Plaintiff's Motion for Declaration of Unitary Status and Request for Dismissal of pending case 3:70-cv-04100-K United States of America v. The Texas Education Agency et al. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

15. On a motion by Mr. Glick and second by Mr. Johnson, the Board unanimously approved to delegate authority to Superintendent Dr. Lopez to make all necessary decisions regarding status, further actions and legal positions taken by the District in Case 3:70-cv-04100-K; United States of America v. The Texas Education Agency et al." The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

16. The meeting adjourned at 7:33 p.m.

_____
Johnny Beach, President
Board of Trustees

_____
Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Minutes of Board Bond Special Board Meeting
February 10, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. President Beach, called the meeting to order at 4:30 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.

3. Dr. Ricardo López did not give a Superintendent's Message.

4. The following Information Items were presented:
    - Bond 2023 Program Summary Update-Javier Fernandez

5. On a motion by Mr. Miller and second by Mr. Glick, the Guaranteed Maximum Price (GMP) #2 for Bond 2023 Technology Network Operations Center (NOC) was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

6. On a motion by Mr. Johnson and second by Mrs. Stanley, the Easement and Right-of-Way at Lakeview Centennial High School Between Garland ISD and Atmos Energy Corporation was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

7. On a motion by Mr. Johnson and second by Mr. Glick, the Easement and Right-of-Way at Lakeview Centennial High School Between Garland ISD and Oncor Electric Delivery Company LLC was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

8. On a motion by Mr. Selders and second by Mr. Glick, the Easement and Right-of-Way at Rowlett High School Between Garland ISD and Oncor Electric Delivery Company was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

9. On a motion by Mr. Selders and second by Mr. Glick the Easement and Right-of-Way at Sachse High School Between Garland ISD and Oncor Electric Delivery Company LLC was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr.

Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent from the meeting.

10. There was no Executive Session

11. The meeting adjourned at 5:06 p.m.

_____ _____

Johnny Beach, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Finance, Facilities and Operations Committee Meeting Minutes
February 10, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Miller, committee chairperson, called the meeting to order at 5:30 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. There were no comments during the Public Forum portion of the meeting.

3. Dr. Ricardo López did not provide a message.

4. The following Information items were presented:
    - Board of Trustee Contract Renewal Report for February 2026
    - Presentation on the Facilities and Maintenance Annual Utility Report and Energy Plan
    - Presentation on the Facilities and Maintenance Work Order Update
    - December 2025 Monthly Financials
    - December 2025 Tax Report
    - Second Quarter Investment Report

5. The following items will be presented for Action at the February 2026 Regular Meeting:
    1. Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year – Elisa Cordova-Long
    2. Consider Approval of East Texas A&M University and Garland ISD Teacher Residency Program Agreement – Dr. Gradyne Brown
    3. Consider Approval of HB2 Delayed Compliance Plan for Teacher Certification – Dr. Gradyne Brown
    4. Consider Approval of Resolution Allowing Compensation for Staff Members Due to Time Missed During Inclement Weather Days – Dr. Gradyne Brown
    5. Consider Approval of University of North Texas and Garland ISD Teacher Residency Program Agreement – Dr. Gradyne Brown
    6. Consider Approval of the Mutual Aid Agreement for Complex Emergency Response and Investigation Planning with Department of Public Safety (DPS) and Dallas County – Dr. Shelley Garrett

7. Consider Approval of the Naming of the Rowlett High School Baseball Concession Stand to Archer's Snack Shack – Javier Fernandez
8. New Bids
    - Contract#68-26-02 - Consider Approval of Purchase of Charter Transportation Services – Mark Booker
    - Contract#141-27 — Consider Approval of Purchase of Commodity Processing for Student Nutrition Services (SNS) – Mark Booker, Jennifer Miller
    - Contract#344-26 — Consider Approval of Purchase of Library Books and Materials Catalog – Mark Booker, Jeanine Boyett
9. Modification to Awarded Bids
    - Contract#341-21-01 - Consider Approval of Modification to Translation and Interpretation Services – Mark Booker, Jason Wheeler
    - Contract#341-25 — Consider Approval of Modification to Translation and Interpretation Services – Mark Booker, Jason Wheeler

6. There was no Executive Session.

7. The meeting adjourned at 6:58 p.m.

Garland Independent School District
Board of Trustees
Academic and District Affairs Committee Meeting Minutes
February 10, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Dr. Jason Adams, Lisa Ray

1. Mr. Johnson, Committee Chairperson, called the meeting to order at 7:08 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board during the Public Forum portion of the meeting.

3. Dr. López did not provide a message.

4. The following item was presented as Pre-Public Hearing Information Item:
    - Preview Annual Performance Report/TAPR

5. The following items were presented for Action at the February 2026 Regular Meeting:
    1. Consider Approval of District of Innovation Plan Amendment — Jacob Nunez
    2. Consider Approval of Library Resources — Michael Ruiz

6. Mr. Johnson stated that the Board would move into executive session at 7:51 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. Pursuant to Texas Government Code 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices; 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: 1. Discussion and deliberation regarding a resolution under SB11; and 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. The Board reconvened in open session at 8:24 p.m. Mr. Johnson certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

7. The meeting adjourned at 8:24 p.m.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Jacob Nuñez, Director of Innovation

Subject: District of Innovation Updated Plan with Proposed & Removed Amendments

Action Item

Executive Summary:

During the regular meeting of the Garland ISD Board of Trustees to be held on February, 24, 2026, Trustees will be presented with an action item regarding an updated amendment to our District of Innovation (DOI) Plan. The attached documents are provided for the Trustees' consideration in advance of the meeting:

- Garland ISD District of Innovation Plan (Draft), with proposed amendments.

The DOI Plan amendment requirements per 19 TAC §102.1313(a)(3) include:

- Meeting of the District-wide Educational Improvement Committee (DEIC) to reconsider, discuss, receive comments, and vote to approve the amendment of our local innovation plan;
- Presentation of updated proposed DOI amendments to Trustees for consideration (requires a two-thirds majority vote for adoption).

- Following Board approval,

    1. Notification to the Commissioner of Education of DOI's amendment by Board action;
    2. Public posting of amended DOI plan to the District's website; and
    3. Provide the Texas Education Agency with a link to the District's publicly posted amended DOI for posting on the state DOI site.

Administrative Recommendations:
Administration recommends approval.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Recommended Motion for Action Items:
Move to approve the amended District of Innovation Plan.

Financial Impact and Funding Source:
N/A





DISTRICT OF **INNOVATION** PLAN

2022 - 2027

Amended: Feb. 24, 2026

REACHING THE FUTURE BY DRIVING EXCELLENCE, **ONE STUDENT AT A TIME.**



SHARED VISION

DIVERSE COMMUNITY

EXCEPTIONAL EDUCATION

GISD

GARLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees



Johnny Beach
President



Wes Johnson
Vice President



Daphne Stanley
Secretary



Jamie Miller
Assistant Secretary



Larry H. Glick
Trustee



Linda Griffin
Trustee

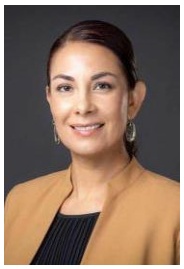


Robert Selders, Jr.
Trustee

District Leadership



Dr. Ricardo López
Superintendent



Dr. Ida Perales
Chief Leadership Officer



Dr. Jason Adams
Chief Academic Officer



Darrell Dodds
Chief Financial Officer



Lisa Ray
General Counsel

Superintendent's Cabinet

Dr. Gradyne Brown, Assistant Superintendent of Human Resources

Dr. Shelley Garrett, Assistant Superintendent of Safety & Operations

Tim Fears, Interim Executive Director of Technology

Jason Wheeler, Executive Director of Communications, Marketing & Media Relations

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Local Innovation Committee: 2025-202 Districtwide Educational Improvement Council (DEIC)

Myra Brown, Community Representative
Michele Burger, District Representative
Justin Campbell, Business Representative
Ilsen Carrillo, Teacher Representative
Ingrid Cherrington, Teacher Representative
Tyler Davis, Teacher Representative
Shyla Dickinson, Teacher Representative
Juanita Dillard, Teacher Representative
Angie Drahos, Teacher Representative
Jacob Dryden, Teacher Representative
JoAnna Garcia, Parent Representative
Laura Garcia, Teacher Representative
Amanda Gonzalez, Teacher Representative
Anthony Goss, Business Representative
Byron Holder-Lane, Teacher Representative
Dr. Kendall Hutchinson, Teacher Representative
Jodie Hernandez, Teacher Representative
Liam Jacobs, Teacher Representative
David James, Teacher Representative
Misty Jarvis, Teacher Representative
Shannon Johnson, Teacher Representative
Teena Johnson, Business Representative
Jennifer Joseph, Teacher Representative
Sarah LeFan, Teacher Representative
Shomari Lewis, Teacher Representative
Reginald Marcellus, Teacher Representative
Brittany McCay, Campus Representative
Serena O'Malley, Teacher Representative
Ivan Pena, Teacher Representative
Cecilia Perez DeLeon, Teacher Representative
Samantha Phillips, Teacher Representative
Kristin Reid, Teacher Representative
Michelle Rossy, Teacher Representative
Nicholas Ryan-Todd, Teacher Representative
Stej Sanchez, Parent Representative
Ruben Sandoval, Community Representative
Lea Ann Schkade, Community Representative
LeNona Shields, Parent Representative
Rachel Silva, Campus Representative
Madie Simms, Teacher Representative
Ashley Stimpson, Campus Representative
Derek Storey, Teacher Representative
Celestino Trejo, Teacher Representative
Sugey Villarreal, District Representative
Dr. Kristina Weeks, Teacher Representative
Bryana Williams, Teacher Representative

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I. Introduction

The 84th Texas Legislature passed House Bill 1842 in 2015, providing public school districts the opportunity to become Districts of Innovation, giving public schools some of the flexibility that charter and open-enrollment schools in the state currently have. To qualify, an eligible school district must adopt a five-year innovation plan according to the Texas Education Code.

Why would Garland ISD want to become a District of Innovation? The goal is to gain greater local control in decision-making to benefit our students and staff, to have increased autonomy from state mandates that govern educational programming, and to be empowered to innovate. Innovation does not necessarily mean ambitious new initiatives beyond the school district's current strategic plan. Instead, this plan allows Garland ISD the privilege and the flexibility to exercise more creative local control over existing quality programs without some of the statutory constraints in place now. Districts are not exempt from statutes that address curriculum, assessment, and graduation requirements nor are they exempt from academic and financial accountability.

This plan is specific to the exemptions as outlined. The district will follow the Texas Education Code in all other areas. For the past five years, Garland ISD has implemented six exemptions, two of which are no longer applicable and obsolete due to changes in law and or policies. The current local innovation plan expires on April 11, 2022. The term of the district's designation shall not exceed five calendar years; thus the district would be expected to return to compliance with all specified areas of the Texas Education Code §102.1315 (issued under the Texas Education Code, §§12A.001-12A.009) and nullify all current exemptions.

Garland ISD recognizes that an approved renewal term would last for an additional five years; however, it reserves the right to amend the local innovation plan as needed. If granted a renewal, the district would organize a dedicated Local Innovation Committee to explore the possibilities of implementing additional allowable exemptions and amending the existing intervention plan.

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II. Innovation Plan Timeline: Current & Amendment

Step	Date Completed
Board Consideration for Local Innovation Committee	**Jan. 11, 2022:** Discussion to use DEIC Committee for District of Innovation Renewal Process
Board resolution to approve Local Innovation Committee and Intent to Renew District of Innovation plan renewal	**Jan. 25, 2022**: Board of Trustees Meeting; action required to approve Local Innovation Committee and intent to pursue District of Innovation Plan renewal process
Local Innovation Committee (DEIC) Special Meeting	**Feb. 2, 2022**: public meeting to review the existing plan and discuss the obsolete exemptions and public comments; receive public comments on the existing plan and vote to renew the plan
Renewal Plan posted online for 30 days	**Feb. 11, 2022:** final plan posted on District website till **Mar. 12**
Commissioner notified	**Feb. 11, 2022:** Notice of Intent to Renew sent to TEA
Board approval for adoption	**Mar. 22, 2022:** two-thirds or more vote to approve
Notice of Adoption sent to Commissioner	**Mar. 23, 2022:** notice of Adoption Renewal sent to TEA
Post Renewal Plan on District Website	**Mar. 23, 2022:** post approved plan on the District website; send TEA a copy of the link posting.
Plan amendments were considered	**Fall 2022 - Spring 2023**
Local Innovation Committee (DEIC) Public Meeting	**May 24, 2023:** public meeting to review the existing plan and review proposed amendments; receive public comments on amendments and committee vote to approve amendments
Amended Plan posted	**May 17, 2023**
Board approval for adoption of amended plan	**June 27, 2023**
Notice of Adoption sent to Commissioner	**July 19, 2023**
Post Plan on District Website	**July 19, 2023**
Plan amendments were considered	**Fall 2025**
Local Innovation Committee (DEIC)	**January 21, 2026:** review proposed amendments; committee vote to approve amendments

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III. Term of Plan

As outlined by the Texas Education Agency, the term of the Innovation Plan is five years. The plan, as amended, will commence with the adoption at the **February 24, 2026** Board of Trustees Regular Meeting and conclude on March 22, 2027, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The District Educational Improvement Committee (DEIC), in conjunction with the district leadership, will monitor the effectiveness of the plan and recommend to the Board any suggested modifications, as needed.

IV. A Comprehensive Educational Program

An exceptional education has long been the focus of our district. Our top responsibility is to provide a rigorous, innovative educational experience that prepares all students for college and careers, along with developing meaningful relationships between schools, families, and the community in a safe and secure environment.

✦ **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 Statement**

Reaching the future by driving excellence, one student at a time.

✦ **Values**

- 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

Based on the District's mission, vision and values, the Garland ISD Board of Trustees and Superintendent Dr. López have created specific objectives to establish and define district academic targets.

✦ **Goal and objectives through 2025-26**

Goal statement: 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.

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Eight objectives have been identified to achieve this goal. See our Strategic Goal site.

- Objective A: Early Literacy
- Objective B: English Language Acquisition
- Objective C: Scientific Understanding
- Objective D: Mathematical Proficiency
- Objective E: Post-secondary Readiness (SAT Exams)
- Objective F: Post-secondary Readiness (AP Exams)
- Objective G: Student Management
- Objective H: Graduation Outcomes

The work of the board and the district will continue as departments and campuses collaborate to develop action plans and data reporting steps. As these efforts advance and data points are collected, updates will be provided and shared so that progress on key performance indicators can be monitored.

V. Innovations

Certain requirements of the Texas Education Code inhibit the District's ability to fully meet our local needs. Therefore, GISD seeks exemption from the following permissible provisions of the Texas Education Code (TEC) as allowed in the statute:

- Local Class Size PreK-4th grade
- Loss of Credit - 90 Percent Attendance Rule
- Mentor Teachers
- Probationary Contracts
- Relief from Term of Depository Contract
- School Start Date
- Teacher Certification
- Teacher Planning Time
- Transfer of Student
- Transfer of Student (Children of Peace Officer/Military)
- Grievance Process

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1. Local Class Size PreK-4th Grade {TEC §25.112, TEC§25.113, EEB(LEGAL)}

Current Statute: Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class. That limitation does not apply during:

1) any 12-week period of the school year selected by the district, in the case of a district whose average daily attendance is adjusted under Section 48.005 (Average Daily Attendance)(c); or
2) the last 12 weeks of any school year in the case of any other district.

A campus or district that is granted an exception under Section 25.112 (Class Size)(d) from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception. The notice must be in conspicuous bold or underlined print and:

1) specify the class for which an exception from the limit imposed by Section 25.112 (Class Size)(a) was granted;
2) state the number of children in the class for which the exception was granted; and
3) be included in a regular mailing or other communication from the campus or district, such as information sent home with students.

Innovation/Flexibility:

The district seeks to locally monitor and maintain appropriate class sizes without the necessity of waivers. This exemption allows Garland ISD to utilize a more flexible class size approach based on student needs and the time of year. Garland ISD staffing ratios for Prekindergarten - Fourth grade are based on a 22:1 student-to-teacher ratio. Additional teacher allocations for Prekindergarten through Fourth Grade will be considered once a grade level reaches a student-to-teacher ratio of 24:1. This exemption would allow minimal disruption to the learning

2. Loss of Credit - 90 Percent Attendance Rule {TEC §25.092, FEC(LEGAL), FEC(LOCAL)}

Current Statute:

Under Texas Education Code 25.092, a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. In addition, a student who is in attendance for at least 75 percent but less than 90 percent of the days may be given credit or a final grade for the class if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class.

Proposed Innovation/Flexibility:

The current law does not distinguish between excused and unexcused absences, all absences are considered. With the increase of additional complex social needs, mental health issues, and limitations of school and public transportation there has been a decrease in attendance and increase of students reaching the 90% threshold. This has resulted in an increasing amount of time spent organizing recovery efforts, tracking attendance, and making adjustments to grades.

Flexibility with regard to minimum attendance for class credit or final grade allows the district innovative options for assessing student mastery and individualizing instruction based on the needs of the student. Flexibility will alleviate some of the overwhelming tasks that staff now face in maintaining compliance for the rule as is. Time and resources spent by staff members and students fulfilling seat time requirements are better used in intervention and enrichment efforts. Students with legitimate scheduling conflicts, who could otherwise demonstrate mastery, would not be penalized or experience delays in advancement. The district team of representatives will determine appropriate methods for assessing or otherwise determining whether the content of a course has been mastered. Campus teams will review student attendance and grades to determine mastery.

Garland ISD will develop a team with representatives from the Student Services, MTSS, and Counseling departments, along with campus leadership to redefine attendance thresholds for credit loss and define ways for students that show mastery of the content to gain credit.

3. Mentor Teachers {TEC §21.458, TAC §153.1011, DEAA(LEGAL)}

Current Statute:

TEC§21.458 states that each school district may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned. The rules concerning mentor teacher qualifications include: a) teach in the same school, if practical; b) teach the same subject/grade, if practical; and c) agree to be a mentor for at least one school year. Additional mentor teacher requirements include: a) completion of a research-based mentor and induction training program approved by the commissioner; b) completion of mentor training program provided by the district; c) demonstration of at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance; and d) demonstration of interpersonal skills, instructional effectiveness, and leadership skills.

Innovation/Flexibility:

Due to the severe teacher shortages, Garland ISD employs many new teachers each year. It is very important that mentors be effective classroom teachers who can support new teachers in their first years in the profession. Being exempt from this requirement would increase the pool of teachers from which the district could draw for our mentoring program. While the district will make every attempt to ensure that mentors assigned to the necessary teachers have the required three completed years of teaching experience, the district reserves the right and flexibility to designate exceptional teachers with less than three years of experience to serve as mentors for novice teachers.

Furthermore, an exemption from these requirements would allow for teachers with more than two years of experience to be assigned a mentor that excels in areas that are targeted for improvement or innovation, such as project-based learning, personalized learning or small group instruction.

In order to meet our significant need for mentor teachers, the district also seeks to develop our own robust mentoring program based on best practice that more appropriately meets the needs and interests of our students and staff.

4. Probationary Contracts {TEC §21.102(b), DCA(LEGAL), DFAB(LEGAL)}

Current Statute:

Probationary Contracts - Manner in which law inhibits GISD: TEC §21.102(b) states that a probationary contract may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment with the district.

Due to the unique nature of GISD, including our initiatives and processes, this period of time may not be sufficient to evaluate the teacher's effectiveness in the classroom since teacher contract timelines demand that employment decisions must be made prior to the availability of end-of-year classroom and student data. Upon exemption from TEC §21.102(b), all new contract employees will be subject to the probationary period set out in TEC §21.102(c), in order to allow more time for the district to fairly and thoroughly assess an employee's performance.

5. Relief from Term of Depository Contract {TEC §45.205, TEC §45.206, BDAE(LEGAL)}

Current Statute:

TEC §45.205. TERM OF CONTRACT. (a) Except as provided by Subsection (b), the depository bank when selected shall serve for a term of two years and until its successor is selected and has qualified.
(b) A school district and the district's depository bank may agree to extend a depository contract for three additional two-year terms. The contract may be modified for each two-year extension if both parties mutually agree to the terms. An extension under this subsection is not subject to the requirements of Section 45.206.
(c) The contract term and any extension must coincide with the school district's fiscal year.

Innovation/Flexibility:

GISD is seeking an exemption from TEC 45.205 and 45.206 to allow the District to continue to select a depository through competitive bidding or through requests for proposals no less than once every eight years and avoid the need to perform two year extensions to ensure that its resources are concentrated on student achievement and campus operations are not disrupted. At least once every two years, the District will evaluate the performance of the current depository bank. Should the district determine that the contracted services are provided effectively and the quality of service is acceptable, the district will seek to negotiate terms to extend the contract for one additional two-year period. If the District determines contract-pricing remains competitive and there is no operational or financial reason to send the District's banking services out for bid. This exemption lessens the administrative burden related to preparing and reviewing a Request for Proposal (RFP) when there is a limited number of banking institutions available to bid on the District's business.

The District will only go out for bid if it is determined that contract-pricing is not competitive and there is an operational or financial reason to send the District's banking services out for bid.

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6. School Start Date {TEC§25.0811a, EB(LEGAL)}

Current Statute:

The Texas Education Code states a school district may not begin student instruction before the fourth Monday of August. For many years this was the rule; however, districts had the option of applying for a waiver to begin earlier, even as early as the second Monday in August. The start-date waiver was eventually removed when the legislature determined school districts should begin the first semester no earlier than the fourth Monday of August, with no exceptions. The current process allows no flexibility in the design and balancing of instructional semesters to meet the needs of students or the wishes of the local Board of Trustees, who represent community interests.

Innovation/Flexibility:

Garland ISD will determine the local starting date of the first semester in its annual calendar creation process. The annual calendar will be submitted to the Board of Trustees – in accordance with district policy, procedure and practice.

7. Teacher Certification {TEC§21.003, TEC§21.0031, TEC§21.051, TEC§21.053, DBA(LEGAL), DK(LEGAL)}

Current Statute:

In the event, a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of their certification, the district must submit a request to the Texas Education Agency. TEA then approves or denies this request. Parents must be notified in writing whenever a teacher does not have the required certification.

Innovation/Flexibility:

Garland ISD will maintain its current expectations for employee certification and will make every attempt to hire individuals with appropriate certifications for the position in question. However, when that is not reasonably possible, GISD will have the flexibility to hire individuals who are knowledgeable in the subject area and equipped to effectively perform the duties of the position in question, as permitted by law. Garland ISD seeks the ability to locally certify teachers in areas of high demand in order to better meet the educational needs of our students.

Teachers with industry certifications and qualified experience could be eligible to teach a course through a local teaching certification. This process will allow more flexibility in our rapidly evolving hiring landscape, and will strategically enable GISD to staff campuses in areas where teacher shortages are prevalent due to applicants with certification/credentialing issues. This flexibility will allow Garland ISD to provide more options for our students in class offerings leading to industry recognized certifications and give us the ability to rely less on substitute teachers in high-need assignments where there is a scarcity of traditionally credentialed teacher applicants.

8. Teacher Planning Time {TEC §21.404, DL(LEGAL)}

Current Statute:

TEC§21.404 states that teachers are entitled to at least 450 minutes within each two week period for planning and preparation for teaching, conferencing with parents, and evaluating student work. During a planning and preparation period, teachers may not be required to participate in activities not specified in statute. Additionally, a planning and preparation period under this section may not be less than 45 minutes within the instructional day.

Innovation/Flexibility:

Under the current statute, teachers cannot voluntarily relinquish their planning period. Garland ISD seeks the ability to allow teachers to voluntarily relinquish their 45-minute planning period for teaching activities (examples include, but are not limited to, teaching an additional section/course or participating in student intervention activities) or non-teaching activities (attending an ARD or a PLC). Any teacher who voluntarily relinquishes planning time to engage in teaching or non-teaching activities should sign a "memorandum of understanding" acknowledging that any reduction in the protected 450 minutes of planning and preparation time has been agreed upon by the teacher.

9. Transfer of Student {TEC §25.036, FDA(LEGAL)}

Current Statute:

(a) Any child, other than a high school graduate, who is younger than 21 years of age and eligible for enrollment on September 1 of any school year may transfer annually from the child's school district of residence to another district in this state if both the receiving district and the applicant parent or guardian or person having lawful control of the child jointly approve and timely agree in writing to the transfer.
(b) A transfer agreement under this section shall be filed and preserved as a receiving district record for audit purposes of the agency.

Local Policy:

Garland ISD maintains a student transfer policy under Board Policy (Local), which requires that all nonresident students who wish to transfer must file a transfer application each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time. A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year.

A full-time employee who does not reside in the District may request that his or her child or grandchild be admitted into District schools by filing an application with the Superintendent or designee. A transfer shall be granted on a tuition-free basis for as long as the employee continues to be employed by the District, subject to this policy and provisions of the applicable guidelines. Upon the parent's, grandparent's, or guardian's separation from employment from the District for any reason, the transfer shall be revoked, and the student shall no longer be eligible to attend District schools unless the student resides in the District. A full-time employee may request transfer status for his or her child or grandchild immediately upon employment or any time during the school year.

Application timelines and placement of a child of a nonresident employee shall be in accordance with administrative guidelines. A child of a nonresident employee eligible to enroll under this provision shall participate in the choice period under the Freedom of Choice plan. As long as a student is continuously enrolled at a campus, the student may continue to attend the same campus in subsequent grades, even if the campus later becomes closed. Children or grandchildren of nonresident employees must participate in the choice process when transferring from prekindergarten to kindergarten, from fifth to sixth grade, and from eighth to ninth grade. A school transfer for a child of a nonresident employee shall be decided by the same provisions as all other students.

Innovation/Flexibility:

Garland ISD seeks the flexibility to revoke a student's transfer status during the school year based on the student's failure to meet the expectations for behavior and attendance. The Superintendent or designee may revoke a student's transfer status at any time during the school year for the following circumstances:

- Student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion; and/or
- Student attendance falls below the TEA truancy standard

Relief from the code governing this policy would allow Garland ISD to focus on educating resident students as well as transfer students who come to the district to receive quality instruction that meet the district's expectations for behavior, attendance, and academic efforts. Garland ISD will ensure ALL students graduate prepared for college, careers, and life.

10.Student Transfers – Children of Peace Officers / Military Members {TEC §25.0344, TEC §25.0345,FDB (Local)}

Current Statute:

Texas Education Code § 25.0344 and §25.0345 require a school district, upon request by a parentorguardian, to approve a transfer to the requested campus for a student who is the child of a peace officer, or a military service member assigned to duty within the district.

Innovation/Flexibility:

Garland ISD will continue to accept eligible students who qualify for transfer under Texas Education Code §25.0344, §25.0345 nto the district; however, campus placement is not guaranteed. Garland ISD operates as an open-enrollment, choice-of-school district, serving a highly mobile student population and offering multiple specialized programs across campuses. As a district that allows families to request campuses outside of their attendance zone, Garland ISD must balance parental choice with campus capacity, staffing, program availability, transportation considerations, and equitable access to instructional services.

While Garland ISD values and supports peace officers and military service members, the mandatory campus-level transfer requirement in TEC §25.0344, §25.0345 limits the district's ability to responsibly manage enrollment in a choice-based system where campus demand often exceeds available seats. Requiring guaranteed placement at a specific campus may result in capacity imbalances, staffing inefficiencies, and inequitable access to programs for other students participating in the district's open-enrollment process.

This exemption allows Garland ISD to honor district-level admission for eligible students while preserving local discretion over campus assignment in alignment with the district's open enrollment framework. Consistent with Board Policy FDB (LOCAL), Garland ISD will retain authority to determine campus placement based on operational considerations, including campus and grade-level capacity, class size and staffing availability, program availability and student needs, and safety and transportation considerations. Requests for a specific campus will be considered but may be denied due to capacity or operational constraints. The district retains the right to assign, reassign, or revoke campus placement if enrollment, staffing, or program conditions change.

11. Grievance Process Statutes {TEC §26A.001, §26A.002, FNG (Local), DGBA(Local), GF (Local)}

Current Statute:

Senate Bill 12 (89th Texas Legislature) added Chapter 26A to the Texas Education Code, establishing prescriptive statewide requirements for school district grievance procedures, including:

- Mandatory grievance structures, timelines, and levels of review
- Strict filing, hearing, decision, and board scheduling deadlines
- Required documentation standards, supplementation rights, and hearing formats
- Mandatory publication, standardized forms, electronic submission options, and reporting requirements
- These requirements apply broadly and would directly affect multiple grievance systems currently in operation within Garland ISD, including student and parent complaints (FNG), employee grievances (DGBA), and public complaints (GF).

Innovation/Flexibility:

Garland ISD seeks exemption from TEC §26A.001 and TEC §26A.002 in order to continue implementing its locally adopted grievance procedures under Board policy, including:

- FNG (LOCAL) – Student and Parent Complaints/Grievances
- DGBA (LOCAL) – Employee Complaints/Grievances
- GF (LOCAL) – Public Complaints

This exemption allows Garland ISD to:

- Preserve locally established grievance procedures that are already in effect and understood by students, parents, employees, administrators, and the public
- Maintain local timelines designed to encourage timely filing, prompt investigation, and efficient resolution of concerns close in time to the underlying event or decision
- Ensure grievances are fully developed at the earliest level of review, supporting efficient and informed decision-making

The District's grievance policies already provide due-process protections, multiple levels of review, documentation requirements, and safeguards against retaliation. This exemption allows those policies to remain in effect without being superseded by prescriptive statutory procedures. GISD will continue to implement the currently adopted grievance process, including clear grievance procedures, protections against retaliation, clear documentation, due-process expectations, and multiple levels of review.

VI. Adoption of Plan

Garland ISD has met all of the process requirements outlined by the TEA and the Commissioner of Education to renew the designation as a District of Innovation per TEA's DOI Amendment & Renewal guidelines.

The Notice of Intent to amend the DOI plan was sent to the TEA Commissioner on **July 19, 2023**. This included the intended adoption date and the location of the posted Local Innovation Plan. Notification on DOI plan amendments is not required.

A copy of the proposed Local Innovation Plan 2022 renewal was posted on the District's website for the required 30 days followed by approval by the Board of Trustees **(from February 11 - March 12, 2022)**.

The local Innovation Plan amendments were approved by the DEIC Committee by majority in vote, with the opportunity for committee and public comment, during the May 25, 2023 meeting. The Local Innovation Plan renewal was originally approved by the Garland ISD Board of Trustees on the twenty-second day of March 2022.

The amended Local Innovation Plan was approved by the Garland ISD Board of Trustees on the 27th day of June, 2023. The Notice of Adoption of Amendment was sent to the TEA Commissioner on July 19, 2023. This included: 1) the adoption date, 2) a link to the final adopted/renewed plan on the district's website (landing page), and an attachment containing an updated checklist of exemptions reflecting all sections of code from which the district is exempt [Figure: 19 TAC §102.1307(d)].

The most current version of the Garland ISD District of Innovation plan, as adopted and/or amended can be accessed at https://garlandisd.net/about/district-initiatives/district-innovation.

DRAFT

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Michael Ruiz, Executive Director of Elementary Teaching and Learning
Jeanine Boyett, Coordinator of Library Media Services

Subject: Library Resources Approval

Action Item

Executive Summary:
During this agenda item, trustees will receive the second request for approval of this school year to acquire the posted materials in alignment to Texas Senate Bill 13 (SB 13). Campus librarians have compiled titles requested for their campuses. After submitting, resources are vetted by campus librarians and reviewed by Library Media Services. The district has posted these lists of proposed library materials for a minimum 30-day public review period on the District website, providing an online avenue for parent/community input and ensuring transparency prior to Board action.

The list of requested materials is posted on the District's website for your reference:
https://garlandisd.net/academics-ccmr/school-libraries/library-materials-selection

Administrative Recommendations:
Administration recommends approval.

Recommended Motion for Action Items:
Move to approve the acquisition of new Library Resources as presented to the Board of Trustees.

Financial Impact and Funding Source:
NA

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Ancient Egypt (History Smashers)	Messner, Kate	NF	Upper Elementary		Classical Center at Vial
Barbara Park's Junie B. Jones and a Little Monkey Business: The Graphic Novel	Venable, Colleen A.F.	1 (series)	Lower Elementary	Junie B. is NOT happy about a new baby in the family--until her grandma tells her he's the cutest little monkey ever. A monkey brother? Now that's exciting! Junie B. Jones is going to have a new baby at her house. Only that is not a very good surprise. Because babies smell like P.U. (Junie B. smelled one once). But good news! Grandma Miller tells Junie B. the new baby is a little monkey! Now Junie B.'s two bestest friends are giving her everything they own just to see him. And guess what else? Maybe she can bring him to school on Pet Day!	Dorsey
Magic Tree House The Graphic Novel: Midnight on the Moon	Laird, Jenny	series (Magic Tree House The Graphic novel book 8)	Lower Elementary	Magic. Mystery. Time-travel. Get whisked away to the Moon on an out-of-this-world adventure with brother-and-sister team Jack and Annie in the #1 bestselling chapter book series, now available as graphic novels! Jack and Annie are on a mission to save their friend, Morgan le Fey. The magic tree house whisks them away to the . . . MOON! And not only are they on the moon, but they've traveled to the FUTURE! This is like no other adventure Jack and Annie have been on before. This mission is OUT OF THIS WORLD!	Dorsey
Guinness World Records 2026	Guinness World Records	series	YA	Includes index. Presents the biggest, smallest, fastest, longest, and other record setters for 2025 in the categories of natural world, humankind, recordmania, explorer's club, science and technology, kids, arts and entertainment, and sports.	Dorsey
Earl & Worm: Snow Problem and Other Stories	Pizzoli, Greg	series (Earl & Worm)... Not Yet Published (coming 11/11/2025)	Lower Elementary	Celebrate a birthday and some winter fun with unlikely friends Earl & Worm in three funny stories in this irresistible early reader series from Geisel Award-winning author Greg Pizzoli. It's Earl's birthday! Worm is excited to celebrate with her lifelong friend. But even though Worm has found the perfect present and baked a delicious birthday cake for Earl, she worries that they won't be exactly what he wished for. Join this unlikely pair as they spend a special, snowy day together and discover that the best birthday gift anyone could ask for is what they already have- friendship. With his signature humor and heart, Geisel Award-winning creator Greg Pizzoli delivers three stories that will have kids giggling along soon after they've outgrown Elephant & Piggie.	Dorsey
Pug Goes to Hollywood	May, Kyla	series (Not Yet Published... 7/7/2026)	Lower Elementary	The next installment of the bestselling chapter book series featuring everyone's favorite pug, Bub, and his human, Bella! Pick a book. Grow a Reader! This series is part of Scholastic's early chapter book line, Branches, aimed at newly independent readers. With easy-to-read text, high-interest content, fast-paced plots, and illustrations on every page, these books will boost reading confidence and stamina. Branches books help readers grow! When Bella's art skills shine in a poster design contest, she and her pug Bub win a trip to Hollywood! Bella can't wait to meet her favorite star, Missy Pop. Bub will meet his idol, too -- fabulous poodle and actor Pebble Barks. Bub is nervous -- what if Pebble doesn't like him? When Pebble acts too cool for Bub, he's crushed. But with some help from his friends from home, Bub hatches a plan to turn things around. Could Bub become a role model for Pebble instead? With full-color artwork throughout, this funny and charming diary-format early chapter book is perfect for anyone who believes a furry pal is the best kind of friend.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Curse of the Lost Cave	Bearce, Stephanie	series (A Raven Gallows Mystery book 2)... Not Yet Published (coming 2/3/2026)	Upper Elementary	It's Outlaw Days in Sassafras Springs, and everyone in town has "treasure fever." Can Raven and her friends discover a legendary treasure before it falls into the wrong hands? When a mysterious book is unearthed at a nearby archaeological dig, Raven Gallows and her friends embark on a quest to uncover the rumored hidden treasure of the legendary outlaw Alf Bolin. But they quickly discover they're not the only ones chasing the prize. Dominion, a shadowy conglomerate with a suspicious history, is also on the hunt. Raven suspects that her mother and the elusive Dupin Society might also be investigating a deeper conspiracy tied to the corporation. Facing rival treasure hunters, cryptic riddles, and potential betrayal, Raven must rely on her wits and courage, and her trust in her friends, to stay ahead of those who might steal the treasure for their own use. Along the way, she grapples with questions of morality, the preservation of history, and the sacrifices required to pursue the truth. When the Truth Trackers' journey leads them to a lost cave, they must survive a final test of honor and bravery to outsmart their adversaries and recover the treasure--before it's too late.	Dorsey
The Trouble with Leo	Fairbairn, Nathan	series (Paws book 4)... Not Yet Publised (coming 3/3/2026)	Upper Elementary	The girls of PAWS have a bone to pick with a group of rival dog walkers in the fifth book of this heartwarming and hilarious graphic novel series that is the Baby-Sitters Club for pets! It's been seven whole dog years of PAWS (or just one if you're a human), and business is at an all-time high! But after a regrettable run-in with Gabby's arch-nemesis, Leo, things take an unfortunate turn. The two have an argument and Leo leaves the girls with an ominous message: "You're not the only one who can walk dogs..." It's not long before the girls notice flyers advertising a new dog walking business, SCAMPS. Sure enough, Leo and friends Brandon and Nolawi are behind it. And when Gabby and Mindy take some not-so-righteous retribution on these PAWS copycats, what could just be a little healthy competition turns into an all-out turf war. In the midst of it all, Mindy gets stuck doing a group project with Brandon, bringing her face to face with the enemy. But is it possible they have more in common than not? As the battle between the two groups escalates, and neither side is playing fair, the girls are forced to reconsider who the true villain of this story might really be.	Dorsey
Nine-Tail Trouble	Aguirre, Jorge	series (Monster Locker book 2)... Not Yet Published (coming 5/21/2026)	Middle School (1st book grades 4-8)	After their face-off with an angry Aztec earth goddess, Pablo, Maggie, and Takashi are living it up as their school's resident monster-banishing trio. (It turns out that fighting drooling trolls and vicious kelpies gets you invited to all the best parties.) Lately, though, monsters are the least of Takashi's problems. Wrestling with his parents' divorce, his father's impossibly high expectations, and his multicultural identity, he decides to summon a "helpful" monster: a shapeshifting nine-tailed fox called Kitsune. The charming Kitsune gets straight to work solving problems for Takashi and his classmates, and before long, the entire school is under his spell. As the situation spirals out of control, Pablo and Maggie turn to an unexpected source to rescue their best friend. But is summoning a second monster a brilliant plan, or a recipe for disaster?	Dorsey
Game On	Wang, Dora	series (Pocket Peaches book 3)... Not Yet Published (coming 11/7/2025)	Upper Elementary	Join the Pocket Pals in this colorful, heartwarming graphic novel that blends cozy gaming with meaningful life lessons. Perfect for readers who love kawaii-style comics and charming, whimsical adventures! Peaches and her pals are back again in this adorable new adventure, Pocket Peaches: Game On. In this sweet, cozy, and heartfelt third book of the beloved comic series, Taro learns to navigate unexpected life changes while maintaining virtual friendships. Rendered in an adorable soft kawaii art style, this whimsical and lighthearted comic about cozy video games is perfect for young readers starting their reading journeys as well as seasoned graphic novel enthusiasts alike. It's gentle, funny, comforting, and a "must-have" for fans of Hello Kitty, Pokemon, Line Friends, Squishmallows. Features a Dyslexia-friendly font.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Millie Fleur Saves the Night	Mandin, Christy	1 (series)	Lower Elementary	Wednesday Addams meets The Night Gardener in the sequel to the New York Times bestselling Millie Fleur's Poison Garden. A delightfully peculiar story about embracing the magic of the night. Garden Glen was afraid of the dark. Each night when the sun went down, all the lights in town turned on. The houses shone like the noon sun. Every house except for Millie Fleur La Fae's, of course. Millie Fleur knows there are enchanting things that can only be glimpsed in the dark. But ever since she moved to Garden Glen, her nighttime friends are nowhere to be found. Determined to welcome the dark back to town, Millie Fleur bakes delicious moon pies and plants a sweet-smelling moon garden. But before the nighttime creatures will return, Millie Fleur must convince the townspeople to be brave and turn out the lights. Millie Fleur Saves the Night is a delightfully peculiar story that encourages readers to find beauty in the darkness. A gorgeous companion to the New York Times bestseller Millie Fleur's Poison Garden, perfect for fans of The Dark by Lemony Snicket and Jon Klassen.	Dorsey
Buffalo Fluffalo and Puffalo	Kalb, Bess	1 (series)	Lower Elementary	A NATIONAL BESTSELLER * Fluffalo has had enuffalo when his quiet prairie life is turned upside down by the arrival of his new sibling, Puffalo, in this sweet and funny follow-up to the #1 New York Times bestselling Buffalo Fluffalo! Every day, Buffalo Fluffalo goes about his usual routine. He munches all the grass he can eat, frolics and rollicks with his friends, and at noontime, lies down for a nap in the shade. But one morning, Fluffalo wakes up to a loud wailing cry and, to his surprise, finds a little buffalo named Puffalo with the tiniest, shiniest eyes! At first, Fluffalo does not like Puffalo. "What does it need?" he huffs in alarm. But Crow wisely explains that Puffalo doesn't need much--just time to learn and grow. Slowly, Fluffalo watches as Puffalo learns to trip, slip, gallop, and trot. He teaches Puffalo to eat plants and to keep away from red ants. Together, the two take long strolls and snuggle for naps. And even though Puffalo sometimes slows him down, Fluffalo realizes that life is much better with Puffalo by his side. From national bestseller and Emmy-nominated comedy writer Bess Kalb comes this hilarious tale featuring the surly Buffalo Fluffalo and introducing his new sibling, Puffalo. Illustrated by the talented Erin Kraan, readers will delight in the loving message about the joy of discovering that the yelly, smelly, squiggly, and short new sibling might be a tiny bit cute.	Dorsey
Millie Fleur's Pumpkin Problem	Mandin, Christy	series... Not Yet Published (coming 7/7/2026)	Lower Elementary	Autumn has arrived, and the residents of Garden Glen are feeling dreary thinking about the gray months ahead. Lucky for them, Millie Fleur has a plan to bring color back to town. Her unusual pumpkin patch is sure to delight her neighbors. But when Millie Fleur's growing gourds take on a life of their own, she'll have to find a way out of this pumpkin problem!	Dorsey
L.O.L. G.O.A.T. Laughs Out Loud	Temple, Kate + Jol	1 (series)	Lower Elementary	The laugh-out-loud sequel to G.O.A.T. asks the important question -- what will make you laugh out loud? Goat loves to laugh out loud, but his best friend Duck is not impressed. Can they make up a joke that makes them both laugh out loud? This hilarious picture book introduces kids to funny acronyms and fun wordplay while trying to make readers laugh out loud! L.O.L. is the second book in a funny new picture book series by award-winning Australian authors Kate and Jol Temple! Illustrator Rebel Challenger's vibrant art is sure to be an instant kid-favorite. Fans of Pig the Pug and Thelma the Unicorn will love the latest adventure from these silly animal friends!	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Voyage on the Oddest Sea	Boyer, Crispin	series	Upper Elementary	Plunge into stormy waters with Zeus the hamster and his gaggle of gods as they meet a shape-shifting soothsayer and uncover the mysteries of the deep in the spellbinding fifth book in this hilarious romp through Greek mythology. After an earthquake rocks the Aegean Sea, Zeus and Demeter set sail in a not-so-seaworthy vessel to find out what really happened. When their ship is capsized by a slithering sea monster, the duo find themselves trapped in a mystifying underwater realm. The other Olympians mount a rescue mission, only to encounter enchanting mermaidlike creatures with hypnotic songs and a tentacled shape-shifter who tells tales of the future. His uncanny abilities make the Olympians question themselves--and each other. Can the god squad stick together, or will the strange currents of this underwater world tear them apart? Join Zeus the overconfident hamster, Athena the wise cat, Ares the treat-loving pug, Poseidon the proud pufferfish, Demeter the loyal grasshopper, and Hermes the daring chicken on another laugh-out-loud adventure through Greek mythology.	Dorsey
Christmas Sweater	Brett, Jan	2 (Not Yet Published.... release date 11/25/2025)	Lower Elementary	Yiayia is thrilled with the fantastically adorned Christmas sweater she made for her grandson's dog, Ariadne. Her grandson Theo loves it too, but he can tell Ari does not feel the same way. Luckily, Theo knows exactly what will show her just how cozy and warm the sweater is--a hike to Echo Lake. And he can wear his new snowshoes! The woods are a winter wonderland, and more snow swirls as they hike. But just when they reach the lake, Theo realizes Ari's sweater has disappeared, along with their tracks and every familiar landmark. Could they have lost Yiayia's gift and the way home? Luckily, Ari spots something in the snow that turns out to be a surprising solution to their predicament. And when they get home, they find an even bigger surprise from that amazing Christmas sweater. Drawing inspiration from Greek mythology, Jan Brett's story of the bond between boy and dog radiates warmth and charm, while her signature border details hint at a final Christmas miracle sure to wow any crowd.	Dorsey
Standoff	Skrypuch, Marsha Forchuk	1, series	Upper Elementary	This gripping, accessible novel by celebrated Ukrainian Canadian author Marsha Forchuk Skrypuch follows two sisters as they struggle to survive the Russian invasion of Ukraine in February 2022. 12-year-old twin sisters Rada and Dariia Popkova couldn't be more different. Dariia is outgoing and chatty while Rada is quieter and artsy. But what they have in common is their love for each other and their home. The family lives in the Ukrainian city of Mariupol, which is attacked by the Russians on Feb 24th, 2022. The attack separates the family -- Dariia is with her mom and Rada with her dad. Rada and her father navigate the treacherous journey from shelter to shelter as they make their way to the Azovstal plant so that her father can fight in the resistance. Meanwhile, Rada is still trying to get in contact with her sister and mother. As the war rages and each family member must contend with their own battles, their love for their country and their family keeps them going.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Still Alive	Skrypuch, Marsha Forchuk	Series (Not Yet Published... coming 4/21/2026)	Upper Elementary	This gripping, accessible novel by celebrated Ukrainian Canadian author Marsha Forchuk Skrypuch follows two sisters as they struggle to survive the Russian invasion of Ukraine in February 2022. 12-year-old twin sisters Rada and Dariia Popkova couldn't be more different. Dariia is outgoing and chatty while Rada is quieter and artsy. But what they have in common is their love for each other and their home. The family lives in the Ukrainian city of Mariupol, which is attacked by the Russians on Feb 24th, 2022. The attack separates the family -- Dariia is with her mom and Rada with her dad. The thrilling conclusion to this trilogy will have readers reaching for tissues on the edge of their seats.	Dorsey
Earhart: The Incredible Flight of a Field Mouse Around the World	Kuhlmann, Torben	3	Upper Elementary	The latest tale in award-winning author and illustrator Torben Kuhlmann's Mouse Adventures series takes flight with the courage and spirit of aviation pioneers. For the field mice, the boundary of the garden is the edge of the world. But one little field mouse is determined to discover the wide world beyond the burrow--even if she isn't supposed to fly. With her knack for engineering and help from an experienced mouse aviator, she defies the other field mice and sets off on a daring journey. Could it be that she inspired Amelia Earhart's pioneering aviation career? Amelia Earhart dreamed of becoming a pilot after she attended an airshow, and went on to defy gender barriers when she became the first female to fly non-stop across the Atlantic. Torben Kuhlmann's masterfully rendered illustrations and gripping story, inspired by Earhart, encourage young readers to pursue their passions-despite all obstacles. Includes nonfiction backmatter: a biography of Amelia Earhart, a description of her infamous flight and the myths around it, and a timeline of other successful flights around the world! "Adventure is worthwhile in itself." -Amelia Earhart	Dorsey
The Witch in the Tower	Sarda, Julia	3	Lower Elementary	Gorgeous illustrations are the star of this fantastical adventure about hidden magic, growing up, and braving the unknown to find yourself. Everything is changing for Carmela. Her older sister, Franca, has new, mean friends, and Carmela is feeling lost and lonely. So she decides to go for a walk--to walk until she can't anymore, then walk a bit more. Her walking takes her to a strange tower, and what she finds there will transform her life forever. In this companion to The Queen in the Cave, her authorial debut, renowned illustrator Julia Sarda ventures into a mesmerizing world where mermaid grease washes away envy, a giant's hair helps you face bullies, a circular library holds all your secrets, and a dome of crystal prisms opens a view to the cosmos. Dreamlike and filled with whimsy, the artist's kaleidoscopic patterns, decorative borders, glowing colors, and layered, elaborately detailed imagery will bewitch young readers as readily as the title character does Carmela--and beckon them to return for many a visit.	Dorsey
Tiny T. Rex and the Itty-Bitty- Bun-Bun	Stutzman, Jonathan	Series (NYP... coming 1/13/2026)	Lower Elementary	Everyone's favorite pint-sized dino from the New York Times bestseller Tiny T. Rex and the Impossible Hug celebrates springtime with this heartwarming Easter board book! The Easter Bun-Bun visits young dinosaurs and leaves them each a special treat--a basket filled with surprises! But when Tiny realizes that Mother and Father didn't get anything, he decides that today he is not a mighty rex but an Itty-Bitty Bun-Bun, and sets out to create a sweet surprise for them, too.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Jo Jo Makoons: The Super-Scary Sleepover	Quigley, Dawn	Series	Lower Elementary	There's no "brave" without "afraid"! Jo Jo is back to face her fears, in her own special way, in the fifth book in the beloved Jo Jo Makoons chapter book series. Spunky Ojibwe first-grader Jo Jo Makoons knows a lot about bravery and boldness. Her cat, Mimi, is very brave when she tries new foods, and Teacher is very bold when he wears his ugly ties to school. When Jo Jo is invited to her very first friend sleepover, it's her turn to be courageous! Only she's not quite sure how. Especially when scary puppets and dolls hide around every corner... Full of spooky fun and after-school mischief, Jo Jo Makoons celebrates an Ojibwe girl with a big heart who finds her courage through the people she loves.	Dorsey
Ben Yokoyama and the Cookie of Destiny	Swanson, Matthew	series	Upper Elementary	Ben Yokoyama is not moving to California. But his parents seem to think otherwise. It's a great opportunity, they say, never mind that Ben will have to leave his best friend Janet behind--possibly forever. A day into the dreaded cross-country drive, Ben discovers that Janet has secretly stowed away. This is amazing news! Now they can stay friends and start a new life in California. Schemes are hatched, rules are bent, puppies are adopted and bowling alley parking lots set the stage for a brand new pop duo to get their big break.	Dorsey
El Libro de los Pajaros	Gwis, Asia	NF	Lower Elementary	El libro de los pa jaros is a non-fiction book in SPANISH perfect for introducing the world of birds, recommended for children ages 3 to 8. Discover the diversity and richness of the world of birds with unique illustrations complemented by fascinating facts and games for readers. Birds live everywhere: in cities, jungles, water, countryside, and forests... They are unafraid of Antarctic frost or tropical heat. They are very different: tiny like a Havana hummingbird and huge like an African ostrich, friendly like sparrows and intelligent like crows, colorful like parrots and gray like thrushes. They fly, run, swim, build homes, and lay eggs. Most enjoy company, but some prefer solitude. There are nearly ten thousand species	Dorsey
El Libro de los Monos	Gwis, Asia	NF	Lower Elementary	Spanish book about monkeys from the series including El Libro de los Pajaros.	Dorsey
A Song for Two Homes	Datcher, Michael	4	Lower Elementary	From the New York Times Bestselling author of Raising Fences and the award-winning illustrator of Mama Africa!, comes a moving and lyrical picture book about a girl navigating her parents' divorce, featuring a Black family, two homes, and whole lot of love. Auset's parents tell her the divorce wasn't her fault, but she got split in two too. Now she has two homes, two rooms, two Christmases, and two birthday parties. It's tough to deal with her parents' divorce, but at least she has the songs of Sweet Honey and the Rock and Bob Marley to help her through. Plus, she has her therapist, and her stuffed animal Dolphie the Dolphin, who is an excellent listener. With two loving parents doing their best, here is a look at Black families, divorce, and how difficult it is for kids to go through. But with time and support, and everyone doing their best to keep it real, there's healing and strength on the other side.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Broken	Fang, X	5	Lower Elementary	Join Mei Mei on her hilarious and emotional journey in this dramatic and tenderhearted picture book about guilt and forgiveness, from the acclaimed creator of We Are Definitely Human. When Mei Mei accidentally breaks her ama's favorite cup, she's convinced it's the end of the world. What if Ama is angry? What if she yells? What if she kicks Mei Mei out of her house? Mei Mei can't face it. But when Mimi, the innocent cat who witnesses her crime, ends up being blamed, the guilt is too much! Mimi's accusing eyes follow Mei Mei until she just can't take it anymore, and the truth comes spilling out. With vibrant and moody cinematic illustrations and pitch-perfect pacing, X. Fang's newest picture book is filled to the brim with comedic drama and the comforting sweetness of a grandparent's forgiving hug.	Dorsey
The Bakery Dragon and the Fairy Cake	Kurtz, Devin Elle	2, series	Lower Elementary	NATIONAL BESTSELLER * Running a bakery is no cakewalk for a tiny dragon with a big sweet tooth! Tummy rumbles turn to belly laughs in this feel-good picture book from the bestselling author and illustrator of The Bakery Dragon. Batter up! Ember is in charge while the baker takes a trip and he's excited to show what he can do! When an opinionated fairy princess swoops in demanding a cake, he eagerly agrees. So what if he's only baked bread before? How hard can it be? The sugar hits the fan when Ember's first attempt is a complete disaster. He tries again and again, but the royal customer is not happy. Everyone told Ember he was such a good baker, so why can't he get this right? If he doesn't figure it out soon, the only thing on the menu will be humble pie. Magic shimmers on every page of this whimsical story about how to bake a cake, make new friends and learn from your mistakes.	Dorsey
If You Make a Call on a Banana Phone	Sterer, Gideon	4	Lower Elementary	A love letter to making friends from unexpected places, If You Make a Call on a Banana Phone is silly, wise, and surprising all at once. If you make a call from a banana phone, who will answer What will you talk about Will you share secrets or ask questions No one knows what will happen, really. This very silly story is full of the joy and wisdom that comes from making new friends from unexpected places. Go ahead, pick up a banana and make a call. You'll be glad you did.	Dorsey
Dragon vs Unicorn: Friends or Frenemies?	Hoover, P.J.	2	Lower Elementary	Dragon and Unicorn are best friends who agree on everything. Well, almost everything. Dragon likes to follow the rules, while Unicorn is more of a free spirit, so sometimes they fight. Luckily, in these three stories, whenever the friends disagree, the reader gets to choose what happens next. Each choice leads to a different outcome, and at the end of the story, the reader can start again and choose a whole new storyline! Bestselling author P. J. Hoover lets readers drive the action in these short stories. The two characters are funny and relatable as they argue about clubhouse rules and what to do at a sleepover. As young readers consider the best way to deal with the interpersonal conflicts, they'll gain important social and relationship skills. Playful art by Lisa Wiley perfectly showcases the emotional drama in the stories. Strong curriculum ties to social-emotional learning, conflict resolution, and story writing combine with excellent character-education lessons in cooperation, empathy, honesty and teamwork in a totally immersive interactive package.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Baby Bellena	Gundersheimer, Ben	2	Lower Elementary	A fascinating glimpse into a baby whale's first migration from Mexico to Alaska; with a text in both English and Spanish When Juana is born in the warm waters of Mexico, the little gray whale isn't quite what you'd call little--she's already as big as a boat, and drinks over fifty gallons of milk a day to keep growing! Soon it's time to make a long journey with her pod to their summer feeding grounds. They swim north day and night, passing many familiar landmarks and carefully avoiding orcas and fishing nets. After spending the summer eating their fill in Alaskan waters, Juana and her pod return to their beautiful Mexican lagoon, where another baby is about to be born, and the cycle begins again. Eye-catching illustrations and a playful narrative in Spanish and English combine to shine a light on these magnificent creatures--and are sure to inspire a new generation of whale lovers.	Dorsey
So Rude! Animals Behaving Badly	Fries-Gaither, Jessica	NF	Lower Elementary	Grownups say, "Be on your best behavior." But in the animal world, rudeness sometimes rules the day! Scarlet kingsnakes lie; they pretend to be venomous coral snakes to scare off predators. And hippos make a mess; they spray waste to defend their territories. For these animals and many others, being rude can be a matter of survival. Author and science educator Jessica Fries-Gaither introduces seven human behavior rules and the animals that break them!	Dorsey
From BAM! to BURP! A Carbon Atom's Never-Ending Journey Through Space and Time and YOU	Stewart, Melissa	3, NF	Lower Elementary	Follow a carbon atom on its incredible adventure over billions of years. It's been part of many things--from early volcanic gases, to plants that dinosaurs devoured, to your breakfast burp! By award-winning children's author Melissa Stewart, this epic nonfiction picture book for 5-8-year-olds is a perfect blend of science and history that STEM-seekers will eat up! Long ago, the young Earth crashed into a smaller body called Theia. Matter blasted through space, and the carbon atom was trapped deep inside Earth until a volcano erupted, thrusting tons of ash and gases--including the carbon atom--high into the sky. Over millions of years, the carbon atom has been part of all kinds of things, including plants and dinosaurs, eggshells and seashells, a lump of coal, and even a sheet of toilet paper! Not long ago, it became part of a towering maple tree and then a drop of maple syrup. Just imagine that the syrup ended up on YOUR pancakes and then inside your body. And when you let out a deep breath, the carbon left your lungs, met up with a blast of gas from your stomach, and . . . BURP! You never know where a carbon atom will go next. . . . Get ready to take off on a wild ride, From BAM! to BURP!	Dorsey
Burst Your Bubble! Outsmart the Algorithms and See What You're Missing	Grant, Joyce	2, NF	Lower Elementary	An engaging, accessible look at internet algorithms and the importance of bursting your information bubble We are all in information bubbles, whether we realize it or not. The content that fills our bubble is the product of all the likes, clicks, and shares we make online. While we may enjoy what the algorithm pushes to us, we can gradually lose sight of perspectives and points of view that are different from our own. In seven chapters, readers will learn what algorithms are, why they are used, and what influences someone's information bubble both online and in real life. Sidebars offer additional context, and fun activities allow readers to understand concepts in real time. Written in an approachable tone with fun, dynamic illustrations, Burst Your Bubble provides insight into the dangers of limited information and offers tangible suggestions on how to move beyond it.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Baby Chipmunk or Baby Skunk?	Chang, Kirsten	NF	Lower Elementary	Which of these striped critters has large cheeks? Which one has the fluffiest tail? This title for emerging readers compares the physical features and behaviors of these baby chipmunks and baby skunks. Each spread includes simple sentences and adorable photos with clear labels. The book concludes with a side-by-side comparison that encourages readers to choose who they think is cuter!	Dorsey
Baby Donkey or Baby Llama?	Chang, Kirsten	NF	Lower Elementary	Baby donkeys are called foals. Baby llamas are called crias. In this title, young readers will dive into the cutest physical features and behaviors of these baby animals. Simple sentences encourage emerging readers. Colorful photos with clear labels support the leveled text. The book concludes with a compare-and-contrast summary and a chance for readers to vote on which baby they think is cuter!	Dorsey
Baby Elephant or Baby Hippo?	Chang, Kirsten	NF	Lower Elementary	Baby elephant ears flap. Baby hippo ears wiggle! This title for emerging readers compares the cutest physical features and behaviors of these baby animals. Each spread includes simple sentences and adorable photos with clear labels. The book concludes with a side-by-side comparison that encourages readers to choose who they think is cuter!	Dorsey
Baby Gorilla or Baby Orangutan?	Schuh, Mari	NF (NYP... publication date 1/1/2026)	Lower Elementary	This book compares baby gorillas and baby orangutans. Whick is cuter?	Dorsey
Baby Hedgehog or Baby Porcupine?	Chang, Kirsten	NF	Lower Elementary	Do you think hoglets or porcupettes are cuter? Learn more about these spiky babies and cast your vote! In this title, young readers will dive into simple sentences about the body parts and behaviors of baby hedgehogs and baby porcupines. Colorful photos with clear labels support the leveled text. The book concludes with a compare-and-contrast summary.	Dorsey
Baby Kangaroo or Baby Koala?	Schuh, Mari	NF (NYP... publication date 1/1/2026)	Lower Elementary	This book compares baby kangaroos and baby koalas. Which is cuter?	Dorsey
Baby Monkey or Baby Sloth?	Chang, Kirsten	NF	Lower Elementary	Let's explore the similarities and differences between baby monkeys and baby sloths! In this beginning book, young readers will learn about the animals' behaviors and physical features. Simple sentences share details from fur texture and color to how each baby clings to mom. Engaging photos with clear labels support the text. The book concludes with a side-by-side summary of the babies' main differences. Which baby do you think is the cutest?	Dorsey
Baby Panda or Baby Polar Bear?	Chang, Kirsten	NF	Lower Elementary	Join us as we explore the similarities and differences between adorable baby pandas and baby polar bears! Young readers will learn about the cubs' physical features and behaviors. Simple sentences share details from paw size and use to snuggles in the den. Engaging photos with clear labels support the text. The book concludes with a side-by-side summary of the cubs' main differences. Which one do you think is the cutest bear?	Dorsey
Baby Penguin or Baby Owl?	Chang, Kirsten	NF	Lower Elementary	A chick waddles across its icy home. An owlet hops between branches in a forest. This title encourages young readers to get curious about the differences between chicks and owlets. Leveled text compares the baby birds' body parts and behaviors as they grow. Clear, labeled photos and a concluding summary spread reinforce the text. Readers get a chance to vote on which bird is cuter!	Dorsey
Baby Pig or Baby Deer?	Schuh, Mari	NF (NYP... publication date 1/1/2026)	Lower Elementary	This book compares baby pigs and baby deer. Which is cuter?	Dorsey
Baby Rabbit or Baby Raccoon?	Chang, Kirsten	NF	Lower Elementary	How do kits and cubs show they are happy? This title answers this question and more as it compares these cute baby mammals. Young readers will learn about the animals' body parts and behavioral differences through leveled text and colorful, labeled photos. The book ends with a summary page for each animal and asks the reader to choose the cutest baby!	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Baby Seal or Baby Sea Otter?	Chang, Kirsten	NF	Lower Elementary	Splash into the water alongside seal pups and sea otter pups! This title introduces two water-loving babies and encourages young readers to get curious about their similarities and differences. Leveled text compares the pups' body parts and behaviors as they grow. Clear, labeled photos and a concluding summary spread reinforce the text. Readers get a chance to vote on which pup is cuter!	Dorsey
Baby Turtle or Baby Armadillo?	Schuh, Mari	NF (NYP... publication date 1/1/2026)	Lower Elementary	This book compares baby turtles and baby armadillos. Which is cuter?	Dorsey
Baby Zebra or Baby Giraffe?	Chang, Kirsten	NF	Lower Elementary	Stripes or spots? Bray or moo? In this title, baby zebras and baby giraffes run side by side in the race to discover which baby you think is cuter. Young readers will take in the different physical features and behaviors of these baby animals. Each spread includes simple sentences and adorable photos with clear labels. The book concludes with a side-by-side comparison and a chance to vote for your favorite baby!	Dorsey
Bush Vipers	Mattern, Joanne	NF	Lower Elementary	Bush vipers are colorful snakes. These predators ambush prey in their African homes. Vibrant images bring these snakes to life on the page in this engaging title. Leveled text explores the snakes' bodies, favorite foods, and more. Special features highlight the range, diet, and conservation status of bush vipers. Snake lovers will not want to miss this title!	Dorsey
King Cobras	Nguyen, Suzane	NF	Lower Elementary	Includes bibliographical references (page 23) and index.;King of snakes -- Snake eaters -- On their own. Introduces the body parts, behaviors, habitats, and babies of king cobras.	Dorsey
Pythons	Mattern, Joanne	NF	Lower Elementary	Pythons are the largest snakes in the world. These reptiles swallow their prey whole! In this book, readers will learn about the lives of these massive snakes including their habitat, hunting habits, and more. Special features highlight the snakes' diet, range, and conservation status. Vibrant photos and leveled text bring the snakes to life on the page!	Dorsey
Rat Snakes	Mattern, Joanne	NF	Lower Elementary	Rat snakes are constrictors. These snakes wrap their bodies around prey until the prey stops breathing. Leveled text explores the lives of these snakes, including their habitat, hunting habits, predators, and more. Special features highlight the diet, range, and status of these reptiles. Vibrant images give a detailed look at what makes these snakes unique!	Dorsey
Sea Snakes	Mattern, Joanne	NF	Lower Elementary	Sea snakes make their homes in coral reefs around the world. These snakes spend most of their time underwater! In this book, readers will learn about the lives, habitat, and hunting habits of these aquatic reptiles through leveled text and vibrant photos. Special features highlight the diet, range, and status of these animals and provide a guide for identifying the snakes. Reptile lovers will not want to miss a look at this exciting snake!	Dorsey
Sidewinders	Mattern, Joanne	NF	Lower Elementary	Sea snakes make their homes in coral reefs around the world. These snakes spend most of their time underwater! In this book, readers will learn about the lives, habitat, and hunting habits of these aquatic reptiles through leveled text and vibrant photos. Special features highlight the diet, range, and status of these animals and provide a guide for identifying the snakes. Reptile lovers will not want to miss a look at this exciting snake!	Dorsey
All-Time Best Soccer Teams	Berne, Emma Carlson	NF	Lower Elementary	There's no "I" in team! Pro soccer has seen many amazing teams. Discover some of the best pro teams and how they made it to the top of their sport.	Dorsey
Best Men's Soccer Players	Krenn, Cara	NF	Lower Elementary	Many great men have played soccer. But who are the best of all time? Explore the top male soccer players and their amazing moves on the field, including Diego Maradona and Lionel Messi.	Dorsey
Best Women's Soccer Players	Krenn, Cara	NF	Lower Elementary	She shoots, she scores! Many incredible women have played soccer. But who are the best of all time? Explore the top women's soccer players and their remarkable achievements.	Dorsey
Most Incredible Soccer Moments	Krenn, Cara	NF	Lower Elementary	One shot to win it all! Readers discover the most exhilarating goals, breathtaking saves, and historic wins in the history of professional soccer.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Story of the World Cup	Berne, Emma Carlson	NF	Lower Elementary	Who competes in the soccer World Cup, and why is it held every four years? Learn about the men's and women's World Cups, and discover some of the best moments from the competition.	Dorsey
World's Top Soccer Leagues	Krenn, Cara	NF	Lower Elementary	There are so many amazing soccer leagues in the world! Readers learn about the best players, thrilling rivalries, and exhilarating matchups from leagues across the globe.	Dorsey
How to Catch a Garden Gnome	Walstead, Alice	series	Lower Elementary	Tumble alongside the How to Catch Kids into a flower-filled, dragon-flying, giant-grilled-cheese-eating garden, tended to by none other than a magical Garden Gnome. But will this group of adventurous kids manage to catch the Gnome before twilight begins… and their ability to leave this fantastical land ends? Filled with magical hijinks and STEAM concepts, this hilarious picture book is perfect for parents, educators, budding gardeners, and readers ages 4-10. My secret garden is hidden away, Filled with butterflies, songs, and more. It's enchanted and magical too, 'round each bend are surprises galore!	Dorsey
Goodnight Crayons	Daywalt, Drew	series	Lower Elementary	The hilarious crayons from the #1 New York Times bestselling The Day The Crayons Quit are ready to say good night . . . or are they? The Crayons are getting ready to go to bed, but each crayon has something special they need to fall asleep. Blue Crayon needs a drink of water, Orange Crayon needs a blankie, Red Crayon needs a story or two or three. What do you need to fall asleep? A humorous, small hardcover good night story from everyone's favorite school supplies.	Dorsey
The Crayons' Book of Manners	Daywalt, Drew	series (NYP... publication date 5/19/2026)	Lower Elementary	The Crayons are ready to learn how to polite. But what do they need to know? When to say please and thank you? How to eat neatly? What to do when they have to (uh-oh!) burp? This laugh-out-loud addition to the Crayons mini book series will teach children their manners as they giggle at the Crayons' missteps.	Dorsey
Bath Time for the Crayons	Daywalt, Drew	series, (NYP... publication date 1/13/2026)	Lower Elementary	The hilarious crayons from the #1 New York Times bestselling The Day the Crayons Quit are ready to make a splash in the bath! The perfect book to read any time of day, but particularly at bath time. Bath time is an adventure for the Crayons! Red likes to relax, Esteban (formerly Pea Green) likes to pretend to be a pirate, and Beige actually prefers a shower! This humorous mini hardcover book shows that bath time can be the best time of the day, no matter what part of the bath you like the best.	Dorsey
No More Mr. Mice Guy	Lerner, Jarrett	series	Lower Elementary	Ari helps a neighbor who accidentally gets shrunk by Ari's mom's latest invention in this second book in the My Mad Scientist Mom chapter book series from acclaimed author-illustrator Jarrett Lerner. Ari's life is filled with school, video games, and his pet turtle, Fred: pretty run-of-the mill stuff. But not anywhere near run-of-the-mill is Ari's mom, who's a mad scientist. That's right, a MAD scientist. Sure, she strives to make people's lives better with her inventions, especially at home. But all of Mom's inventions seem to go just the slightest bit off kilter. His mom puts a new invention to the test to help clean up the clutter in their house: a magnimizer, which can shrink or enlarge anything! Pretty amazing, right? Well, not if you happen to be Mr. Jakes, their neighbor who comes face to face with this gizmo and becomes the size of a cockroach--and a potential tasty morsel for the resident basement mouse! Can Ari save the day and teeny-weeny Mr. Jakes?	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Wanda Hears the Stars: a Blind Astronomer Listens to the Universe	Hansen, Amy S.	3, NF	Lower Elementary	A nonfiction picture book biography of astrophysicist Wanda Diaz Merced and how losing her sight didn't stop her from studying the stars. An inspiring true story of a woman scientist of color that's a riveting intersectional read for STEM fans ages 6-9. Growing up in Puerto Rico, Wanda Diaz Merced wanted to learn everything she could about the stars. But in college she started losing her sight. How could she study what she couldn't see? Wanda found a way. She learned to hear the stars using sonification, which converts data into sounds. Listening to those chimes and drumbeats, she made new discoveries about the universe. Today Wanda is a leading advocate for inclusive science. She and her friend Amy S. Hansen collaborated on this book to inspire children to follow their curiosity no matter the challenges. As Wanda urges, "Never give up!" Wanda Hears the Stars is the perfect picture book biography to inspire any STEM-minded future scientist!	Dorsey
Wanda oye las estrellas : una astronoma ciega escucha al universo	Hansen, Amy S.	NF	Lower Elementary	Spanish version of Wanda Hears the Stars	Dorsey
Lola	Valenti, Karla Arenas	4 (for English version already in GISD collection)	Upper Elementary	A simmering tale of magic, adventure, and the extraordinary bond between a brother and sister who'd journey to the ends of the Earth to save each other. From the acclaimed author of Loteria comes a heartfelt story rooted in Mexican magical realism. A PURA BELPR AUTHOR WINNER . A KIRKUS REVIEWS BEST BOOK OF THE YEAR Ten-year-old Lola has always been touched by magic. In her Mexico City home, built around a towering tree, she is accustomed to enchanted blooms that change with the seasons, a sandbox that spits out mysterious treasures, and mischievous chaneques that scuttle about unseen by all but her. Magic has always been a part of her life, but now she must embrace the extraordinary as never before. Ever since The Thing That Happened, Lola's brother Alex has been sick. As his condition worsens, something begins eating away at the tree, causing its leaves and blossoms to crumble like ash. The two are related, Lola is sure of it, but how? Seeking a cure, she visits a grocery store oracle who bids her to follow the chaneques down one of their secret passages... into a hidden world. Here in Floresta, a land of myths and monsters and marvels untold, lies the key to healing her brother. But the kingdom's young queen stands in the way. Lola must use her wits and face her deepest fears if there's any hope of saving Alex in time.	Dorsey
Arizona Diamondbacks	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Athletics	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Atlanta Braves	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Atlanta Hawks	Flynn, Brendan	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Atlanta United FC	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Baltimore Orioles	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Boston Celtics	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Boston Red Sox	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Brooklyn Nets	Flynn, Brendan	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
CF Montreal	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Charlotte FC	Coupe, Jessica	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Charlotte Hornets	Hewson, Anthony K	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Chicago Bulls	Hanlon, Luke	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Chicago Cubs	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Chicago Fire FC	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Chicago White Sox	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Cincinnati Reds	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Cleveland Cavaliers	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Cleveland Guardians	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Colorado Rapids	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Colorado Rockies	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Columbus Crew	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
D.C. United	Wilson, Sierra	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Dallas Mavericks	Moon, Derek	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Denver Nuggets	Hanlon, Luke	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Detroit Pistons	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Detroit Tigers	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
FC Cincinnati	Wilson, Sierra	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Golden State Warriors	Hanlon, Luke	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Houston Astros	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Houston Rockets	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Indiana Pacers	Stratton, Connor	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Kansas City Royals	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Karate	Terp, Gail	NF	Middle grades 3-8	Combat Sports	Dorsey
Kickboxing	Terp, Gail	NF	Middle grades 3-8	Combat Sports	Dorsey
LA Galaxy	Alaraj, Evangelene	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Los Angeles Angels	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Los Angeles Clippers	Hanlon, Luke	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Los Angeles Dodgers	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Los Angeles Lakers	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Memphis Grizzlies	Smith, Elliott	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Miami Heat	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Miami Marlins	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Milwaukee Brewers	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Milwaukee Bucks	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Minnesota Timberwolves	McDougall, Chros	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Minnesota Twins	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Minnesota United FC	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
MMA	Terp, Gail	NF	Middle grades 3-8	Combat Sports	Dorsey
Nashville SC	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
New Orleans Pelicans	Stratton, Connor	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
New York City FC	Coupe, Jessica	NF	Upper Elementary	Inside Major League Soccer	Dorsey
New York Knicks	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
New York Mets	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
New York Red Bulls	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
New York Yankees	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Oklahoma City Thunder	Moon, Derek	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Orlando City SC	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Orlando Magic	Stratton, Connor	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Philadelphia 76ers	Beattie, Charlie	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Philadelphia Phillies	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Philadelphia Union	Webster, Christine	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Phoenix Suns	Hanlon, Luke	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Pittsburgh Pirates	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Portland Timbers	Alaraj, Evangelene	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Portland Trail Blazers	Hanlon, Luke	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Real Salt Lake	Gillespie, Katie	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Sacramento Kings	Flynn, Brendan	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
San Antonio Spurs	Moon, Derek	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
San Diego Padres	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
San Francisco Giants	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Seattle Mariners	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Seattle Sounders FC	Gregory, Joy	NF	Upper Elementary	Inside Major League Soccer	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
St. Louis Cardinals	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
St. Louis City SC	Gregory, Joy	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Taekwondo	Terp, Gail	NF	Middle grades 3-8	Combat Sports	Dorsey
Tampa Bay Rays	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Texas Rangers	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Toronto Blue Jays	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Toronto FC	Wilson, Paula M	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Toronto Raptors	Hanlon, Luke	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Utah Jazz	Flynn, Brendan	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Vancouver Whitecaps FC	Wilson, Paula M	NF	Upper Elementary	Inside Major League Soccer	Dorsey
Washington Nationals	Abdo, Kenny	NF (NYP 12/15/2025)	Middle grades 3-8	MLB Teams	Dorsey
Washington Wizards	Smith, Elliott	NF (NYP 1/1/2026)	Middle grades 3-8	NBA Teams (Apex Varsity)	Dorsey
Wrestling	Terp, Gail	NF	Middle grades 3-8	Combat Sports	Dorsey
Florida	Lim, Angela	NF series	Upper Elementary	Discovering the United States series	Dorsey
Illinois	White, Kelly Anne	NF series	Upper Elementary	Discovering the United States series	Dorsey
Louisiana	Larsen, Ib	NF series	Upper Elementary	Discovering the United States series	Dorsey
Michigan	Larsen, Ib	NF series	Upper Elementary	Discovering the United States series	Dorsey
Minnesota	Ringstad, Arnold	NF series	Upper Elementary	Discovering the United States series	Dorsey
Missouri	Lim, Angela	NF series	Upper Elementary	Discovering the United States series	Dorsey
Nevada	Lim, Angela	NF series	Upper Elementary	Discovering the United States series	Dorsey
New Mexico	Hale, K. A.	NF series	Upper Elementary	Discovering the United States series	Dorsey
New York	Larsen, Ib	NF series	Upper Elementary	Discovering the United States series	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
North Carolina	McKinney, Donna B	NF series	Upper Elementary	Discovering the United States series	Dorsey
Ohio	Sonneborn, Liz	NF series	Upper Elementary	Discovering the United States series	Dorsey
Oklahoma	Lowell, Barbara	NF series	Upper Elementary	Discovering the United States series	Dorsey
South Carolina	Clarke, David J	NF series	Upper Elementary	Discovering the United States series	Dorsey
South Dakota	Larsen, Ib	NF series	Upper Elementary	Discovering the United States series	Dorsey
Tennessee	Sonneborn, Liz	NF series	Upper Elementary	Discovering the United States series	Dorsey
West Virginia	Clarke, David J	NF series	Upper Elementary	Discovering the United States series	Dorsey
Wisconsin	Shaw, Mary	NF series	Upper Elementary	Discovering the United States series	Dorsey
Wyoming	Layton, Christine	NF series	Upper Elementary	Discovering the United States series	Dorsey
Hypergifted	Korman, Gordon	series (NYP 2/3/2026)	Upper Elementary	From #1 New York Times bestselling author Gordon Korman comes the funny and heartwarming sequel to the word-of-mouth hits UNGIFTED and SUPERGIFTED. School has never been a problem for twelve-year-old super-genius Noah Youkilis--at least not until he gets an admission letter to the prestigious Wilderton University. The last thing Noah wants is to go straight from eighth grade into college. Will his life ever just be normal! Meanwhile, Noah's best friend, Donovan, has been looking forward all year to a summer of doing nothing. But when Wilderton allows Noah to bring a friend for the summer term, Donovan's parents jump at the chance. Suddenly, Donovan's summer of slack has turned into hanging with Noah and working as a summer camp counselor for professors' kids. Once they arrive on campus, Noah's determined to fit in--and to him, that means joining the top-secret Society of the Gavel. But becoming a Gaveler is harder than it seems, and it's made all the harder when Noah and Donovon smuggle Wilderton's mascot, a two-hundred-pound pig named Porquette, into their dorm. Now Noah and Donovan must combine all their middle-school smarts to keep their pig-sized secret, fix a haywire AI program before it pretty much ends the world, and keep track of Donovan's campers. It's going to be a summer to remember in the newest book from #1 New York Times bestselling author Gordon Korman.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Escape from a Deadly Hug	Lundgren, Julie K	1, NF series	Lower Elementary	Get Out Alive series: A Burmese python is one of the most giant snakes in the world. It has wide jaws and sharp teeth, and it can kill with a hug. Surely, a rat is no match for the Burmese python. Find out what happens when a Burmese python tries to make this tasty rat his dinner. Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey
Escape from a Death Roll	Lundgren, Julie K	1, NF series	Lower Elementary	Get Out Alive Series: Crocodiles roamed the Earth with dinosaurs. They have had 65 million years to hone their hunting skills. They are one of the deadliest predators on Earth. Will the prey escape an attack from a crocodile? Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey
Escape from Jaws of Death	Lundgren, Julie K	1, NF series	Lower Elementary	Get Out Alive Series: One rules the oceans as a sleek and powerful predator. The other is one of that predator's favorite foods. Who will outwit the other in this watery chase between a great white shark and a cape fur seal? Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey
Escape from Killer Claws	Lundgren, Julie K	1, NF series	Lower Elementary	Get Out Alive Series: Freeze, flight, or fight. A sambar deer has to think quickly and choose what to do when it realizes one of Asia's super predators, a Tiger, has caught it in its crosshairs. Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey
Escape from Razor Teeth	Lundgren, Julie K	1, NF series	Lower Elementary	Get Out Alive Series: One has strong claws and sharp teeth that slice and crunch. The other is hairy and highly poisonous. Who will get out alive in this vicious matchup between a coati and a deadly spider? Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Escape from Talons of Terror	Lundgren, Julie K	1, NF series	Lower Elementary	One spray of this animal's horrific, stinky butt perfume is enough to ward off any predator--except for the great horned owl. It is hungry, and it needs to feed its owlets. Find out how a fellow forest dweller helps the skunk escape to spray another day. Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey
Escape from the Bone Eater	Lundgren, Julie K	1, NF series	Lower Elementary	A hyena's bite is seven times stronger than a human's. Its speed and deadly bite make it a skilled killing machine. In this book, though, its prey has some clever tricks to avoid being hyena dinner--meet the meerkat! Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey
Escape from the Howling Hunters	Lundgren, Julie K	1, NF series	Lower Elementary	Arrooooo! The sound of a howl echoes through the skies. It is an alpha wolf calling its pack. They are on the scent of a moose. Can the moose get the better of the pack of wolves? Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey
Escape from the Ice Prowler	Lundgren, Julie K	1, NF series	Lower Elementary	Polar bears are deadly predators. Their white fur makes them almost invisible on the snow and ice. They can swim a hundred miles without stopping to rest. They rip apart flesh with their curved, sharp claws. What chance does a seal have when a polar bear can smell them from 20 miles away? Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey
Escape from the Spotted Assasin	Lundgren, Julie K	1, NF series	Lower Elementary	What do you do if a cheetah, the fastest animal on Earth, is chasing you? You have to outwit it! Follow along as the cheetah's prey cleverly uses different ways to throw the cheetah off its tracks.y? Readers will get a thrill from this vibrant, nonfiction series designed to look like a set of graphic novels. Each book centers around the chase between a predator and its prey. Text and photos show the amazing adaptations of both animals in each book. Readers will be amazed as the seemingly defenseless prey animal uses incredible methods to get out alive!	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Animal Faces	Miller, Bethany	NF series	Lower Elementary	In Animal Faces, young readers will learn how to paint faces with playful animal designs. They will be inspired by the work of professional makeup artists and animal photography. Basic face painting techniques and step-by-step projects allow readers to turn faces into dragons, ladybugs, cats, and more! Aligned to Common Core Standards and correlated to state standards. Super Sandcastle is an imprint of Abdo Publishing, a division of ABDO.	Dorsey
Clown Faces	Miller, Bethany	NF series	Lower Elementary	In Clown Faces, young readers will learn how to paint faces that make people laugh. They will be inspired by the work of professional clowns. Basic face painting techniques and step-by-step projects allow readers to turn faces into happy clowns, sad clowns, jesters, and more! Aligned to Common Core Standards and correlated to state standards. Super Sandcastle is an imprint of Abdo Publishing, a division of ABDO.	Dorsey
Festival Faces	Miller, Bethany	NF series	Lower Elementary	In Festival Faces, young readers will learn how to paint popular face designs from fairs and carnivals. They will be inspired by nature and art from different cultures. Basic face painting techniques and step-by-step projects allow readers to paint faces with flowers, crowns, flames, and more! Aligned to Common Core Standards and correlated to state standards. Super Sandcastle is an imprint of Abdo Publishing, a division of ABDO.	Dorsey
Monster Faces	Miller, Bethany	NF series	Lower Elementary	In Monster Faces, young readers will learn how to paint scary faces. They will be inspired by movie monsters and creepy creatures in nature. Basic face painting techniques and step-by-step projects allow readers to turn faces into swamp monsters, lizards, Frankenstein's monster, and more! Aligned to Common Core Standards and correlated to state standards. Super Sandcastle is an imprint of Abdo Publishing, a division of ABDO.	Dorsey
Sports Faces	Miller, Bethany	NF series	Lower Elementary	In Sports Faces, young readers will learn how to paint faces that rally their favorite sports teams. They will be inspired by sports fans and team uniforms. Basic face painting techniques and step-by-step projects allow readers to paint faces that show support for soccer, baseball, football, and more! Aligned to Common Core Standards and correlated to state standards. Super Sandcastle is an imprint of Abdo Publishing, a division of ABDO.	Dorsey
Stage Faces	Miller, Bethany	NF series	Lower Elementary	In Stage Faces, young readers will learn how to paint faces that resemble movie and theater characters. They will be inspired by the work of professional makeup artists and different types of theater. Basic face painting techniques and step-by-step projects allow readers to turn faces into villains, pirates, dolls, and more! Aligned to Common Core Standards and correlated to state standards. Super Sandcastle is an imprint of Abdo Publishing, a division of ABDO.	Dorsey
Elmore and the Big Christmas Rescue	Petty, Dev	2	Lower Elementary	Elmore the Moose is back in a sweet and hilarious Christmas story about believing in yourself, even when under pressure. This adorable and funny picture book comes from the comic team that brought you I Don't Want to Be a Frog and Don't Eat Bees. Ho ho ho . . . achoo! Santa is out with a cold . . . just days before Christmas! When Mrs. Claus shuffles him away on a warm vacation, Santa must choose a replacement to look after all the Christmas planning. Could Elmore the Moose be up for the job? Elmore soon finds that his new responsibilities are overwhelming. The elves are angry and the reindeer are out of control! But just as Christmas looks like it will be a flop, Santa shows Elmore his confidence and appreciation, encouraging his unlikely young apprentice to rise to the occasion. Young readers will love Elmore's desperate, funny letters to Santa as he tries to handle the chaos. And they will come away with a happy lesson in believing in yourself as they watch Elmore learn to trust his abilities. Families will love snuggling up (and giggling!) together with this hilarious holiday tale that's full of heart.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Mighty Macy	Alexander, Kwame	2	Upper Elementary	A young girl finds her voice--and discovers the power of speaking up for herself and her community--in this sweet and humorous chapter book by award-winning and #1 bestselling author Kwame Alexander, perfect for fans of Ivy + Bean and Ruby and the Booker Boys. When Macy gets book one of The Mighty Zora series for her birthday, she stays up until 11:34pm finishing the book. But the next day, when Macy gets to her school library, eager to check out book two, she finds the door locked with a sign explaining that the library will now only be open a few days a week due to budget cuts. Even worse, she finds out her father won't be home to help her figure out what to do, as he will be traveling to a museum in Montgomery, Alabama to read a poem about civil rights. With help from her fellow third graders, support from her mom, and encouragement from poems written and hidden for her by her father, Macy must find her voice and learn the power of advocating for herself and her community.	Dorsey
Stinetinglers 5	Stine, R. L.	series (NYP 8/25/2026)	Upper Elementary	A collection of 10 new stories by R.L. Stine	Dorsey
The Sinking House	Badger, Darcie Little	series (NYP 8/4/2026)	Upper Elementary	book 4 from the series Tales from Cabin 23	Dorsey
Bad Kitty Gets a Job	Bruel, Nick	series (NYP 5/5/2026)	Lower Elementary	Kitty must get a job to buy a new video game in this brand new graphic novel adventure by New York Times-bestselling creator Nick Bruel, for fans of DOG MAN and INVESTIGATORS. Kitty wants the newest, coolest video game, Hyper Crazed Feral Alley Cat Mayhem 3. She wants it badly enough she's considering the worst...getting a job. It will take dedication, a bit of trickery, and plenty of hi-jinks. Will Kitty be able to stay focused enough to get her video game, and maybe even get the job done? Find out in this hilarious full-color addition to the bestselling Bad Kitty series!	Dorsey
Exit Elsewhere	Quinn, Jordan	series (NYP 7/7/2026)	Lower Elementary	The thirteenth installment of the exciting Dragon Kingdom of Wrenly graphic novel chapter book series! The threat of ShadowRot looms close, but the dragons are taking a well-deserved break to attend Camp Elsewhere with other young creatures from all over Wrenly. It's not all dodgeball and toasted marshmallows, though. At camp, Ruskin must navigate new friendships and mend old ones—all while trying not to get lost in a deep, dark cavern.	Dorsey
Weather or Not	Green, John Patrick	series (NYP 6/2/2026)	Upper Elementary	Multiple-time New York Times-bestselling sewer-surfing super-sleuths Mango and Brash are back in the ninth volume of the mega-smash-hit InvestiGators series! The InvestiGators' latest case is a dairy disaster! The city's water supply has been replaced with milk and the newest feline agents, the InvestiGatos, don't seem to be complaining. What's with the simian scientists and why is the rain green?! All will be revealed in this sticky volume of InvestiGators!	Dorsey
Villain Con	Venable, Colleen AF	series (NYP 6/30/2026)	Upper Elementary	Middle school is a roller coaster and lately Katie doesn't know which way is up or down, who's a hero...and who's a villain. Even the people she cares about most keep surprising her. Are Katie's best friends leaving her behind?! Katie just wants things to stay the same--but is she holding her friends...and herself back? Maybe it's time for a change. Afterall, Madeline is running for mayor to try to change things in the city. Maybe Katie's changing too. And maybe some of the things she thought she knew about villains--and about heroes--were wrong. Is Katie ready to move forward...even if means moving away from her friends? Get ready for more friendship and fun, more drama and disguises (and cats, definitely more cats!) in Katie the Catsitter: Villain Con!	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Ink-Credible Escape!	Kopsombut, Guy	series (NYP 7/14/2026)	Lower Elementary	Pillow the round, fluffy bear is on a mission to become a hero, one badge at a time! He's already earned plenty of Hero Badges, but when a mysterious troublemaker stirs up chaos in town, Pillow spots the perfect chance to earn his next one. But not everything is as it seems. . . . With the help of his shape-shifting best friend, Fae, Pillow must crack the case, clear some names, and collect even more badges. Teamwork, problem-solving, and lots of laugh-out-loud moments await in this second adventure of the Badge Quest graphic novel series. PokÃ©mon meets Boy and Girl Scouts in this laugh-out-loud sequel in the Badge Quest graphic novel series! Pillow and Fae must work together to uncover the truth, prove their heroism, and collect even more badges along the way. This adorable adventure features a Dyslexia-friendly font and includes a bonus sheet of stickers so you can start your own badge collection! Whether you're solving mysteries, making new friends, or earning your own badges, Badge Quest: Too Gouda to Be True is a delightful adventure you'll want to revisit again and again.	Dorsey
Junie B. Jones and Her Big Fat Mouth: The Graphic Novel	Venable, Colleen AF	series (NYP 5/5/2026)	Lower Elementary	Hurray, hurray! It's Job Day in Room 9! Only Junie B. doesn't know what she wants to be when she grows up. But guess what's even worse? Junie B. told everyone that she's going to have the bestest job. Only what kind of job is that?! Can Junie B. figure it out fast . . . or is everyone in Room 9 going think she's a big fibber?! After more than 30 years as a beloved favorite, the world's funniest kindergartner is coming to graphic novels—with brand-new, full-color adaptations that bring to Junie B. to life for a new generation of readers and give kids even more ways to laugh—and read—with Junie B. Jones!	Dorsey
Midnight on the Moon	Laird, Jenny	series	Lower Elementary	Magic. Mystery. Time-travel. Get whisked away to the Moon on an out-of-this-world adventure with brother-and-sister team Jack and Annie in the #1 bestselling chapter book series, now available as graphic novels! Jack and Annie are on a mission to save their friend, Morgan le Fey. The magic tree house whisks them away to the . . . MOON! And not only are they on the moon, but they've traveled to the FUTURE! This is like no other adventure Jack and Annie have been on before. This mission is OUT OF THIS WORLD! For the first time in graphic novel--live the adventure again with new full-color vibrant art that brings the magic to life!	Dorsey
A Secret Escape	Gerber, Alyson	series	Upper Elementary	A New York Times bestselling series! The Inheritance Games and One of Us is Lying for middle grade -- an unforgettable mystery featuring a secret society, a mysterious island, and dangerous family secrets. The game starts now. Jack and Weatherby--the newest members of Last Heir, the most powerful secret society in the world--have landed at an exclusive prep school in the Swiss Alps, ready to win big. Last Heir is offering the chance of a lifetime: millions of dollars, a private island, and a powerful spot in the society's inner circle. Not everyone has the same reasons for playing, but with money, power, and influence up for grabs, everyone wants to win. Too bad they're not all playing by the same rules. New York Times bestselling author Alyson Gerber crafts an explosive, high-octane mystery that will immerse readers in a world of dangerous riddles, friendship and betrayal, and an addictive search for the truth.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Dream Big	Hale, Shannon	series	Upper Elementary	Keep dreaming with the next book in the Dream On series, a graphic novel by Shannon Hale, the beloved and bestselling author of the Real Friends graphic novel series, with over 2 million copies! A movie is being filmed right in Cassie's neighborhood! Is this her chance to be a star? Dreams come true when she and her best friend Vali get hired as extras. Plus, she'll get paid, which will help her parents with their money troubles. But when Vali drops out of the movie, Cassie is stuck with the mean kid actors. Even worse, it turns out she's in a horror movie, and the monster in it scares her. Will she get called a "baby" or "scaredy-cat". Can Cassie make it through the movie without her fears driving her away? Join Cassie as she finds the courage to face her fears and dream big! With bright and charming illustrations by Marcela Cespedes, Dream Big is a joyful story filled with imagination, fun dreams, and wonder. This book is perfect for readers who want to enjoy a gentle and accessible friendship story, as well as anyone looking for SEL themes about empathy, kindness, compassion, and forgiveness.	Dorsey
Los Tipos Malos en Cortar por lo Sano	Blabey, Aaron	series	Upper Elementary	Text in Spanish.;Translation of: The Bad Guys in cut to the chase. The Tipos Malos enter a whole new world through a mysterious doorway and must deal with gravity shifts and alien dimensions. Presented in Spanish.	Dorsey
Los Tipos Malos en los Tienes Detrazzz	Blabey, Aaron	series (NYP 2/5/2026)	Upper Elementary	Text in Spanish; Translation of The Bad Guys in They're Bee-Hind You!	Dorsey
Nunca Dejes que un Unicornio Garabatee!	Alber, Diane	series	Lower Elementary	Text in Spanish.;Translation of: Never let a unicorn scribble! "This story is about a little girl who keeps hearing, 'Never let a unicorn scribble!' But in her heart believes that people just don't understand how beautiful scribbling can be. She keeps trying to teach her unicorn to scribble but soon realizes this is more difficult then she anticipated. But instead of giving up, she uses her imagination to come up with a creative way to get her unicorn to scribble, at first it looks like it was complete disaster but ends up being truly magical!"--OCLC.	Dorsey
Nunca Dejes que un Unicornio se Ponga un Tutu!	Alber, Diane	series	Lower Elementary	Text in Spanish.;Translation of: Never let a unicorn wear a tutu! "Have you ever seen a unicorn wear a tutu!?!? This . . . story is about a little girl that overhears her friend say, never let a unicorn wear a tutu! Unfortunately, she didn't have a chance to ask why. Now she has a fantastic tutu for her unicorn and she is not sure what to do!"--Amazon	Dorsey
I am a Good Dog	Applegate, Katherine	series (NYP 9/22/2026)	Upper Elementary	Dogtown is a shelter for all dogs -- real and robot. Metal Head, a robot dog who is a longtime resident of Dogtown, yearns for a forever home. When a girl named Esme begins visiting Dogtown, Metal Head goes on a mission to get her to adopt him. But Esme doesn't like robot dogs. She has her heart set on taking home a gangly wolfhound mix named Ghost with one blue eye and one yellow eye. Sadly Ghost's former owner mistreated him, so he's terrified of everyone. Can Esme, Metal Head, Mouse, and Molly, a dog who fosters stray kittens, figure it out? And what about Metal Head? When will he get his forever home?	Dorsey
Grumpy Monkey Mine!	Lang, Suzanne	series	Lower Elementary	New York Times bestselling character Grumpy Monkey learns the importance of sharing with others in this original board book story that tackles a common toddler issue. It's time for lunch, and Jim Panzee has just picked the very last banana on the tree. But then he drops it. When he climbs down to find it, Warthog has already picked up the banana and thinks it belongs to him. "It's mine!" they both insist. As the two argue, the other animals arrive and soon, no one can agree who the banana belongs to. Until Norman suggests, "What if you share the banana?" Talented author-illustrator team Suzanne Lang and Max Lang convey the struggle of learning how to share in this funny board book for toddlers and babies that encourages kindness and generosity.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Grumpy Monkey Father's Day Fuss	Lang, Suzanne	series (NYP 3/31/2026)	Lower Elementary	This new seasonal title in the #1 New York Times bestselling Grumpy Monkey series celebrates fathers and grandfathers - plus we learn where Jim gets his grumpiness from! It's Father's Day and Jim's dad is all about it. He LOVES having a day where he is the center of attention. But when Jim asks his father what he does for his father on Father's Day, he learns that Grandpanzee thinks the holiday is "a bunch of malarkey!" This new offering from the Langs is sure to be another seasonal hit!	Dorsey
How to Catch a Dream	Walstead, Alice	series	Lower Elementary	From the New York Times and USA Today bestselling How to Catch series comes an all-new story about life's greatest adventure: chasing your dreams! This time, there are no traps to build or maps to follow, but only milestones to achieve! Everything you need to catch your biggest dream is already in you! A celebration of resilience, bravery, persistence, and true belief in yourself, How to Catch a Dream is perfect for fans of Oh, the Places You'll Go and Happy Dreamer, and a reminder that catching your dream is always within reach! With inspiring art and imaginative illustrations, this picture book is the perfect gift for graduation, bedtime, read-aloud, or any occasion. A great big world is out there waiting...It holds your biggest dream it's true. Excitement, joy, and adventure are ready...Now catching the dream is up to YOU!	Dorsey
Pete the Kitty and the Beanstalk	Dean, James	series (NYP 2/10/2026)	Lower Elementary	Join Pete the Kitty on a journey up the beanstalk in this My First I Can Read story from New York Times bestselling team Kimberly and James Dean. Once upon a time, a kitty named Pete and his friend Callie climbed a beanstalk as tall as the sky. At the top, they heard "Fe! Fi! Fo! Fum!" But where are the sounds are coming from? Beginner readers will love this new Pete-tastic spin on the beloved fairy tale Jack and the Beanstalk! This My First I Can Read book is carefully crafted using basic language, word repetition, sight words, and sweet illustrations--which means it's perfect for shared reading with emergent readers. The active, engaging My First I Can Read stories have appealing plots and lovable characters, encouraging children to continue their reading journey. For more groovy fairytale twists with Pete the Kitty check out Pete the Kitty and the Three Bears!	Dorsey
There Was an Old Lady Who Swallowed a Shark!	Colandro, Lucille	series (NYP 5/21/2026)	Lower Elementary	The Old Lady is back and this time she's swallowing a shark, a hat, some shades, a boat... and more! This refreshing twist on the classic rhyme will delight and entertain all young readers!	Dorsey
Asteroids and Comets: Space-Themed Recipes	Yates, Jane	1, NF	Upper Elementary	Grab your spacesuit and chef's hat. It's time to try six asteroid and comet recipes that are out of this world! Follow along with simple steps and clear process photos to make tasty falafel comets, chocolate crispy space rocks, asteroid punch, and more. Cooking tips teach readers to be smart and safe in the kitchen, while allergy alerts flag recipes that may need substitutions for some young chefs. A final feature introduces a real space-traveler and the foods they ate while in orbit along with a bonus recipe to eat like an astronaut. It's Space-licious!	Dorsey
Black Holes: Space-Themed Recipes	Yates, Jane	1, NF	Upper Elementary	Grab your spacesuit and chef's hat. It's time to try six asteroid and comet recipes that are out of this world! Follow along with simple steps and clear process photos to make tasty falafel comets, chocolate crispy space rocks, asteroid punch, and more. Cooking tips teach readers to be smart and safe in the kitchen, while allergy alerts flag recipes that may need substitutions for some young chefs. A final feature introduces a real space-traveler and the foods they ate while in orbit along with a bonus recipe to eat like an astronaut. It's Space-licious!	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Galaxies: Space-Themed Recipes	Yates, Jane	1, NF	Upper Elementary	Grab your spacesuit and chef's hat. It's time to try six asteroid and comet recipes that are out of this world! Follow along with simple steps and clear process photos to make tasty falafel comets, chocolate crispy space rocks, asteroid punch, and more. Cooking tips teach readers to be smart and safe in the kitchen, while allergy alerts flag recipes that may need substitutions for some young chefs. A final feature introduces a real space-traveler and the foods they ate while in orbit along with a bonus recipe to eat like an astronaut. It's Space-licious!	Dorsey
The Planets: Space-Themed Recipes	Yates, Jane	1, NF	Upper Elementary	Grab your spacesuit and chef's hat. It's time to try six asteroid and comet recipes that are out of this world! Follow along with simple steps and clear process photos to make tasty falafel comets, chocolate crispy space rocks, asteroid punch, and more. Cooking tips teach readers to be smart and safe in the kitchen, while allergy alerts flag recipes that may need substitutions for some young chefs. A final feature introduces a real space-traveler and the foods they ate while in orbit along with a bonus recipe to eat like an astronaut. It's Space-licious!	Dorsey
Space Travel: Space-Themed Recipes	Yates, Jane	1, NF	Upper Elementary	Grab your spacesuit and chef's hat. It's time to try six asteroid and comet recipes that are out of this world! Follow along with simple steps and clear process photos to make tasty falafel comets, chocolate crispy space rocks, asteroid punch, and more. Cooking tips teach readers to be smart and safe in the kitchen, while allergy alerts flag recipes that may need substitutions for some young chefs. A final feature introduces a real space-traveler and the foods they ate while in orbit along with a bonus recipe to eat like an astronaut. It's Space-licious!	Dorsey
Stars: Space-Themed Recipes	Yates, Jane	1, NF	Upper Elementary	Grab your spacesuit and chef's hat. It's time to try six asteroid and comet recipes that are out of this world! Follow along with simple steps and clear process photos to make tasty falafel comets, chocolate crispy space rocks, asteroid punch, and more. Cooking tips teach readers to be smart and safe in the kitchen, while allergy alerts flag recipes that may need substitutions for some young chefs. A final feature introduces a real space-traveler and the foods they ate while in orbit along with a bonus recipe to eat like an astronaut. It's Space-licious!	Dorsey
Aquarius	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the eccentric Aquarius sign! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Aries	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the fiery Aries! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Cancer	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the contradictory Cancer! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Gemini	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the multi-faceted Gemini! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Leo	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the bold Leo! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Libra	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the easygoing Libra! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Pisces	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the mystical Pisces! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Sagittarius	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the adventurous Sagittarius sign! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Scorpio	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the passionate Scorpio! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Taurus	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the loving Taurus! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
Virgo	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the grounded Virgo! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Capricorn	Andrews, Elizabeth	1, NF	Upper Elementary	Meet the determined Capricorn! In this title, young readers will discover the personality, skills, struggles, and other qualities of the zodiac sign. They will also learn about the history of astrology. Facilitated by bright, colorful images and infographics and QR codes throughout, this book will excite anyone interested in the zodiac. DiscoverRoo is an imprint of Pop!, a division of ABDO. Aligned to Common Core standards & correlated to state standards.	Dorsey
The Boy Who Cried Robots!	Britt, Chris	2 (NYP 1/13/2026)	Lower Elementary	Sam claims a monster ate his homework, the tub is full of alligators, and extraterrestrials have named their planet in his honor. But when Sam's exaggerations alienate his classmates, the tall tales escalate. Are robots really attacking his house? (Of course not! Sam made it up!) As in Aesop's classic "The Boy Who Cried Wolf," Sam's community rallies to help him out. And Sam learns how a big fib can have serious consequences.	Dorsey
Honor Flight	Gottesfeld, Jeff	1, NF	Upper Elementary	The team behind Twenty-One Steps: Guarding the Tomb of the Unknown Soldier join forces to create a touching companion book honoring military veterans and the program that keeps their contribution alive. Located in our nation's capital are monuments dedicated to the service members who fought in the last century's wars. Visitors line up to gaze at the Iwo Jima Memorial, stark against the sky; the solemn Tomb of the Unknown Soldier; the national World War II Memorial with its circle of unity; the Korean War Veterans Memorial; and the Vietnam Veterans Memorial, engraved with tens of thousands of names. It is here that the Honor Flight program has brought some 300,000 aging veterans, all of them deserving a chance to see their commitment and sacrifice honored and commemorated. Told in the voice of an anonymous veteran, Jeff Gottesfeld's first-person narrative conveys the emotional impact of a visit that not only encompasses a tour of the monuments but also includes moving tributes from friends and schoolchildren and ends with the kind of welcome home that some of the veterans had never received. Matt Tavares's striking illustrations bring readers close to both Washington's timeless monuments and the veterans whose role in history will never be forgotten. An afterword and notes from the author provide more information for curious readers.	Dorsey
Venus! Fierce and Fabulous	McAnulty, Stacy	2, NF (NYP 2/3/2026)	Lower Elementary	Prepare for a dazzling encounter with the solar system's most glamorous resident in VENUS!--the latest stellar "autobiography" in the OUR UNIVERSE series from the dynamic duo of Stacy McAnulty and Stevie Lewis! Hello, darling neighbors! It's me, Venus! Get ready to be utterly charmed as Venus herself spills all her secrets of the solar system in this witty and wonderfully informative picture book. Discover what makes Venus truly unique: from her intensely hot and, yes, a little stinky atmosphere, to her breathtaking, shimmering brilliance in the night sky. Unlike the other planets, Venus dances to her own rhythm - no moons, no rings, and a spin that's all her own! Inside VENUS!, young readers will: - Hear directly from Venus: Stacy McAnulty's signature humor shines as Venus playfully shares fascinating facts about herself. - Marvel at Stevie Lewis's vibrant art: The illustrations bring Venus's dazzling personality and unique characteristics to life on every page. - Learn about planetary science in an engaging way: Discover key features of Venus in a lighthearted and memorable manner. - Continue their cosmic journey: Perfect for fans of the Our Universe series, VENUS! is a delightful companion to Earth! My First 4.54 Billion Years and Sun! One in a Billion. With its irresistible blend of humor, kid-friendly facts, and stunning illustrations, VENUS! is an out-of-this-world addition to any bookshelf, sparking curiosity and a love for space in young readers. Get ready to fall in love with the sassiest star in our solar system!	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Grind: an Ode to Skateboarding	Weatherford, Carole Boston	2	Lower Elementary	Try an ollie; take to the air! Jump and land; show off your flair!Award-winning author - and one time skateboard mom - Carole Boston Weatherford helps budding thrill seekers learn the ropes of skateboarding in this exciting and rhythmic ode to the culture surrounding this extreme sport.Illustrator Nestor Omar Garcia Lopez provides graphic art in each spread that depicts the exhilaration, creativity, and freedom of the world of skateboarding. His artistic vision complements Weatherford's adrenaline-fueled commentary of the sport, from the execution of daring tricks to the serene contemplation while cruising down the street. This duo successfully transports the reader to the essence of skateboarding culture and experience.Grind: An Ode to Skateboarding provides an A-to-Z learning experience for young readers, beginning with the selection of the right board, decking it out with personal designs and decals, and even selecting the proper safety gear to avoid injury. Readers will even learn how to fall the proper way, because of course, "Trust that for every trick you nail, you'll first fall, so learn to bail".Skateboarding terminology is all over the pages of this book as well. Kick turns, ollies, heelflips, grinds, boardslides, and many other terms are used to teach the reader all about skateboarding. All these terms are gathered in a glossary at the end of the book.After reading this book, budding skateboarders will most definitely find their groove on the street or in the bowl. Who knows, with all the spinning, grinding, and airborne tricks, their dreams could eventually be realized with a trip to the Olympics!	Dorsey
Gabby Torres Know What You Did	Dominguez, Angela	series (NYP 9/1/2026)	Upper Elementary	Gabby is excited when the "For Sale" sign next door is gone on morning. She's getting new neighbors! But when mysterious packages, wrapped in white plastic, show up at the house, Gabby is suspicious. Is that a couch... or a coffin? As other mysteries begin to pile up—like a strange howling in the middle of the night—Gabby knows only SHE can get to the bottom of it. With binoculars in hand, Gabby is ready to spy! But not everything is as it seems, and making assumptions about others can quickly turn sour. Luckily, sometimes the truth can be even sweeter!	Dorsey
The Baby-sitters Club. 18,Jessi Ramsey, pet-sitter (Baby-Sitters Club, Book 18)	Crenshaw, Ellen	series	Upper El	Telgemeier offers a spirited graphic novel adaptation of the debut title in Martin's The Baby-sitters Club series, the story of the four founding members of this fledgling club.	Freeman at Golden Meado
Pizza and Taco Go Viral (Pizza and Taco series book 10)	Shaskan, Stephen	series	Lower Elementary	Pizza and Taco are "jelly" of their friends who have StewTube channels. But don't worry, these food besties always have a plan! All they need is some funny footage and a pet video is what most people are hungry for. Since neither of them has a pet, they borrow Biscuit the dog from the lady down the street--with some embarrassing results!	Freeman at Golden Meado
Dragon vs Unicorn: Friends or Frenemies?	Hoover, P.J.	2	Lower Elementary	Dragon and Unicorn are best friends who agree on everything. Well, almost everything. Dragon likes to follow the rules, while Unicorn is more of a free spirit, so sometimes they fight. Luckily, in these three stories, whenever the friends disagree, the reader gets to choose what happens next. Each choice leads to a different outcome, and at the end of the story, the reader can start again and choose a whole new storyline! Bestselling author P. J. Hoover lets readers drive the action in these short stories. The two characters are funny and relatable as they argue about clubhouse rules and what to do at a sleepover. As young readers consider the best way to deal with the interpersonal conflicts, they'll gain important social and relationship skills. Playful art by Lisa Wiley perfectly showcases the emotional drama in the stories. Strong curriculum ties to social-emotional learning, conflict resolution, and story writing combine with excellent character-education lessons in cooperation, empathy, honesty and teamwork in a totally immersive interactive package.	Freeman at Golden Meado
Zero! the number that almost wasn't	Albee, Sarah	3	Lower Elementary	The history of the number zero is long, complicated, and interesting.	Freeman at Golden Meado

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Who is Cuter Set?	Chang, Kirsten	NF Series	Elementary	How can you possibly choose between two adorable babies? Simple text guides kids through each animal's physical appearance and encourages readers to make their own decision about who is cuter!	Freeman at Golden Meado
Floored Super Cars! Series	Various Authors	NF Series	Elementary	ech and innovation are at the forefront of luxury supercars. This book explores the cool features that make Ford GTs some of the best high-performance vehicles in the world. From the history of the brand, to fast facts, and awesome photos--these books have enough to keep any car enthusiast engaged. This high-interest series is written at a low readability to aid struggling readers. Books feature educational sidebars, table of contents, glossary, index, author biography, and timeline. Library bound. 32 pp. Gr. 4-8.	Freeman at Golden Meado
Facing Feelings: Inside the World of Raina Telgemeier	Telgemeier, Raina	NF	Elementary	This lovely book explores how Raina Telgemeier developed into a legendary cartoonist, looks at the artists who influenced her work, and considers why her art resonates so strongly with readers of all ages. Rare artwork, an interview, special commentary from Raina, and more are included! Library bound. 240 pp. Gr. 3-up.	Freeman at Golden Meado
Refugee: The Graphic Novel	Gratz, Allen	1 so far it hasn't been released yet.	Upper Elementary	osef is a Jewish boy living in 1930s Nazi Germany. Isabel is a Cuban girl in 1994. Mahmoud is a Syrian boy in 2015. All three kids journey in search of refuge, and all three will face unimaginable danger as they hold on to their hopes of a better tomorrow. A timely tale filled with courage and the quest for freedom. Library bound. 352 pp. Gr. 4-7.	Freeman at Golden Meado
Warriors Manga Set	Hunter, Erin	series	Upper Elementary	These gorgeous graphic novels are perfect for established Warriors fans or for readers just finding the series! Library bound. 88-96 pp. Reading level: Gr. 2. Interest level: Gr. 2-7.	Freeman at Golden Meado
Buffalo Fluffalo and Puffalo	Kalb, Bess	1 (series)	Lower Elementary	A NATIONAL BESTSELLER * Fluffalo has had enuffalo when his quiet prairie life is turned upside down by the arrival of his new sibling, Puffalo, in this sweet and funny follow-up to the #1 New York Times bestselling Buffalo Fluffalo! Every day, Buffalo Fluffalo goes about his usual routine. He munches all the grass he can eat, frolics and rollicks with his friends, and at noontime, lies down for a nap in the shade. But one morning, Fluffalo wakes up to a loud wailing cry and, to his surprise, finds a little buffalo named Puffalo with the tiniest, shiniest eyes! At first, Fluffalo does not like Puffalo. "What does it need?" he huffs in alarm. But Crow wisely explains that Puffalo doesn't need much--just time to learn and grow. Slowly, Fluffalo watches as Puffalo learns to trip, slip, gallop, and trot. He teaches Puffalo to eat plants and to keep away from red ants. Together, the two take long strolls and snuggle for naps. And even though Puffalo sometimes slows him down, Fluffalo realizes that life is much better with Puffalo by his side. From national bestseller and Emmy-nominated comedy writer Bess Kalb comes this hilarious tale featuring the surly Buffalo Fluffalo and introducing his new sibling, Puffalo. Illustrated by the talented Erin Kraan, readers will delight in the loving message about the joy of discovering that the yelly, smelly, squiggly, and short new sibling might be a tiny bit cute.	Freeman at Golden Meado
Bluey FairyTale	Brumm, Joe	1, series	Lower Elementary	Bluey and Bingo are told a real-life fairy tale by Dad. There's a mean brother who ends up good, a curse and a princess! Enjoy the magic of a real-life fairy tale with Bluey and Bingo.	Freeman at Golden Meado
Dora Adventure Awaits La aventura te espera!	Valdez, Kiara	1, series	Lower Elementary	Meet Dora! This storybook is the perfect way to introduce a new generation of fans to this beloved character and her friends. In this original story, Dora and Boots are setting up a fiesta for their family and friends at her house. But as they are decorating, Swiper swipes their party balloons! They can't start the party without them.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Millie Fleur Saves the Night	Mandin, Christy	1, series	Lower Elementary	Wednesday Addams meets The Night Gardener in the sequel to the New York Times bestselling Millie Fleur's Poison Garden. A delightfully peculiar story about embracing the magic of the night. Garden Glen was afraid of the dark. Each night when the sun went down, all the lights in town turned on. The houses shone like the noon sun. Every house except for Millie Fleur La Fae's, of course. Millie Fleur knows there are enchanting things that can only be glimpsed in the dark. But ever since she moved to Garden Glen, her nighttime friends are nowhere to be found. Determined to welcome the dark back to town, Millie Fleur bakes delicious moon pies and plants a sweet-smelling moon garden. But before the nighttime creatures will return, Millie Fleur must convince the townspeople to be brave and turn out the lights. Millie Fleur Saves the Night is a delightfully peculiar story that encourages readers to find beauty in the darkness. A gorgeous companion to the New York Times bestseller Millie Fleur's Poison Garden, perfect for fans of The Dark by Lemony Snicket and Jon Klassen.	Handley STEM
Buffalo Fluffalo and Puffalo	Kalb, Bess	1, series	Lower Elementary	A NATIONAL BESTSELLER * Fluffalo has had enuffalo when his quiet prairie life is turned upside down by the arrival of his new sibling, Puffalo, in this sweet and funny follow-up to the #1 New York Times bestselling Buffalo Fluffalo! Every day, Buffalo Fluffalo goes about his usual routine. He munches all the grass he can eat, frolics and rollicks with his friends, and at noontime, lies down for a nap in the shade. But one morning, Fluffalo wakes up to a loud wailing cry and, to his surprise, finds a little buffalo named Puffalo with the tiniest, shiniest eyes! At first, Fluffalo does not like Puffalo. "What does it need?" he huffs in alarm. But Crow wisely explains that Puffalo doesn't need much--just time to learn and grow. Slowly, Fluffalo watches as Puffalo learns to trip, slip, gallop, and trot. He teaches Puffalo to eat plants and to keep away from red ants. Together, the two take long strolls and snuggle for naps. And even though Puffalo sometimes slows him down, Fluffalo realizes that life is much better with Puffalo by his side. From national bestseller and Emmy-nominated comedy writer Bess Kalb comes this hilarious tale featuring the surly Buffalo Fluffalo and introducing his new sibling, Puffalo. Illustrated by the talented Erin Kraan, readers will delight in the loving message about the joy of discovering that the yelly, smelly, squiggly, and short new sibling might be a tiny bit cute.	Handley STEM
Bluey FairyTale	Brumm, Joe	1, series	Lower Elementary	Bluey and Bingo are told a real-life fairy tale by Dad. There's a mean brother who ends up good, a curse and a princess! Enjoy the magic of a real-life fairy tale with Bluey and Bingo.	Handley STEM
Dora Rainbow's Lost Colors	Diaz, Maggie	series	Pk-K	Discover the colors of the rainbow with Dora and her friends! Use 8 play pieces to keep track of every color!	Handley STEM
One Elephant Un Elefante	123 Andres	nf	PK-K	Based on a classic Spanish nursery rhyme "Un Elefante se Balanceaba," each page introduces counting skills in English and Spanish	Handley STEM
Farm animals = los animales de la granja	(Title Entry)	NF	Lower Elementary	Meet all the animals and their babies on the farm! In English and Spanish.	Handley STEM
Meet the dinosaurs = conoce los dinosaurios	(Title Entry)	NF	Lower Elementary	Children will love to find out about the biggest, the noisiest, the fastest and the funniest dinosaurs, and impress their friends with fun-to-say dinosaur names. In English and Spanish.	Handley STEM
Scarecited on the first day of school	Agostini, Alliah L.	3	Lower Elementary	It's the first day of school for Afua! Is she scared? Excited? Oh wait, she's scarecited! As Afua navigates the highs and lows of her first day, she realizes the possibilities are endless!	Handley STEM
Zero! the number that almost wasn't	Albee, Sarah	3	Lower Elementary	The history of the number zero is long, complicated, and interesting.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
I wish I had a dragon with marshmallows	Alber, Diane	2	Lower Elementary	A young boy tries to cheer up a melancholy dragon who cannot breathe fire. Includes instructions for how to make a sock dragon.	Handley STEM
Super Goat Girl	Baptiste, Tracey	3	Lower Elementary	A shy new kid tries her best to fit in with her classmates on an action-packed first day at superhero school.	Handley STEM
Tres chivitos gruff	Barnett, Mac	2	Lower Elementary	Once there was a bridge and a terrible and VERY hungry troll lived underneath it. When the three Billy Goats Gruff decide to clip-clop across the bridge to get to the grassy ridge, the troll is already imagining all the ways to prepare a delicious goat dinner. But the troll underestimates those seemingly sweet but oh-so-savvy goats! In Spanish.	Handley STEM
Aaron Sonador y la serpiente sigilosa	Beaty, Andrea	series	Upper Elementary	When Zookeeper Fred's green snake Verni gets loose in the zoo, the Questioneers need all their talents to help find him, but in the end, it is Aaron's art that leads the way. Includes facts about snakes. In Spanish.	Handley STEM
Ada Magnifica y las mascotas desaparecidas	Beaty, Andrea	series	Upper Elementary	When pets go missing in Blue River Creek it is up to Ada to follow the scientific method by making a hypothesis, collecting data, and experimenting to find the missing animals. In Spanish.	Handley STEM
Ada Magnifica y los pantalones peligrosos	Beaty, Andrea	series	Upper Elementary	When Rosie's Uncle Ned gets a little carried away wearing his famous helium pants, it's up to Ada and friends to chase him down. As Uncle Ned floats farther and farther away, Ada starts asking lots of questions: How high can a balloon float? Is it possible for Uncle Ned to float into outer space? And what's the best plan for getting him down? In Spanish.	Handley STEM
Billie Jean Veta, atleta	Beaty, Andrea	series	Upper Elementary	Unlike her talented siblings, Billy Jean has no musical beat, but she improves her basketball game by finding rhythm in her feet. In Spanish.	Handley STEM
Eva Delgado y la sombra tenebrosa	Beaty, Andrea	series	Upper Elementary		Handley STEM
Lila Greer and the shrieking shadow	Beaty, Andrea	series, 1	Upper Elementary	When a spooky storm blows into Blue River Creek and Lila is startled awake by a strange shrieking shadow, she knows something is afoot. Stranger still, Lila and the Questioneers discover that on the night of the storm, someone broke into Iggy's parents' art gallery and stole all the paintings for the new exhibit. Could the mysterious shrieking shadow have something to do with the missing artwork?	Handley STEM
Pedro perfecto y la mansion misteriosa	Beaty, Andrea	series	Upper Elementary	Pedro is delighted when Ada Magnifica's Aunt Bernice inherits a mansion featuring his favorite architectural periods, but unless the Preguntones can find its missing antiques, the house may be lost forever. Includes information about Art Deco and Art Nouveau, facts about unusual cats, a recipe for ice cream, and a biographical note on Ida B. Wells. In Spanish.	Handley STEM
Rosa Pionera y las remachadoras rechinantes	Beaty, Andrea	series	Upper Elementary	When Rosie is unable to invent a contraption to help one of Aunt Rose's Remachadoras Rechinantes friends, she calls on classmates Pedro and Ada to help. In Spanish.	Handley STEM
Sofia Valdez y el voto perdido	Beaty, Andrea	series	Upper Elementary	Sofia is put in charge of overseeing a fair election for a class pet, but first the Preguntones must learn about elections and good journalism--and remember that being a community matters most. Includes facts about the Delano Grape Strike, presidential elections, journalism, and the importance of voting. In Spanish.	Handley STEM
I am, Yo soy	Belt, Gabriela Orozco	2	Lower Elementary	A celebration of all the different aspects that shape the bicultural Hispanic American Identity. In English and Spanish.	Handley STEM
Goat is the G.O.A.T	Birdsong, Bea	2	Lower Elementary	When Goat overhears that he is the greatest of all time, he tries to figure out what quality makes him so great.	Handley STEM
Chancho el apestoso	Blabey, Aaron	series	lower Elementary	Pig the pug loves to roll in all sorts of disgusting garbage, and track dirty paw prints all over the house; he does not like the idea of a bath, but when his plan to stop up the tub seriously backfires he decides that bath time must be endured---after all he can always find some more garbage to roll in. In Spanish.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Cantaloupe and HoneyDo bake a cake	Boldt, Mike	2	lower Elementary	Cantaloupe wants some cake. HoneyDo does too they just need to bake it! But they can't bake a cake, Cantaloupe says, because they have never baked one before. Never fear HoneyDo has the recipe, and all the ingredients. They'll just follow the steps, right? Piece of cake!	Handley STEM
Cuarto turquesa = the turquoise room	Brown, Monica	3	Upper Elementary	A bilingual story based on the lives, dreams, and accomplishments of three generations of creative, imaginative, artistic girls as they grew up in the author's family.	Handley STEM
Bad Kitty goes to the beach	Bruel, Nick	series	lower Elementary	IT'S BEACH DAY! But Kitty does NOT want to go to the beach. But wait! What is that? White and gray feathers, an orange beak, something looks TASTY. Maybe the beach won't be so bad after all!	Handley STEM
Grandma, where will your love go? = Abuela, adonde ira tu amor?	Camacho-Church, Adriana	2	lower Elementary	A grandmother assures her granddaughter that her love will always surround the young girl, even when she is no longer physically present. In English and Spanish.	Handley STEM
Bizcocho le encanta la biblioteca	Capucilli, Alyssa Satin	series	lower Elementary	It is Read to a Pet Day" at the library	Handley STEM
Bizcocho va a acampar	Capucilli, Alyssa Satin	series	lower Elementary	Biscuit the puppy camps out in the back yard. In Spanish.	Handley STEM
Bizcocho y las llamitas	Capucilli, Alyssa Satin	series	lower Elementary	It's spring on the farm! Join Biscuit as he makes friends with the piglets, the lambs, the chicks, and even the little llamas! In Spanish.	Handley STEM
Gecko girl = Lagartijita	Chacon, Daniel	2	lower Elementary	Young Lizzy fell asleep while her dad was telling her a story. When she wakes up, she's shocked to see she has tiny legs and weird little feet! She looks in the mirror and wonders what she has become, asking a variety of other animals what she is.	Handley STEM
Greatest in the world!	Clanton, Ben	2	lower Elementary	Two spud siblings face off in a series of epic challenges to prove who's the greatest in the world." Some pages in graphic novel format."	Handley STEM
King of the world!	Clanton, Ben	series	lower Elementary	Rot Poe Tater digs for treasure and uncovers a shiny old crown, but after wearing it like a king and feeling the power to make everyone do what he says, he soon realizes he is the only one in his kingdom having fun.	Handley STEM
Sneakiest in the world!	Clanton, Ben	1, series	lower Elementary	Rot has had enough of his older brother Snot sneaking up and scaring him so he becomes determined to learn to be sneaky enough to really scare his potato brother.	Handley STEM
This book is dangerous!	Clanton, Ben	2	lower Elementary	Did the title just say that this book is dangerous? Jelly doesn't do dangerous. Can you help Jelly find a way out? Just don't move a muscle or make any loud noises, okay? And definitely DON'T touch anything!	Handley STEM
Waffle Lot Of Love	Clanton, Ben	NF	lower Elementary	Dive into three new stories with best buds Narwhal and Jelly! It's PALentine's Day and Jelly gives Narwhal a whaley nice card--but now Narwhal has no idea what to give him! One card isn't nearly enough, and soon Narwhal is flooding Jelly with gifts galore: waffles, a book about Jelly, more waffles, a song about Jelly... MORE waffles! In graphic novel format.	Handley STEM
There was an old lady who swallowed a rainbow!	Colandro, Lucille	NF	lower Elementary	The Old Lady is back and this time she's swallowing a rainbow, a cloud, some glitter, a cone, a pole, and more!	Handley STEM
Let's be friends = seamos amigos	Colato Lainez, Rene	2	lower Elementary	Two boys, an English speaker and a Spanish speaker, paint together and learn about colors at school. In English and Spanish.	Handley STEM
We play soccer = jugamos al futbol	Colato Lainez, Rene	2	lower Elementary	Two boys, an English speaker and a Spanish speaker, play soccer together. In English and Spanish.	Handley STEM
Delito de la limonada	Davies, Jacqueline	2	Upper Elementary	Brother and sister duo Evan and Jessie turn the playground into a full-blown courtroom as they attempt to take the law into their own hands. In Spanish.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Elvis & Romeo	Davis, Jacky	2	lower Elementary	A picture book about the misadventures of two very different dogs who become unlikely friends.	Handley STEM
Paletero man! : que paletero tan cool!	Diaz, Lucky	3	lower Elementary	Follow along with our narrator as he passes through his busy neighborhood in search of the Paletero Man. But when he finally catches up with him, our narrator's pockets are empty. Oh no! What happened to his dinero? It will take the help of the community to get the tasty treat now. In English and Spanish.	Handley STEM
Mercy Watson al rescate	DiCamillo, Kate	series	lower Elementary	After Mercy the pig snuggles to sleep with the Watsons, all three awaken with the bed teetering on the edge of a big hole in the floor. In Spanish.	Handley STEM
Mercy Watson contra el delito	DiCamillo, Kate	series	lower Elementary	Mercy the pig's love of buttered toast leads to the capture of a small thief who would rather be a cowboy. In Spanish.	Handley STEM
Mercy Watson piensa como cerda	DiCamillo, Kate	series	lower Elementary	After Mercy Watson eats the pansies her neighbors plant to beautify their yard, Animal Control Officer Francine Poulet handles the case, which brings unexpected results. In Spanish.	Handley STEM
Mercy Watson se disfraza de princesa	DiCamillo, Kate	series	lower Elementary	Persuaded by the word treating" to dress up as a princess for Halloween	Handley STEM
Mercy Watson una persecucion insolita	DiCamillo, Kate	series	lower Elementary	The porcine wonder is off to the drive-in-and driven to follow that buttery smell. In Spanish.	Handley STEM
Mercy Watson va de paseo	DiCamillo, Kate	series	lower Elementary	Mr. Watson's usual Saturday drive in his Cadillac with his favorite pig, Mercy, turns into an adventure when an unexpected passenger shows up in the back seat and Mercy finds herself behind the wheel. In Spanish.	Handley STEM
J.D. y el negocio familiar	Dillard, J.	series	Upper Elementary	Eight-year-old kid barber J.D. joins forces with his sister, who has beauty shop dreams, to find stardom online. In Spanish.	Handley STEM
J.D. y la gran batalla de barberos	Dillard, J.	series	Upper Elementary	Eight-year-old J.D. has a big problem: he's gotten his first and worst home haircut. When the steady stream of insults from the entire student body of Douglass Elementary becomes too much for J.D., he takes matters into his own hands and discovers that, unlike his mom, he's a genius with the clippers. In Spanish.	Handley STEM
I Want More! = Quiero mas!	Dominguez, Angela	series	lower Elementary	Follow an adorable bird and dinosaur duo as they navigate the hazards of childhood, In English and Spanish.	Handley STEM
I'm not sleepy! = No tengo sueno!	Dominguez, Angela	3	lower Elementary	Follows an adorable bird and tyrannosaurus rex as they navigate the hazards of bedtime, sharing, and friendship. In English and Spanish.	Handley STEM
Monster makeovers	Emmett, Jonathan		lower Elementary	A rollicking, rhyming text that tells the story of the Ugly Salon owned by Uglymug, who must do his best to make everyone look their worst for Halloween.	Handley STEM
Cantora : Mercedes Sosa, la voz de Latinoamerica	Fernandez Nitsche, Melisa	NF	lower Elementary	Tells the story of Latin American icon Mercedes Sosa and how she became the voice of a powerless people and triumphed even when she was exiled from Argentina. In Spanish.	Handley STEM
Aggie and the ghost	Forsythe, Matthew	4	lower Elementary	Aggie's enthusiasm about living alone wanes when she discovers her house is haunted.	Handley STEM
Baby Ballena	G, Mister	2	lower Elementary	A baby gray whale makes her first annual migration with her pod from Mexico to Alaska and back again, with text in both English and Spanish.	Handley STEM
Aquello que nos da calor	Gaiman, Neil	NF	lower Elementary	In 2019, in response to a refugee crisis, Neil Gaiman asked his Twitter followers: What reminds you of warmth? Over 1,000 responses later, Neil used the replies from across the world to inspire him to write a poem in aid of the United Nations High Commission on Refugees. It reveals our shared desire to feel safe, welcome, and warm in a world that can often feel scary. In Spanish.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Gingerbread monster	Gemeinhart, Dan	3	lower Elementary	In his laboratory high on the hill, Frank N. Stine has a ferocious sweet tooth that snarls to be fed. But when an eerie experiment spills into his Gingerbread batter, a frightening cookie creation comes to life! The Gingerbread Monster is hulking, horrific and hungry.	Handley STEM
Welcome to the Woofmore	Gephart, Donna	2	lower Elementary	At the grand opening of the Woofington, Rufus and his boss Ms. Coco strive to create the perfect experience for their canine guests as they deal with unexpected challenges including pup-parazzi and fleas.	Handley STEM
Woofmore is not haunted	Gephart, Donna	2	lower Elementary	Spooky-story author Silas Fang visits The Woofmore to take a break from all things scary, so when a newspaper mistakenly places the hotel on a list of haunted houses, it is up to Rufus to overcome his fears and prove to Mr. Fang the hotel is not haunted.	Handley STEM
Have yourself a cheesy little Christmas	John, Jory	2	lower Elementary	Every December, the Big Cheese hosts a gigantic jamboree with flashy decorations, sparkling outfits, extravagant gifts, ear-bursting music, and jaw-dropping entertainment. It's the #1 party in town and it can't be beat! But this holiday season, mere hours before the festivities, disaster strikes! With no backup plan in place, the Big Cheese must call in a big favor to help save the big day. But will Christmas still be Christmas if it's not quite so grand?	Handley STEM
Humble pie	John, Jory	1	lower Elementary	The Humble Pie likes to give others the spotlight. Aw, shucks! they deserve it! But when he's paired with his best friend, Jake the Cake, for a school project, he soon realizes that staying in the shadows isn't always as sweet as pie.	Handley STEM
Diario de Rowley : un chico supergenial!	Kinney, Jeff	series	Upper Elementary	It's finally time for readers to hear directly from Rowley in a journal of his own as he writes about his experiences and agreeing to play the role of biographer for Greg along the way (after all, one day Greg will be rich and famous, and everyone will want to know his life's story). But Rowley is a poor choice for the job, and his biography" of Greg is a hilarious mess. In Spanish."	Handley STEM
Diario del wimpy kid : en su salsa	Kinney, Jeff	series	upper Elementary	When the Heffleys agree to spend summer break with both Mom's and Dad's relatives at the same time, they have to figure out how to be in two places at once. With Greg caught in the middle, can the Heffleys pull off the ultimate scheme? Or will their vacation turn into a hilarious hot mess? In Spanish.	Handley STEM
Rowley presenta historias supergeniales de miedo	Kinney, Jeff	NF	upper Elementary	Grab a flashlight, crawl under the covers, and dive into the twisted, unexpectedly hilarious world of Rowley Jefferson's imagination. You'll meet zombies, vampires, ghosts, and much more in these comically terrifying tales. In Spanish.	Handley STEM
Esta grunon!	Lang, Suzanne	series	lower Elementary	Jim Panzee wakes up in a bad mood one beautiful day, but he keeps denying he is grumpy even as his friends give advice for feeling better. In Spanish.	Handley STEM
Grumpy monkey aqui no duerme nadie!	Lang, Suzanne	series	lower Elementary	Have you ever stayed up way past your bedtime? Jim Panzee certainly has. Jim is going to a slumber party and there's LOTS to do. Jim plans on bobbing for mangoes, going termite fishing, and of course staying UP ALL NIGHT! But Jim gets more than a little frustrated when all the things he wanted to do go awry. One by one, everyone else falls asleep, while Jim is determined to stay up. How long will he last? In Spanish.	Handley STEM
Grumpy monkey esto es una fiesta!	Lang, Suzanne	series	lower Elementary	Have you ever been a little anxious about going to a party? Jim Panzee feels that. Porcupine is having a big party, and according to Jim's best friend, Norman, there will be--gulp--dancing. Jim can DEFINITELY not dance. When he tells his friends, they all try to teach him cool moves--surely that's the only reason Jim isn't excited about this party! Now, their job complete, the other animals sweep Jim along, all the way to the dance floor. In Spanish.	Handley STEM
Soy sauce!	Lee, Laura	3	lower Elementary	Luan makes a classic Chinese soy sauce. Haru uses his own recipe at his family's traditional Japanese brewery. And Yoo-mi's Korean soy sauce features special ingredients to make it spicy and sweet. With unique ingredients that reflect different Asian cultures, and a brewing process that can take years, even decades, soy sauce holds deep meaning and flavorful history in every drop.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Explore the coral reef = explora el arrecife de coral	Lock, Deborah	NF	lower Elementary	Meet the sea creatures living on a coral reef! In English and Spanish.	Handley STEM
Emperor of the universe	Marciano, Johnny	series	upper Elementary	Following a humiliating, defeated effort to conquer Earth, Klawde has had it with this dismal planet. And anyway, what's the point in conquering such an insignificant corner of the galaxy, when there's an entire universe to rule? Luckily for Klawde, the position of Emperor of the Universe is now open for the taking. So with Barx and Raj by his side, and enemies around every corner, Klawde begins the campaign of his life. Can he win enough hearts and minds to become . . . Emperor of the Universe?	Handley STEM
Enemies	Marciano, Johnny	series	upper Elementary	Warlord cat Klawde continues to suffer in exile as Raj faces starting a new school, but a further complication arises when both are unexpectedly confronted by figures from their pasts.	Handley STEM
Klawde : evil alien warlord cat	Marciano, Johnny	series	upper Elementary	Klawde, the exiled ruler of the planet Lyttyrboks, and Raj, who just moved from Brooklyn to tiny Elba, Oregon, forge an unlikely friendship as they find their footing in a strange new world.	Handley STEM
Revenge of the Kitten Queen	Marciano, Johnny	series	upper Elementary	While his evil pet cat Klawde, an exiled emperor from across the universe, faces a treasonous plot to overthrow him, Raj has to survive an even more perilous group: the students and parents of the Elba Middle School newspaper club.	Handley STEM
Spacedog cometh	Marciano, Johnny	series	upper Elementary	Klawde faces a challenger he never imagined: a dog, who has arrived on Earth to settle the intergalactic score. He's hyper, he's loyal, he's an all-around-good boy, and he's here to bring Klawde to justice. Can our ferocious feline evade the long paw of the law? Raj, on the other hand, is faced with his own out-of-town visitor who, although from Earth, may prove to be even more formidable: his grandmother. When she plans a birthday party Raj doesn't want, will he survive the embarrassment?	Handley STEM
Target : Earth	Marciano, Johnny	series	upper Elementary	While Raj works hard to earn money for a cool virtual-reality headset, his evil pet Klawde plans to conquer Earth using zombie squirrels and cyber currency.	Handley STEM
Tortugas marinas	Marsh, Laura	NF	lower Elementary	Learn all about sea turtles with brilliant photography and illustrations. In Spanish.	Handley STEM
Elena va a acampar = Elena camps	Medina, Juana	1, series	lower Elementary	Elena is eager to put up her tent-but is there something she's missing in her hurry? In English and Spanish.	Handley STEM
Last tamale = el ultimo tamal	Mendiola, Orlando	1	lower Elementary	It's the best day of the year--tamale day. Luis and his family have been making and eating tamales all day. But when Luis, Jacob, and Letty all want the last tamale, there's only one way to choose a winner. A TAMALE BATTLE! In English and Spanish.	Handley STEM
Wash day love	Moore, Tanisia	1	lower Elementary	Little Tasha hates getting her hair washed, but with her big sister, mother, and grandmother's loving encouragement, the weekly ritual becomes a family bonding experience.	Handley STEM
Firefly song : Lynn Frierson Faust and the Great Smoky Mountain discovery	Paeff, Colleen	NF	lower Elementary	Story of how one woman proved to scientists that the fireflies she had watched as a young girl put on dazzling and impossibly synchronous nighttime performances.	Handley STEM
Ballena azul vs. mosquito	Pallotta, Jerry	NF	lower Elementary	Compares and contrasts two unlikely animals: a blue whale and a mosquito! Readers will learn about each animal's anatomy, behavior, and more. Then compare and contrast the battling pair before finally discovering the winner! In Spanish.	Handley STEM
Don't lose Mr. Cuddles : (life lessons from Chip the dog)	Petty, Dev	2	lower Elementary	Chip and his best friend Mr. Cuddles have been through a lot together, including that terrible time when Mr. Cuddles had to go in the washing machine. The two are inseparable, but now, Mr. Cuddles is GONE! Where could he be? How will Chip cope without his constant companion? And what role did Mittens the cat have in this mystery?	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Perrazo y Perrito : se meten en problemas = Big Dog and Little Dog : getting in trouble	Pilkey, Dav	series	lower Elementary	Big Dog and Little Dog get in trouble when they play in the house. An English/Spanish bilingual adventure.	Handley STEM
Perrazo y Perrito se equivocan = Big Dog and Little Dog making a mistake	Pilkey, Dav	series	lower Elementary	When Big Dog and Little Dog mistake a certain black and white critter for a kitty they end up in a stinky mess! In Spanish and English.	Handley STEM
Vamos! vamos a comer	Raul The Third	series	lower Elementary	Little Lobo is excited for the big show--his favorite wrestler, El Toro, will be performing. But first, he has to deliver food to all the hungry luchadores. In Spanish.	Handley STEM
Vamos! vamos a cruzar el puente	Raul the Third	series	lower Elementary	Little Lobo and his dog Bernabe have a new truck and they are using it to carry party supplies over the bridge with their pals El Toro and La Oink Oink. The line is long and everyone on the bridge is stuck. How will they pass the time? Eventually everyone comes together for an epic party on the bridge between two different countries. In Spanish.	Handley STEM
Vamos! vamos al mercado	Raul The Third	series	lower Elementary	Little Lobo, a Mexican American, and Bernabe, his dog, deliver supplies to vendors at the Mercado, a busy border town market. In Spanish.	Handley STEM
After the shelter	Reeves Sturgis, Brenda	2	lower Elementary	As Lily and her mother transition out of a shelter and into their own home, they experience the bittersweet joy of a new beginning.	Handley STEM
Happy Easter, Curious George	Rey, H. A.	series	lower Elementary	Hop along with Curious George as he celebrates Easter with his friends and gets into a bit of monkey-sized mischief along the way.	Handley STEM
Punto	Reynolds, Peter H.	series	lower Elementary	Vasti believes that she cannot draw, but her art teacher's encouragement leads her to change her mind. In Spanish.	Handley STEM
Cascarones : an Easter surprise = Cascarones: una sorpresa de pascuas	Salazar, Alicia	2	lower Elementary	A young girl excitedly anticipates Easter and the confetti-filled colored eggs, or cascarones, she and her parents make for the holiday. In English and Spanish.	Handley STEM
Horton escucha a quien!	Seuss	series	lower Elementary	A kind elephant tries to protect the small creature on a speck of dust. In Spanish.	Handley STEM
Si yo fuera el director del circo	Seuss	series	lower Elementary		Handley STEM
Joan in the cone	Sharff, Billy	3	lower Elementary	For Joan the dog, newly stuck in a cone, life is different now: She gets trapped in the doggy door, and she doesn't command the same respect she once did at the dog park. As Joan faces humorous challenges and mortifications, she reflects on her pre-cone glory days and misadventures, including what led to her injury.	Handley STEM
Don't trust fish	Sharpson, Neil	3	lower Elementary	his nature-guide-gone-wrong is a hilarious, off-the-rails exploration of the seemingly innocent animals that live in the water, but may have a more sinister side.	Handley STEM
Recess	Smith, Lane	3	lower Elementary	Invites readers to take a break, run wild with their imaginations, and join in on some good-natured, school-sanctioned shenanigans.	Handley STEM
Astro el alienigena aprende a calmarse	Sohn, Emily	NF	lower Elementary	With help from his friends Ben and Eva, Astro the Alien learns how to calm down when he is having a bad day. Written in Spanish-only text. Includes a note to caregivers, reading activities, and a word list. In Spanish.	Handley STEM
Astro el alienigena aprende a compartir	Sohn, Emily	NF	lower Elementary	With help from his friends Ben and Eva, Astro the Alien learns about sharing when he bakes a batch of cookies. Written in Spanish-only text. Includes a note to caregivers, reading activities, and a word list.	Handley STEM
Astro el alienigena aprende a decir la verdad	Sohn, Emily	NF	lower Elementary	With help from his friends Ben and Eva, Astro the Alien learns about honesty when he lies about breaking a toy and cleaning up his room. Written in Spanish-only text. Includes a note to caregivers, reading activities, and a word list.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Astro el alienigena aprende a hacer amigos	Sohn, Emily	NF	lower Elementary	With help from his friends Ben and Eva, Astro the Alien learns about friendship when he makes new friends on the first day of school. Includes a note to caregivers, reading activities, and a word list. In Spanish.	Handley STEM
Astro el alienigena aprende a ser paciente	Sohn, Emily	NF	lower Elementary	With help from his friends Ben and Eva, Astro the Alien learns about patience when he waits in line to ride a roller coaster. Written in Spanish-only text. Includes a note to caregivers, reading activities, and a word list.	Handley STEM
Astro el alienigena aprende a trabajar en equipo	Sohn, Emily	NF	lower Elementary	With help from his friends Ben and Eva, Astro the Alien learns about teamwork when the three go on a canoeing and camping trip. Written in Spanish-only text. Includes a note to caregivers, reading activities, and a word list.	Handley STEM
Anything	Stead, Rebecca	3	lower Elementary	After moving to a new apartment, a father tells his daughter to wish for three Anythings, but when she admits she wishes to return to their old home, her dad helps her realize home is where they are together.	Handley STEM
Libro mas aterrador	Stine, R. L.	series	upper Elementary	Twins Betty and Billy are visiting their Uncle Wendell at his secluded house in the Wayward Forest. What they think is going to be a boring stay quickly turns into a real nightmare. Wendell is in possession of the scariest book in the world. And someone is after Wendell. To keep the book safe, the siblings will have to plunge directly into the heart of the dangerous forest. There they must escape manbats, cannibal crows, and giant insects, among other horrors, and make it out alive! In Spanish.	Handley STEM
Caniche de la perdicion	Tan, Susan	series	lower Elementary	Lucy's grandmother and her poodle Fluffy arrive for a visit, and Fluffy immediately begins building a doomsday machine that will hypnotize humans and turn them into agents of chaos can Ember work with the other pets to outsmart this evil genius? In Spanish.	Handley STEM
Hedgehogs don't wear underwear	Valdez, Marissa	2	lower Elementary	When Jacques, a little French-speaking hedgehog with a secret love for underwear, finds the courage to embrace his true self and proudly wear his underpants, he discovers something new about his fellow hedgehogs.	Handley STEM
Despertar del dragon de tierra	West, Tracey	series	lower Elementary	Eight-year-old Drake is snatched up by the King's soldiers and taken to the castle where he is told by the wizard Griffith that he has been chosen to be a Dragon Master like Ana, Rori, and Bo--and his first task will be to discover whether his dragon, Worm, has any special powers. In Spanish.	Handley STEM
Poder del dragon del fuego	West, Tracey	series	lower Elementary	When the king decides to take the dragons to Arkwood to visit Queen Rose, Rori, Drake, and their dragons are left behind--so when the evil wizard Maldred attacks the castle riding a giant four-headed dragon that spits poison, the two young dragon masters and their dragons are forced to defend the castle by themselves. In Spanish.	Handley STEM
Rescate de la dragona del sol	West, Tracey	series	lower Elementary	Eight-year-old Drake is snatched up by the King's soldiers and taken to the castle where he is told by the wizard Griffith that he has been chosen to be a Dragon Master like Ana, Rori, and Bo--and his first task will be to discover whether his dragon, Worm, has any special powers. In Spanish.	Handley STEM
Secreto de la dragona del agua	West, Tracey	series	lower Elementary	When Drake discovers that his friend and fellow Dragon Master, Bo, is trying to steal the Dragon Stone, he wonders if the dark wizard might be behind it, and he must try to find a way to protect the stone while keeping Bo's family out of danger. In Spanish.	Handley STEM
Mermaids are the worst!	Willan, Alex	2	lower Elementary	Gilbert the Goblin's beachside vacation gets ruined by mermaids and their games.	Handley STEM
Me rompi la trompa!	Willems, Mo	series	lower Elementary	Gerald the elephant tells his best friend Piggie a long, crazy story about how he broke his trunk. In Spanish.	Handley STEM
Puedo jugar yo tambien?	Willems, Mo	series	lower Elementary	Elephant and Piggie learn to play catch with their new friend Snake. In Spanish.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Little bird Laila	Yang, Kelly	2	lower Elementary	Laila knows how clever, kind, and funny her Mama and Baba are but sometimes they need her help translating things from English. With English classes being too expensive, Laila decides to become her parents' teacher, even though she's just learning the language too. Together, they embrace the joy and struggles of learning a new language.	Handley STEM
Easter Bunny's Assistant	Thomas, Jan	5	Lower Elementary	The Easter Bunny and his special assistant demonstrate how to make Easter eggs.	Handley STEM
Marley and the Great Easter Egg Hunt	Engel, Natalie	4	Lower Elementary	On the day of the town Easter Egg Hunt, Marley leaves no stone unturned in his search for the most egg-stravagant egg of them all to	Handley STEM
Escargot and the Search for Spring	Slater, Dashka	2	Lower Elementary	A cute French snail sets off on a springtime adventure with an adorable bunny in this laugh-out-loud fourth picture book in the bestselling Escargot series--the perfect gift for Easter or all year round.	Handley STEM
How to Catch a Groundhog	Walstead, Alice	2	Lower Elementary	"The groundhog is a friendly guy, and he likes to be left along. But now we've gone and scared him off. [He] needs . . . help to [return] home"--Provided by publisher.	Handley STEM
I Am NOT the Easter Bunny!	McBeth, T. L.	2	Lower Elementary	Perfect for Easter celebrations, Easter baskets, and those who loved How to Catch the Easter Bunny.	Handley STEM
Easter Bunny Helper	Krouse Rosenthal, Amy	2	Lower Elementary	Stock your Easter basket with this tasty treat, and ride along on a magical adventure to help the Easter Bunny! Are you a Helper like Uni the Unicorn?	Handley STEM
Is This ... Easter?	Yoon, Helen	3	Lower Elementary	What's the deal with all the eggs? With her trademark visual humor and comic timing, Helen Yoon takes a look at a puzzling holiday tradition.	Handley STEM
Bad Kitty Does Not Like Easter	Bruel, Nick	2	Lower Elementary	Are you ready to find some Easter eggs, Kitty? Kitty doesn't want an Easter egg. Kitty wants the Easter egg. Kitty wants...the GOLDEN EGG! So she goes on the hunt. There! A blue egg! But Kitty doesn't want a blue egg. Or there! A purple egg! But Kitty doesn't want a purple egg. But then...Kitty sees something! Something round...and sparkly... Will Kitty find the GOLDEN EGG? Find out in this uproarious new addition to the New York Times bestselling Bad Kitty series.	Handley STEM
Easter Bunny's Present Hunt	Goethals, Mieke	3	Lower Elementary	An engaging seek-and-find book about Easter	Handley STEM
Bunny's Big Surprise	Tildes, Phyllis	2	Lower Elementary	Bunny is hopping for joy! He's found an egg perfect for Easter decorating. But when it starts hatching, Bunny is in for a big surprise...	Handley STEM
Here Comes the Easter Cat	Underwood, Deborah	8	Lower Elementary	When Cat tries to replace the Easter Bunny, he soon learns that the job is much harder than he expected, and does not allow time for naps.	Handley STEM
Turkeys in Disguise	Platt, Cynthia	2	Lower Elementary	A hilariously fun read-aloud picture book where children think quickly and creatively to disguise a group of turkeys and save them from becoming Thanksgiving dinner!	Handley STEM
Tamales for Christmas	Briseato, Stephen	8	Lower Elementary	Before the first Christmas light is strung, Grandma is hard at work, making thousands of tamales to sell so she can buy gifts for her family! This heartwarming tale, based on a true story, explores a grandmother's boundless generosity, and the irresistible magic of tamales.	Handley STEM
Its Fall!	Kurilla, Rena	5	Lower Elementary	From piles of leaves to fun Halloweens there are many reasons to celebrate the fall season.	Handley STEM
Harvest Days: Giving Thanks Around the World	Depalma, Kate	4	Lower Elementary	Explore harvest festivals from around the globe! Lyrical, rhyming text and lush, detailed artwork from Italian artist Martina Peluso immerse young readers in some of the most ancient traditions in the world. Nine pages of rich, educational endnotes dive deep with more information about the 12 cultures explored in the book and invite young readers to ask questions about food and the labor that produces it.	Handley STEM
Thanking the Moon: Celebrating the Mid-Autumn Moon Festival	Lin, Grace	5	Lower Elementary	Each member of a Chinese family contributes to the celebration of the Mid-Autumn Moon Festival with an author's note explaining this festival's customs and traditions.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Valentine's Day Jitters	Danneberg, Julie	2	Lower Elementary	In this best-selling Jitters series book, Mrs. Hartwell plans the perfect Valentine's Day party for her class. But everyone's favorite teacher has the jitters again!	Handley STEM
If Animals Trick-Or-Treated	Paul, Ann Whitford	3	Lower Elementary	A must-have for any nursery! If Animals Trick-or-Treated is a beloved picture book in the bestselling If Animals Kissed Goodnight series that imagines how creatures from all across the animal kingdom experience Halloween night- making it the perfect read aloud for your littlest trick-or-treaters! What if animals did what YOU do? Owlet and Mama would carve pumpkins together and read scary stories feather to feather. Zebra Foal would prance-prance in a costume of spots, while Little Leopard would run wearing stripes--lots and lots! Together every creature would knock-knock-knoc k at nests, outside dens, and under rocks to collect yummy sweets. Featuring playful rhymes and adorable art, little ones can see how creatures, great and small, celebrate Halloween. Families will giggle along as they imagine the critters that inhabit places near and far. A wonderful gift for baby showers, birthdays, new parents, or any occasion! Don't miss the other books in this adorable series: If Animals Kissed Good Night, If Animals Said I Love You, If Animals Celebrated Christmas, If Animals Went to School, If Animals Gave Thanks, If Animals Tried to Be Kind, a nd If Animals Went to Work.	Handley STEM
Giving Thanks: How Thanksgiving Became a National Holiday	Kiernan, Denise	3	Lower Elementary	"The beautifully illustrated true story of how Thanksgiving became a national holiday in America, of Sarah Josepha Hale, the woman who made the holiday happen, and of the role of gratitude the world over"-- cProvided by publisher.	Handley STEM
We Give Thanks	Rylant, Cynthia	3	Lower Elementary	A rabbit and a frog zip around town talking to their friends about all the things they love, before cooking up a way to show everyone their gratitude.	Handley STEM
Friendsgiving	Siscoe, Nancy	3	Lower Elementary		Handley STEM
Awesome Autumn	Goldstone, Bruce	8	Lower Elementary	Compiles the sights, sounds, and scents of autumn, from piles of leaves to scary costumes to the southerly flight of geese.	Handley STEM
Blue Table	Raschka, Chris	6	Lower Elementary		Handley STEM
Thanksgiving on Plymouth Plantation	Stanley, Diane	6	Lower Elementary	Twins Liz and Lenny, along with their time-traveling grandmother, visit Plymouth Plantation to see how the Pilgrims lived and to celebrate a big feast with the Pilgrims and Native Americans.	Handley STEM
Turkey Trouble	Silvano, Wendi J.	6	Lower Elementary	As Thanksgiving Day approaches, Turkey nervously makes a series of costumes, disguising himself as other farm animals in hopes that he can avoid being served as Thanksgiving dinner.	Handley STEM
Thanksgiving	Bell, Samantha	NF	Lower Elementary	Do you know the story of the first Thanksgiving? What does a kidnapping have to do with it? The history stories you think you know may not be what they seem. Find out how and why myths took the place of fact over time, and the fascinating history the myths may hide. Explore primary sources and learn the ins and outs of unraveling myths to find the facts.	Handley STEM
Holiday Jokes	Rosenberg, Pam	NF	Lower Elementary	Want to know what kind of sounds a space turkey makes? Ever wonder what games monster children play? You'll find the answers to these silly questions in this book. From Valentines Day through Christmas, you can keep your family and friends ho-ho-ho-ing throughout the holidays with these great jokes.-- cProvided by publisher.	Handley STEM
Whale of a Time: Funny Poems for Each Day of the Year	Peacock, Lou	3	Lower Elementary	Poems about seasons and holidays.	Handley STEM
Dino-Valentine's Day	Wheeler, Lisa	2	Lower Elementary	Equally heartwarming and humorous, Dino-Valentine's Day is the perfect way to celebrate the holiday!	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Dino-Christmas	Wheeler, Lisa	2	Lower Elementary	The dinosaurs enjoy a variety of Christmas activities, including decorating the town, holding a parade, and receiving gifts from Santa Claws.	Handley STEM
Dino-Halloween	Wheeler, Lisa	series	Lower Elementary	The dinosaurs enjoy a variety of Halloween activities, including visiting a haunted house, carving pumpkins, and trick-or-treating.	Handley STEM
Dino-Hanukkah	Wheeler, Lisa	2	Lower Elementary	Hanukkah is coming, and the dinos are all busy getting ready! They make brisket and latkes, and the dino-kids play with a dreidel, act out the Hanukkah story, open gifts, and eagerly await their turn to light the menorah. Dinosaurs big and small gather to decorate, eat, and even compete in party festivities like only prehistoric carnivores and herbivores would.	Handley STEM
Cupig: The Valentine's Day Pig	Tattersfield, Claire	2	Lower Elementary	When a storm blows Cupig's arrows off course, the arrows strike the wrong targets and Cupig must rectify her mistake and get some classic pairs back together.	Handley STEM
Bad Kitty Does Not Like Valentine's Day	Bruel, Nick	series	Lower Elementary	"Kitty does not like Valentine's Day ... But when Puppy notices, can he convince her it's not so bad?"	Handley STEM
Happy Valentine's Day, Charlie Brown!	Schulz, Charles M.	series	Lower Elementary	As Valentine's Day approaches Charlie Brown tries to find the courage to give the Little Red-haired Girl a valentine.	Handley STEM
Knock Knock, Olive You!: (and Other Valentine's Day Jokes)	Ponnay, Brenda	NF	Lower Elementary	Love through Laughter! Let someone know how much you care about them on Valentine's Day or any other with an illustrated joke from Brenda Ponnay. Knock Knock, Olive You! is filled with funny jokes for kids celebrating love for each other. Each page features one illustrated joke. Here's a silly sample: What did the farmer give his wife for Valentine's Day? Hogs and kisses. Knock Knock, Olive You! is part of the Illustrated Jokes series from Brenda Ponnay. Other titles include: Fart-tastic Too School for Cool Knock Knock, Boo Who? Knock Knock, Moo Who? It's Snot Fair! Knock Knock, Lettuce In! Knock Knock, Blub Blub!	Handley STEM
It's Navidad, El Cucuy!	Higuera, Donna	2	Lower Elementary	A tender, heartwarming story about facing the unknown with a friend by your side.	Handley STEM
Tamales Para Navidad	Briseato, Stephen	2	Lower Elementary	This heartwarming tale, based on a true story, explores a grandmother's boundless generosity, and the irresistible magic of tamales	Handley STEM
Puntos y Rayas y la muy feliz Navidad	Friedman, Laurie	NF	Lower Elementary	It's Christmas! Ms. Green, Spots, and Stripes are at home opening presents. But when Spots and Stripes both give Ms. Green the same gift, they think Christmas is ruined. Will this dog and cat duo find a way to have a very merry holiday together?	Handley STEM
Puntos y Rayas celebran el Dia de la Tierra	Friedman, Laurie	NF	Lower Elementary	It's Earth Day and Ms. Green is busy in her flower shop getting plants and flowers ready for her customers. She leaves Spots and Stripes home to plan how they will participate. Will this dog and cat duo resolve their differences and find a way to work together for the good of the planet?	Handley STEM
Feliz dia de San Valentin, Puntos y Rayas	Friedman, Laurie	NF	Lower Elementary	It's Valentine's Day and Ms. Green is busy in her flower shop getting holiday flowers ready for her customers. Spots and Stripes are at home getting ready to celebrate. Will this dog and cat duo resolve their differences and find a way to enjoy Valentine's Day together?	Handley STEM
Puntos y Rayas celebran el Dia de Accion de Gracias	Friedman, Laurie	NF	Lower Elementary	It's Thanksgiving! Ms. Green and Spots and Stripes are at home cooking and baking for their holiday meal. Spots and Stripes have some very different ideas about what's on the menu. Will this dog and cat duo resolve their differences and find a way to show their gratitude together?	Handley STEM
El Grinch Se Perda La Navidad!	Heim, Alastair	series	Lower Elementary	The Grinch is back and ready to prove to the residents of Who-ville that he has changed.	Handley STEM
Oscar (el unicornio hambriento) se come la Navidad	Carter, Lou	series	Lower Elementary		Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Todo sobre los renos	Rajczak Nelson, Kristen	series	Lower Elementary	Details reindeer and how they came to be a symbol of the Christmas season.	Handley STEM
Todo sobre el Polo Norte	Rajczak Nelson, Kristen	series	Lower Elementary	Colorful historical illustrations aid readers' understanding as they learn about how the North Pole acts as a Christmas symbol.	Handley STEM
Todo sobre los duendes	Rajczak Nelson, Kristen	series	Lower Elementary	Traces the history of elves as a symbol of Christmas.	Handley STEM
Como atrapar a un elfo	Wallace, Adam	series	Lower Elementary	It's Christmas Eve and an elf is on the loose in your house! Do you have what it takes to catch him? Follow along in this fun holiday story as a mischievous elf causes chaos Christmas Eve! Filled with zany traps, vibrant illustrations, STEAM concepts, and even Santa Claus himself, this Christmas picture book for kids is guaranteed to become a new holiday tradition!	Handley STEM
Centella	Tavares, Matt	2	Lower Elementary	The story of Dasher, told in Spanish.	Handley STEM
Ballet Brown	Woodard, Bellen		Elementary	Bellen Woodard adores ballet and always looks forward to reaching new heights. Though as a very young dancer, she notices that pink shoes and pink or white tights — often referred to as ballet pink — are synonymous with ballet. She realizes that the purpose of ” ballet pink” is to blend with a dancer’s arms and legs. What about welcoming brown tights, shoes — and more — in the same way? When her dance studio doesn’t act, Bellen takes matters into her own hands and creates a way for all of us to see the “many beautiful colors of dance” — coining a new term in the process and naming it “ballet brown.”	Handley STEM
Pizza and Taco Go Viral (Pizza and Taco series book 10)	Shaskan, Stephen	NYP, series	Lower Elementary	Pizza and Taco are "jelly" of their friends who have StewTube channels. But don't worry, these food besties always have a plan! All they need is some funny footage and a pet video is what most people are hungry for. Since neither of them has a pet, they borrow Biscuit the dog from the lady down the street—with some embarrassing results!	Handley STEM
Dawn on the Coast (Baby-Sitters Club book 19)	Nopra, Arley	NYP, series	Upper Elementary	Dawn can't wait for her trip to California. Aside from all the sun and fun, it's her first visit since her brother, Jeff, moved back to live with their dad. California is better than Dawn ever remembered it. The beaches are beautiful, the local theme park is a blast, and Dawn is enjoying all her favorite foods. Plus, Dawn's best friend, Sunny, has even started her own baby-sitting club! Things are going so well that Dawn begins to wonder if she might want to stay in California with her dad and Jeff.	Handley STEM
Jessi Ramsey, Pet-Sitter (Baby-Sitters Club book 18)	Crenshaw, Ellen	series	Upper Elementary	"The Mancusis don't have any kids ... but they sure do have a lot of pets! So when they're desperate for a sitter, who do they call? The Baby-sitters Club! Kristy feels pretty sure that the BSC does not pet-sit. But Jessi has always liked animals, and she talks Kristy into being okay with her taking the job. With snakes on the loose and sick hamsters, Jessi's got plenty of pet-sitting troubles, and things don't get any easier when she and her friends get into a big fight. Will Jessi be able to handle her pet-sitting job when things are going wrong with the baby-sitters, too?"-- cProvided by publisher.	Handley STEM
The Gift ot Words	Reynolds, Peter	3	K-5	So many words, strung together, shimmering and dreamy. So many people, connected, together, hopeful and united. And that was the power of the gift of words. A gift for all.	Handley STEM
Woofmore on thin ice	Gephart, Donna	series, 1	lower Elementary	Rufus and his boss, Ms. Coco, must ensure a perfect stay for their only guest, famous figure skater Furya LaBone, whose good review could save their struggling hotel, but their plan is jeopardized when the local ice rink closes and Furya has nowhere to practice.	Handley STEM
Awesome Earth : concrete poems celebrate caves, canyons, and other fascinating landforms	Graham, Joan Bransfield	NF	lower Elementary	Concrete poems illustrate how our Earth slowly took shape.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Colorful days = dias de colores	Hester, Elizabeth	NF	lower Elementary	Explores a variety of colors seen in the different seasons. In English and Spanish.	Handley STEM
Our Solar System a Stellar Neighborhood	McAnulty, Stacy	2	Lower Elementary	Our Solar System! is a light-hearted nonfiction picture book about the members of our solar system from the eyes of Comet, who's been traveling through the Solar System for eons.Yee-haw! Strap in for one wild ride through our very own Solar System, guided by space-travelin' buckaroo Comet himself, while you travel around meeting one impressive star, 8 unique planets, a handful of dwarf planets, and a bonanza of moons, asteroids, and comets . . .With characteristic humor and charm, Stacy McAnulty channels the voice of Comet in this next celestial "autobiography" in the Our Universe series. Rich with kid-friendly facts and beautifully brought to life by Stevie Lewis, this is an equally charming and irresistible companion to the other books in this series, like Earth! My First 4.54 Billion Years and Sun! One in a Billion.	Herfurth
Have yourself a cheesy little Christmas	John, Jory	2	Lower Elementary	From the #1 New York Times bestselling creators of the Food Group series comes a Christmas picture book featuring the ever-popular character the Big Cheese. Perfect for holiday promotions, this book includes a tear sheet of twelve holiday cards and festive foil on the cover. Every December, the Big Cheese hosts a gigantic jamboree with flashy decorations, sparkling outfits, extravagant gifts, ear-bursting music, and jaw-dropping entertainment. It's the #1 party in town and it can't be beat! But this holiday season, mere hours before the festivities, disaster strikes! With no backup plan in place, the Big Cheese must call in a big favor to help save the big day. But will Christmas still be Christmas if it's not quite so grand. You don't want to miss this hilarious, charming, and thought-provoking continuation of Jory John and Pete Oswald's bestselling Food Group series.	Herfurth
Fix-It Familia	Diaz, Lucky	Kirkus, PW	PK-5	"Chavo and his family are always there to help anyone and everyone. So when the main parade float crashes at a neighborhood fiesta, Chavo has the perfect plan to help his community"--OCLC.	Herfurth
Cruise Life Queen of the Sea	Eschmann, Reese	2	Upper Elementary	Caitlin and her big brother, Dylan, are still getting used to shuttling between Mom's new little house and Dad's fancy new condo after their divorce. But summer means a solid six weeks with her dad. Finally, one toothbrush in one place and all her outfits together! So when her dad announces that he's gotten a new job on the fanciest, most fun, family-friendly cruise line--and he's bringing his kids along	Herfurth
Lionel Messi All Access	Berne, Emma Carlson	NF	Upper Elementary	A biography of soccer player Lionel Messi, featuring facts, stats, trivia, and more.	Herfurth
The Bagel Who Wanted Everything	Silberberg, Alan	2	Lower Elementary	The Lady Pancake and Sir French Toast series meets The Food Group books in this tale of a plain bagel who dreams of being more! Hey. I'm a bagel who is just one thing- PLAIN. The other bagels? They're all just one thing, too. Garlic. Salt. Onion-you get the idea. BORING! Being plain makes me feel like I have this big hole, right here in my gut. Because in a world full of so many things, I want to be . . .EVERYTHING! Now I just have to figure out what that is . . .	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Forests	Beckerman, Nell Cross	2	Lower Elementary	An enchanting exploration of one of Earth's most familiar ecosystems, from the team behind the acclaimed books Caves and Volcanoes. So much to see, to smell, to hear, to taste, to feel. So much to find... in the forest. Using evocative storytelling, Nell Cross Beckerman leads readers on an exciting adventure through the magic of forests! From kelp forests on the ocean floor to the wonders of the Amazon, Beckerman guides readers through these tree-filled ecosystems using dramatic, poetic language. Nonfiction text on every page allows for a deeper understanding of the topic. Illustrator Kalen Chock's stunning illustrations have been praised as "atmospheric" and "striking." Readers will be delighted as each spread brings a surprise. Extensive backmatter includes author's and illustrator's notes, additional information on planting trees, and fun facts about forests! The first book in this series, Caves, received three starred reviews, was an NCTE Orbis Pictus Recommended Title, was on the Texas Bluebonnet Master List and the Texas Topaz Nonfiction Reading List, and was a Kirkus Best Book of the Year.	Herfurth
Cruise Life Raining Cats and Dogs	Eschmann, Reese	2	Upper Elementary	Caitlin had the best time with her dad and big brother on The Wandering Princess, the fanciest, most fun, family-friendly cruise ship, where her dad has a job as the ship's doctor. And this time is sure to be even more fun! The Feline Society has booked the whole ship for a cat-tastic cruise. But when The Kennel Club shows up, everyone realizes there's been a mistake. And now it's raining cats and dogs! Will Caitlin be able to help all the animals and their owners have a fun cruise?	Herfurth
Diary of a Nature Nerd	Everett, Tiffany	3	Upper Elementary	Nine-year-old Brooke is a nomad, traveling from National Park to National Park with her botanist mom, and she documents her adventures in her nature diary. But this trip is different! Brooke's mom just married Terrence, who happens to be the father of Brooke's best friend, Jayla, which means Brooke and Jayla are BFFs turned sisters! While camping at North Cascades National Park, Brooke has her heart set on seeing a moose -- the #1 animal she's been longing to see.	Herfurth
Messi's Magic	Perry, Caroline L.	2	Lower Elementary	Discover how footballer Lionel Messi defied the odds and became the G.O.A.T. in this inspiring story teeming with excitement, emotion, and Messi facts galore! How did a small, shy, soccer-obsessed child with a serious medical condition become a goal-scoring, record-breaking, once-in-a-generation sensation? For everyone who loves soccer, dreams big, and is inspired by heroes who triumph against the odds, Messi's Magic delivers a thrilling, deeply emotional story. Filled with action-packed pictures and never-before-seen detail, it spotlights Lionel "Leo" Messi's early years and shows how, even when facing loss, loneliness, and setbacks, he never gave up on his goal. Leo's resilience and big-heartedness on the journey to become the G.O.A.T. are as inspiring as his dazzling style of play. This humble hero has ignited passion in millions and sparked the movement: Messi Mania! Enriched with statistics, career highlights, a timeline, and fun facts, Messi's Magic is a gift to soccer fans of all ages.	Herfurth
Everybunny loves magic (Playaway)	Reynolds, Aaron	Dead Pets Series	Upper Elementary	Rex Dexter is itching to have a dog. He was practically born to have one. His name is Rex, for crying out loud. It's a dog's name. When Rex's B-Day for Me-Day finally arrives, his parents surprise him with a box. A box with holes. A box with holes and adorable scratchy noises coming from inside. Could it be? Yes! It has to be! A...a...Chicken? Pet poultry? How clucky. One hour and fourteen minutes later, the chicken is dead (by a steamroller), Rex is cursed (by the Grim Reaper), and wild animals are haunting Rex's room (hounding him for answers). Playaway to occompany novel already in library.	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Wisconsin	Shaw, Mary	NF	Upper Elementary	From watching a Green Bay Packers football game to visiting the Apostle Islands, Wisconsin is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Michigan	Larsen, IB	NF	Upper Elementary	rom exploring Mackinac Island to hiking at Isle Royale National Park, Michigan is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
South Carolina	Clarke, David J	NF	Upper Elementary	From hiking through Woods Bay State Park to visiting the International African American Museum, South Carolina is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Minnesota	Ringstad, Arnold	NF	Upper Elementary	om exploring lakes at Voyageurs National Park to visiting the iconic Mall of America, Minnesota is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
New York	Larsen, IB	NF	Upper Elementary	From boating to the base of Niagara Falls to exploring the Big Apple, New York is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Wyoming	Layton, Christine	NF	Upper Elementary	From watching bull riders at the Frontier Days festival to exploring Yellowstone National Park, Wyoming is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Florida	Lim, Angela	NF	Upper Elementary	From visiting Walt Disney World to wildlife watching at Everglades National Park, Florida is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
South Dakota	Larsen, IB	NF	Upper Elementary	From driving through Badlands National Park to visiting the iconic Mount Rushmore, South Dakota is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
New Mexico	Hale, K.A.	NF	Upper Elementary	From watching the Albuquerque International Balloon Fiesta to visiting White Sands National Park, New Mexico is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Louisiana	Larsen, IB	NF	Upper Elementary	From wildlife watching at Fontainebleau State Park to exploring the historic French Quarter, Louisiana is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Tennessee	Sonneborn, Liz	NF	Upper Elementary	From attending a show at the Grand Ole Opry to exploring the Great Smoky Mountains, Tennessee is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards	Herfurth
Missouri	Lim, Angela	NF	Upper Elementary	From the Publisher From visiting the Gateway Arch to exploring the Lake of the Ozarks State Park, Missouri is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Oklahoma	Lowell, Barbara	NF	Upper Elementary	From attending a rodeo to exploring the Myriad Botanical Gardens, Oklahoma is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
West Virginia	Clarke, David J	NF	Upper Elementary	From whitewater rafting down the Potomac River to visiting Harpers Ferry, West Virginia is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards	Herfurth
Ohio	Sonneborn, Liz	NF	Upper Elementary	From walking the Towpath Trail to visiting the Rock and Roll Hall of Fame, Ohio is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Nevada	Lim, Angela	NF	Upper Elementary	From standing at the top of the Hoover Dam to exploring the city of Las Vegas, Nevada is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
North Carolina	McKinney, Donna B	NF	Upper Elementary	From exploring the barrier islands to watching a Carolina Panthers football game, North Carolina is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Illinois	White, Kelly Anne	NF	Upper Elementary	From eating the iconic horseshoe sandwich to watching the Chicago Cubs play at Wrigley Field, Illinois is full of adventures. This title introduces the state's people, culture, and places to visit. Easy-to-read text, vivid images, and helpful back matter give readers a clear look at this subject. Features include a table of contents, infographics, a glossary, additional resources, and an index. Aligned to Common Core Standards and correlated to state standards.	Herfurth
Pirates Past Noon - Braille	Osborne, Mary Pope	Series	Vision inpaired	It's a treasure trove of trouble! Jack and Annie are in for a high-seas adventure when the Magic Tree House whisks them back to the days of deserted islands, secret maps—and ruthless pirates! Will they discover a buried treasure? Or will they be forced to walk the plank?	IRC
Night of The Ninjas - Braille	Osborne, Mary Pope	Series	Vision inpaired	Have you ever met a real live ninja? Jack and Annie do when the Magic Tree House whisks them back to ancient Japan, where they find themselves in the cave of a ninja master. Will they learn the secrets of the ninja? Or will the evil samurai warriors get them first?	IRC
Afternoon on the Amazon - Braille	Osborne, Mary Pope	Series	Vision inpaired	Vampire bats and killer ants? That's what Jack and Annie are about to run into when the Magic Tree House whisks them away to the Amazon River. It's not long before they get hopelessly lost. Will they be able to find their way back to the tree house? Or are Jack and Annie stuck forever in the rain forest?	IRC
Sunset of the Sabertooth - Braille	Osborne, Mary Pope	Series	Vision inpaired	The Ice Age is very cool…for two kids in bathing suits! Jack and Annie nearly freeze when the Magic Tree House whisks them back to the time of cave people and woolly mammoths. But nothing can stop them from having another wild adventure—not even a saber-toothed tiger!	IRC
Dinosaurs before Dark-Braille	Osborne, Mary Pope	Series	Vision inpaired	Before Jack and Annie can find out, the mysterious tree house whisks them to the prehistoric past. Now they have to figure out how to get home. Can they do it before dark…or will they become a dinosaur’s dinner?	IRC
Mummies in the Morning - Braille	Osborne, Mary Pope	Series	vision inpaired	Jack and Annie don't need another mummy. But that's what they get when the Magic Tree House whisks them back to ancient Egypt. There they meet a long-dead queen who needs their help. Will Jack and Annie be able to solve the puzzle, or will they end up as mummies themselves?	IRC
The Knight at Dawn - Braille	Osborne, Mary Pope	Series	vision inpaired	A castle with a secret passage! That's what Jack and Annie find when the Magic Tree House whisks them back to the Middle Ages for another wild adventure. In the Great Hall of the castle, a feast is under way. But Jack and Annie aren't exactly welcome guests!	IRC
A plate of hope	Frankel, Erin	Bkklist, Kirkus, PW	K-3	A moving picture book biography about chef Jose Andres, who, along with his World Central Kitchen organization, is sure to inspire kids to help out in their own communities.	IRC
Where's little Fuzzy?	Clarke, Kay L.	NF	Vision impared Elem.	Tactile books with words and braille. Textures and items to feel diffrenthousehold itemssuch as carpet, hat, fence.	IRC
Butterflies!	Clarke, Kay L.	NF	Vision impared Elem.	Textile book featuring butterflies of differnt sizes and textures.	IRC
La telarana de Carlota	White, E. B	3	Upper Elementary	Text in Spanish.;Translation of: Charlotte's web. Wilbur the pig is desolate when he discovers that he is destined to be the farmer's Christmas dinner until his spider friend, Charlotte, decides to help him.	IRC

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Six Little Sticks	Stone, Tiffany	2	Lower Elem	"Meet Mama stick bug and her six little sticks. Mama's going to teach them how to hide so six little sticks stay safe outside. But when Mama counts her little ones, she can find only five. When she tries again, there are just four. Each time Mama counts, one more stick bug is gone! It seems the six little sticks are already experts at hide-and-seek"	IRC
The Blue Jays That Grew a Forest	Street, Lynn	3	Lower Elem	ncludes bibliographical references. "Take a lyrical journey on the wings of blue jays as they bury thousands of acorns for next season's food and help mother nature extend the oak forests"	IRC
I am not Happy	Perry, Caroline	2	Lower Elementary	Readers beware—there's more to this beaming Australian marsupial than meets the eye. Happiest animal on Earth? The quokka at the center of this tale would like a word. Sure, the creature's cherubic cheeks are round with apparently unfettered cheer, but don't judge a joey by its cover. This jolly expression does little to reflect the roiling "ocean of inner torment" that plagues our protagonist. The quokka demonstrates as a series of unfortunate events ensue—a scoop of ice cream tumbles from its cone and into the dust; a buzzing bee flits ominously nearby. Each affront is met with the same sparkling grin. But that's not the only misunderstanding that bedevils this irascible mammal. Not only are pesky humans constantly gawking at the "huge, smiley rat"—the quokka is a marsupial who rarely snacks on trash, thank you very much—they're disrupting our hero's sleep to demand selfies! Will these trials never cease? This ultra-silly jaunt around Wadjemup—a.k.a. Rottnest Island, just off the coast of Perth, Western Australia—manages to deliver a conservationist message without sacrificing an ounce of goofiness; backmatter discusses the real-life impact of tourism on these creatures. Sure to inspire a grin in even the grumpiest animal lover, Perry's amusing text is well suited to Hanson's impish artwork; both are suffused with a delightfully Pixar-esque comedic sweetness. Silly, cute, and lightly infused with a lesson on environmental respect. (additional information about quokkas) (Picture book. 4-7)	IRC
Who Would Win Underwater Battles	Pallotta, Jerry	NF	Elementary		IRC
How Oil Forms (Scientific American Investigates Earth's Resources)		NF	Upper Elem	Scientific American presents fascinating and thought-provoking explorations of the latest science-related issues and discoveries affecting our world today. Through the work of experts in various scientific fields, curious readers will be empowered to understand this century's evolving challenges and help shape the future.	IRC
There are no silly questions	Rampton, Mike	nf	Upper Elementary	"Fact-checked by experts from across the University of Cambridge, this book expertly answers 213 of the most unusual and interesting questions you never thought to ask about the world--on for at least every bone in your body!"--Provided by publisher.	Luna
Pizza and Taco Go Viral (Pizza and Taco series book 10)	Shaskan, Stephen	series	Lower Elementary	Pizza and Taco are "jelly" of their friends who have StewTube channels. But don't worry, these food besties always have a plan! All they need is some funny footage and a pet video is what most people are hungry for. Since neither of them has a pet, they borrow Biscuit the dog from the lady down the street--with some embarrassing results!	Luna
The Baby-sitters Club. 18,Jessi Ramsey, pet-sitter (Baby-Sitters Club, Book 18)	Crenshaw, Ellen	series	Upper Elementary	Telgemeier offers a spirited graphic novel adaptation of the debut title in Martin's The Baby-sitters Club series, the story of the four founding members of this fledgling club.	Luna
Academy for Roblox Pros. Book 2,Game on!	Shea, Louis	series	Upper Elementary	Do you have what it takes to be a student at the academy for Roblox pros? Jump back in with the second book in the unofficial Roblox graphic novels, Academy for Roblox Pros! Mitch and his friends are back once again to save the digital world from the mysterious Mr. Warlock	Luna

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Dog Man. Big Jim believes	Pilkey, Dav	series	Upper Elementary	When the mischievous Space Cuties From Space return, our caped crusaders--Dog Man (aka Scarlet Shedder), Commander Cupcake, and Sprinkles--along with Mecha Molly, discover that the city has changed and nothing is how it should be. Can Big Jim's positivity and innocence help our heroes? Will Dog Man, Big Jim, Grampa, and Molly have the courage to trust each other and save the day? How does the past help shape the future? And who is the chosen one?	Luna
Down came the spiders	Russell, Ally	3	Upper Elementary	Andi is not afraid of spiders. They have cool fangs. They hunt using vibrations. They can even create silk on demand to make amazing homes. So when Andi learns about a spider collection at a classmate's farm, she's willing to do anything to see it. Even attend a blowout Halloween party she'd normally run screaming from.	Luna
Marker	Kang, Anna	series	Lower Elementary	Marker is one of the teacher's go-to school supplies. Her work is tip-top, and she always makes a lasting impression. That is, until Pinking Shears, a.k.a. Pink, arrives and dazzles everyone with her sharp creations. No longer the star of the desk, Marker begins to make mistakes. The trouble is, they can't just be erased; her work is permanent, and she's not allowed to fail. Or so she thinks...until a realization helps her rediscover her Marker magic.	Luna
Max, a little axolotl : an original graphic novel	Spiotto, Joey	3	Upper Elementary	It's Max's first day at Coral Elementary school. The school is filled with marine animals, like dolphins, crabs, and octopus. But none of the other students have ever seen an axolotl before... and they have SO MANY QUESTIONS. Where did Max live before? Is it true he can regrow any of his limbs? What happened to his old friends? This is too much attention for Max! Hiccup! Uh-oh... Max gets the hiccups when he's nervous. Can this little axolotl adjust to his new underwater school or will the pressure just be too much?	Luna
Millie Fleur's Pumpkin Problem	Mandin, Christy	series	Lower Elementary	This item is scheduled for release on July 7, 2026.	Luna
Super pug	May, Kyla	series	Lower Elementary	Appeals to 1st-2nd graders; reading level grade 2"--Back cover. When Bub plays a superhero in a firesafety commercial, he doesn't feel very super about his acting, but when there is a real fire emergency, can Super Bub save the day?	Luna
The Baby-sitters Club. 18,Jessi Ramsey, pet-sitter	Crenshaw, Ellen T	series	Upper Elementary	With snakes on the loose and sick hamsters, Jessi's got plenty of pet-sitting troubles, and things don't get any easier when she and her friends get into a big fight. Will Jessi be able to handle her pet-sitting job when things are going wrong with the baby-sitters, too?	Luna
The Bad Guys joke book	Kaplan, Arie	nf	Upper Elementary	An illustrated collection of over five hundred jokes featuring Wolf, Snake, Webs, Piranha, and Shark from Bad Guys.	Luna
War games	Gratz, Alan	4	Upper Elementary	Twelve-year-old Evie travels to Berlin for the 1936 Olympics where she witnesses Hitler's terror on the German people and plans to steal from a Nazi bank with two fellow Olympic athletes.	Luna
Winging it	Lloyd, Megan Wagner	2	Upper Elementary	Luna's quest to find a luna moth helps her deal with her family's move to Virginia and learn about her late mother	Luna
Wings of fire. The graphic novel.Legends, Darkstalker	Deutsch, Barry	2, series	Upper Elementary	In the SeaWing kingdom, a young prince learns he is an animus--capable of wonderful magic that comes with a terrible price. In the mind of a NightWing dragonet, a thousand futures unfold--and almost all of them, she knows, lead to disaster and destruction. And under three full moons and the watchful eyes of his NightWing mother and IceWing father, the most powerful dragon Pyrhhia will ever know is clawing his way out of his egg: Darkstalker, the dragon who will change the world forever	Luna
50 Reasons to Love Animals	Barr, Catherine	SLJ, Kirkus	Lower Elementary	Discover 50 reasons to love animals! Lions have magnificent shaggy manes, penguins go tobogganing on their tummies, bears wiggle and dance as they scratch, whales sing songs, and elephants can feel sadness. But all the animals in this book especially need our love - now more than ever. Learn about their habitats, what makes them special, and show them you care with simple activities you can do at home.	Watson Technology Center

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
A Veces, Yo Soy Todo Lo Que Necesito	Perdomo, Juliana	SLJ, Booklist	Lower Elementary	Meet a young girl who loves her cozy home. It smells like cinnamon tea and feels like warm pajamas. But even when she's away from home, and everything is different, she finds a way to become her own home, where she feels calm. At night, when it's too dark and her feet are cold, her room can be a little scary. But she creates her own light when she closes her eyes and thinks of the sun. With friendliness and charm, Juliana Perdomo, in her debut as author-illustrator, shows young readers how to find comfort and confidence within. Her heartwarming picture book reassures children that sometimes, everything we need--courage, joy, peace, and love--is already inside us.	Watson Technology Center
All the Rocks We Love	Perron, Lisa Varchol	Kirkus, Booklist	Lower Elementary	Children love rocks. Rocks appear in jacket pockets, on windowsills, in the car, in their hiding places, and most often, in their little grips. Rocks are universal - they can be found in all climates, countries, and communities - making themselves available to anyone who craves the tactile pleasure of holding a perfectly sized, unfragile, unowned object. They can be collected, compared, stacked, plunked into water, painted, and shared. This book is an appreciation of their versatility and appeal, paired with the presentation of real types of rocks and their play-worthy attributes. The backmatter provides just enough extra information about each of the rocks included in the book. Written by a children's author and psychotherapist, in partnership with her geologist husband, and illustrated with both warmth and accuracy, this nonfiction ode to rocks will speak to all little hands and hearts.	Watson Technology Center
Ancient Egypt	Messner, Kate	SLJ, Booklist	Upper Elementary	Includes bibliographical references (pages 188-192) and index. "Myths! Lies! Secret mummy curses? Grab your head lamp, the award-winning History Smashers are headed to Ancient Egypt to dig up the truth about this incredible early civilization-and the many myths that will be buried once and for all"-- Provided by publisher.	Watson Technology Center
Bears Make the Best Reading Buddies	Oliver, Carmen	Hornbook, Kirkus	Lower Elementary	All the students in the class are assigned reading buddies, except for Adelaide. She already has one, a bear! And Adelaide is quite persuasive as she explains to her language arts teacher, Mrs. Fitz-Pea, and the reader, that bears really do make the best reading buddies: they sniff out good books and their claws are just right for turning pages. And the bear looks rather friendly (and studious) in these crayon-bright, contemporary illustrations, making this is must-read picture book for story time!	Watson Technology Center
Bees & Wasps	MacLaine, James	NF	Lower Elementary	Introduces bees and wasps, including information on identification, life cycle and habitat, as well as what they eat, and how they communicate with each other.	Watson Technology Center
Case Files	Green, John Patrick	series	Upper Elementary	Special agents Mango and Brash are back again, and this time they'll be asking their readers for help in cracking the case! The gators have been given a brand new add-on for their V.E.S.T.s to help with gathering evidence and making sense of clues - the G.R.I.D. (Gator Reasoning, Inquiry, Deduction) - and with that powerful tool in hand, kids can follow along as they solve six brand-new mysteries! Featuring plenty of familiar faces from investigations past, as well as a few brand new suspects, Mango and Brash and YOU (the reader) will get to the bottom of cases big and small!	Watson Technology Center
Chinese New Year Helper	Chang Compestine, Ying	SLJ, Kirkus	Lower Elementary	Jia, eager to help with Chinese New Year preparations at her family's restaurant, is disappointed when told she is too young until she unexpectedly becomes a vital part of the lion dance performance.	Watson Technology Center
Creaky Acres	Brill, Calista	SLJ, Kirkus	Upper Elementary	Ten-year-old African American Nora learns to love to her new home in rural Greenville when she starts an eventing team with the horseback riders at Creaky Acres.	Watson Technology Center
Desaire de Futbol	Maddox, Jake	series	Upper Elementary	Quincy has worked hard in order to move up to the A-level soccer team where he can play with his friend Will, but when he becomes a starter and Will is benched it seems like their friendship is suddenly on the rocks.	Watson Technology Center
Dinosaurs	Priddy, Roger	NF	Lower Elementary	This fantastic novelty format is aimed at children aged three and over. Each of the illustrated pages is full of things for children to spot and look for as they learn about different dinosaurs from the fearsome meat eaters to the unusual reptiles who lived under the sea and more.	Watson Technology Center

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Dinosaurs: Fact and Fable	Simon, Seymour	SLJ, Kirkus	Upper elementary	ncludes bibliographical references (page 48) and index. "Scientists have dug up and uncovered many facts about dinosaurs--and in the process, they have come across many myths. This . . . book digs deep into the Age of Dinosaurs, covering topics such as fossilization, plate tectonics, dinosaur diets, paleontology, extinction theories, dinosaur relatives, and more"	Watson Technology Center
Dream	O'Connor, Barbara	SLJ, Kirkus	Upper elementary	Idalee Lovett's summer is full of friendship and a dream of country music fame. O'Connor revisits the Blue Ridge Mountains town of Colby, North Carolina (the setting of 2016's Wish), where 11-year-old first-person narrator Idalee aspires to become her mother's songwriter. Lovey Lovett and the Junkyard Dogs sing covers of popular songs, but Idalee, who comes from generations of country musicians, believes her original compositions can help her mother rise to stardom.	Watson Technology Center
Eagles	Riggs, Kate	Booklist, Wilsons	Lower Elementary	Includes bibliographical references (page 24) and index. "A basic exploration of the appearance, behavior, and habitat of eagles, Earth's most widespread birds of prey. Also included is a story from folklore explaining why people respect eagles	Watson Technology Center
El Conejito Knuffle: Un cuento aleccionador	Willems, Mo	Hornbook, Criticas	Lower Elementary	Trixie becomes very unhappy when she accompanies her daddy to the laundromat and realizes she has lost her stuffed bunny.	Watson Technology Center
El increíble niño menguante	McDonald, Megan	Booklist, Criticas	Lower Elementary	The shortest kid in the second grade, James Moody, also known as Stink, learns all about the shortest president of the United States, James Madison, when they celebrate Presidents' Day at school	Watson Technology Center
Gate, the Girl, and the Dragon, The	Lin, Grace	SLJ, Kirkus	Upper elementary	Stone spirit Ji is stuck in the People's world, but with the help of his new friends Lulu and Worm, he hopes to find a way back home through the Old City Gate before it disappears forever.	Watson Technology Center
I Am Strong!	Parr, Todd	SLJ, Kirkus	Lower Elementary	Am Strong! celebrates all the different ways we show strength and resilience. Whether you're creative, caring, or not afraid to cry, this book offers the perfect affirming message for anyone who needs a reminder that they can get through anything.	Watson Technology Center
I Have a Dream	Luther King, Martin	SLJ, Kirkus	Lower Elementary	Presents illustrations and the text of the speech given by Dr. Martin Luther King, Jr. on August 28, 1963, at the Lincoln Memorial, in which he described his visionary dream of equality and brotherhood for humankind.	Watson Technology Center
I'm Not Scared Book	Parr, Todd	Kirkus, Hornbook	Lower Elementary	With his colorful illustrations, playful humor, and inclusive storytelling, beloved author Todd Parr has long been a favorite among young readers and caregivers. His books promote an essential message of love and acceptance that is inspiring, empowering, and accessible.	Watson Technology Center
Last Mapmaker	Soontornvat, Christina	SLJ, Kirkus	Upper Elementary	Joining an expedition to chart the southern seas, twelve-year-old mapmaker's assistant Sai, posing as a well-bred young lady with a glittering future, realizes she's not the only one on board harboring secrets when she discovers the ship's true destination.	Watson Technology Center
Libros Libres, Sobre Ruedas: Books on Bikes (Spanish Edition)	Isabel Campoy, F	NF	Lower Elementary	Inspired by real-life book bike programs, this magnificent picture book from the authors of Maybe Something Beautiful celebrates how one child's small act can transform communities.	Watson Technology Center
Little Shaq: Star of the Week	O'Neal, Shaquille	series	Lower Elementary	Little Shaq has always wanted his own kitten, but his parents aren't sure he is responsible enough. When Little Shaq is chosen as his class's Star of the Week, he's sure it's his moment to prove that his parents can count on him. Will Little Shaq be able to show he's ready for his very own pet?	Watson Technology Center
Look How Much I've Grown in Kindergarten	Ahiyya, Vera	SLJ, Kirkus	Lower Elementary	Kindergartener Mason learns there are lots of different ways to grow.	Watson Technology Center

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Los Dinosaurios	Zoehfeld, Kathleen Weidner	NF	Lower Elementary	Huesos grandes y escalofriantes! -- Desenterrando dinosaurios -- La piel del dinosaurio -- Dinosaurios superestrellas -- Los mas pequenos -- Los gigantes -- Caminando en puntas de pie -- Que comian los dinosaurios? -- Dinosaurios mamas y bebes -- Es ESO un dinosaurio? -- Tu mascota el dinosaurio. Contains illustrations and information about the dinosaurs that once roamed the Earth	Watson Technology Center
Millie Magnus Won't Be Bullied	Mazique, Brittany	Booklist, Kirkus	Lower Elementary	Millie Magnus has huge love for many things--her mom, her friends, her baby chicken, Extra Spicy, and even her hot pink rain boots. She loves school, too, and can't wait for Field Day, when her mom--the mayor of Washington, D.C.--will be her partner in the three-legged race.	Watson Technology Center
Monster at the End of This Book, The	Stone, Jon	series	Lower Elementary	Lovable, furry old Grover is distressed to learn that there's a monster at the end of this book! He begs readers not to turn the pages, but of course kids feel they just have to see this monster for themselves	Watson Technology Center
My Book about Christmas by Me, Myself: With Some Help from the Grinch & Dr. Seuss	Seuss, Dr.	NF	Lower Elementary	activity book based on How the Grinch Stole Christmas has the easy-to-read and easy-to-fill-in style of Dr. Seuss's classic My Book About Me. Elementary school-age children will be excited to write-and draw-about their family, school, and community holiday traditions.	Watson Technology Center
National Geographic Readers: Rocas Y Minerales (L2)	Weidner Zoehfeld, Kathleen	NF	Lower Elementary	Rocks and minerals. Photographs and text introduce rocks and minerals, covering the rock cycle, fossils, gemstones, and rock types.	Watson Technology Center
One Thing You'd Save	Sue Park, Linda	SLJ, Kirkus	Upper Elementary	When a teacher asks her class what one thing they would save in an emergency, some students know the answer right away. Others come to their decisions more slowly. And some change their minds when they hear their classmates' responses. A lively dialog ignites as the students discover unexpected facets of one another--and themselves	Watson Technology Center
Paper Airplanes on the Loose: A Graphic Novel	Murray, Laura	Series	Lower Elementary	Students at school learn how to make paper airplanes, but when Maya gets hers stuck in a tree The Gingerbread Man figures how to rescue it.	Watson Technology Center
Pocket Bear	Applegate, Katherine	SLJ, Kirkus	Upper Elementary	A teddy bear named Pocket Bear born during World War One as a good luck charm finds himself a century later as the unofficial mayor of Second Chances Home for the Tossed and Treasured, where stuffed toy animals are refurbished and given a fresh opportunity to be loved. He and his best feline friend Zephyrina, known far and wide as 'The Cat Burglar', have seen it all, and then some	Watson Technology Center
Ready, Set, Dough!	Baptist, Kelly J.	SLJ, Kirkus	upper Elementary	Sixth-grader Zoe sets her sights on winning a laptop by becoming the top cookie-dough seller in her class, but as she becomes more obsessed with winning, she begins to lose sight of what is really important.	Watson Technology Center
Rocks and Minerals	Zoehfeld, Kathleen Weidner	NF	Lower Elementary	Photographs and text introduce kids rocks and minerals, covering the rock cycle, fossils, gemstones, and rock types.	Watson Technology Center
Roster Rebound	Maddox, Jake	series	Upper Elementary	Since Nina's middle school in her new home in tiny Janesville, Illinois, does not have a girls basketball team, she tries out for the boys team and makes the roster--but the hostility of one the players threatens to disrupt the whole team.	Watson Technology Center
Scaredy Squirrel Goes Camping	Watt, Melanie	series	Lower Elementary	Afraid of camping, Scaredy Squirrel decides to watch television instead but quickly realizes he needs to plug his television into an outlet, so he makes a plan to brave the great outdoors.	Watson Technology Center
Se venden gorras	Slobodkina, Esphyr	SLJ, Wilsons	Lower Elementary	A band of mischievous monkeys steals every one of a peddler's caps while he takes a nap under a tree.	Watson Technology Center
Sharks [With More Than 30 Stickers]	Priddy, Roger	NF	Lower Elementary	Explore the wonders of the Sharks and other creatures of the deep in Priddy Explorers: Sharks. This beautiful book is full of exciting information, fascinating photographs, and colorful illustrations of sharks, fish, and the deep oceans they live in.	Watson Technology Center

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Smart Kids: Space	Priddy, Roger	NF	Lower Elementary	Open your eyes to a world of discovery with this amazing fact-packed book all about space from Roger Priddy. From the Solar System to the Milky Way, from Mars to Mercury, from UFOs to the Space Shuttle, Smart Kids Space is an ideal first guide to the mysteries and wonders of our incredible universe.	Watson Technology Center
Sounds Like Joy	Moises, Yesenia	SLJ, Kirkus	Lower Elementary	"One day, Joy finds something unexpected on the ocean reef. When she shakes it, it makes a brand-new noise! Soon she and her aquatic animal friends are dancing to the beat and feeling amazing . . . until her 'jingle-jangle' loses a few important pieces and stops making the special sound she loves. The little mermaid's friends spring into action with some creative noisemaking to cheer her up! How can they use what they have under the sea to make the sound she's missing?	Watson Technology Center
Square	Barnett, Mac	SLJ, Kirkus	Lower Elementary	This book is about Square. This book is also about Square's friend Circle. Also it is about Square trying to make something perfect like Circle is. But it is hard to make something perfect	Watson Technology Center
Stink and the Attack of the Slime Mold	McDonald, Megan	SLJ, Booklist	Lower Elementary	"Stink may be a super science freak, but even Dr. Stinkelstein is feeling freaked out about having a slime mold living and growing in his very own room. At Saturday Science Club, Stink learns that these one-celled organisms are smart enough to find their way out of mazes and gang up on food sources"	Watson Technology Center
Suena a AlegrÃa: Sounds Like Joy (Spanish Edition)	Moises, Yesenia	SLJ, Kirkus	Lower Elementary	"One day, Joy finds something unexpected on the ocean reef. When she shakes it, it makes a brand-new noise! Soon she and her aquatic animal friends are dancing to the beat and feeling amazing . . . until her 'jingle-jangle' loses a few important pieces and stops making the special sound she loves. The little mermaid's friends spring into action with some creative noisemaking to cheer her up! How can they use what they have under the sea to make the sound she's missing?	Watson Technology Center
The Age of Enchantment	Lois James, Anna	Booklist, Kirkus	Upper elementary	When Juniper discovers she is an Enchanter, she must leave behind everything she knows to begin studying at the Thistledown Academy. And when her twin brother, Rafferty, begins an apprenticeship at a nearby bookbinder to be close to her, he too has adventures of his own.	Watson Technology Center
There Was an Old Lady Who Swallowed a Fly	Adams, Pam	NF	Lower Elementary	Presents the traditional song with illustrations on die-cut pages revealing all the old lady swallowed	Watson Technology Center
Titanic, The	Messner, Kate	series	Upper Elementary	"A nonfiction book about the hidden truth behind the sinking of the Titanic with sidebars, illustrations, photos, and graphic panels	Watson Technology Center
True Story of the 3 Little Pigs, The	Scieszka, Jon	Kirkus, SLJ	Lower Elementary	The classic story told from the wolf's point of view.	Watson Technology Center
Whiz Kid	Lyons, Kelly Starling	Kirkus, SLJ	Lower Elementary	When Miles teams up with his friends to enter a citywide science competition, his cousin Cam, who made it to regionals the year before, offers to help, but while everyone else is rocking the project, Miles feels like the weak link"	Watson Technology Center
Who Is Lebron James?	Hubbard, Crystal	series	Upper Elementary	"LeBron James is an international superstar who has won four NBA Championships, earned two Olympic gold medals, written books, and starred in blockbuster movies. He has played for the Los Angeles Lakers, the Miami Heat, and the Cleveland Cavaliers, and has gained fans across the country as he led each of those three teams to victory. Many basketball lovers consider LeBron James to be one of the greatest players of all time. But how did LeBron come to be 'King James?' Find out all about LeBron's childhood, how he started playing basketball at the age of nine, and went on to rule the court in this book	Watson Technology Center
Who Is Shohei Ohtani?	Buckley, James, Jr.	series	Upper Elementary	ohei Ohtani, also known as 'Shotime,' is widely known for his skills in both pitching and hitting. At the 2016 Japan Series, Ohtani led his team, the Fighters, to victory. He later signed to the Los Angeles Angels in 2017 and earned the title of American League Rookie of the Year in 2018. In 2021, Ohtani made Major League Baseball history with over ten homeruns, over twenty stolen bases, and over one hundred strikeouts.	Watson Technology Center

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Who Is Simone Biles?	Loh, Stefanie	series	Upper Elementary	In 2021, Simone Biles shocked the world when she pulled out of the Tokyo Olympic Games after experiencing the 'twisties'--a scary feeling during which gymnasts lose control of their bodies while mid-air. Audiences had expected Simone to dominate these games. With seven Olympic medals, twenty-five World Championships medals, and four gymnastic skills named after her, she is considered to be the G.O.A.T. of women's gymnastics.	Watson Technology Center
Whoa Panda!	S Jennings, C	SLJ, Kirkus	Lower Elementary	Panda gets excited when he sees a potential friend. So excited, he's apt to put his cold, wet nose right in their face! Eeek! Whoa Panda! Fortunately Panda has a friend to help him navigate how close is too close. And before long, he is able to say "Way to go, Panda" instead of "Whoa Panda!"	Watson Technology Center
Words with Wings and Magic Things	Burgess, Matthew	SLJ, Kirkus	Upper Elementary	a spellbinding collection of poems for young readers that celebrates the power of words to awaken the imagination and alchemize the everyday.	Watson Technology Center
Worry-Worry Whale Made 32 Mistakes, The	Diesen, Deborah	SLJ, Kirkus	Lower elementary	"Willa is discouraged! She's learning something new. She's tried and tried, but no success. . . She's sure she'll never get it. . . But could it be a good thing to make thirty-two mistakes? Swim along with Willa Whale as she explores the experience of trying, practicing, and making mistakes. She might just discover that everyone makes mistakes when they try new things	Watson Technology Center
The One and Only Family (Playaway)	Applegate, Katherine	Kirkus, Horn Book	Upper Elementary	This final book in Applegate's quartet finds beloved silverback gorilla Ivan faced with yet another life-changing challenge: parenthood. This unexpected (to Ivan) turn of events stirs up complicated memories of his birth family, causing him to wonder if he can be a good parent and troop leader. How much of this does Ivan want to remember and how much of his past should he share with his friends and present family? Following him and his anxieties is a filmmaker documenting every momentous juncture along the way, which serves only to amplify Ivan's worries.	Watson Technology Center
Heroes (Playaway)	Gratz, Allen	Kirkus, Horn Book	Upper Elementary	December 6, 1941: Best friends Frank and Stanley have it good. Their dads are Navy pilots stationed at Pearl Harbor in Hawaii, and the boys get a front-row view of the huge battleships and the sparkling water. Yes, World War II is raging in Europe and in Asia, but the US isn't involved in the war, and the boys are free to dream about becoming comic book creators. They've even invented a superhero of their own, in the style of Batman, Superman, Captain America, and other stars of the Golden Age of Comics. Maybe they'll even get their comic published someday. December 7th, 1941: Everything explodes.	Watson Technology Center
Pablo and Splash	Dempsey, Sheena	2/series	Upper elementary	Pablo and Splash, best-friend Antarctic penguins with contrasting personalities, set off for a vacation but end up in a time-travel machine that takes them back to the dinosaur age, and must find a way to get back home before they become dino snacks. In gaphic novel format.	Weaver
Pablo and Splash: Roman Holiday	Dempsey, Sheena	release date 11/5/series	Upper elementary	Join time-travelling penguins Pablo and Splash on an expedition to Ancient Rome. In graphic novel format.	Weaver
Two-Headed Chicken 2. Beak to the Future	Angleberger, Tom	Series	Upper elementary	"The two-headed chicken is back, with twice the adventure, twice the jokes, and a lot more heads (wait, did they just accidentally turn into a double-headed space snake?). Having lost the Astrocap(tm) somewhere in the multiverse, our intrepid hero dons the Timecap (tm) to scour the timestream, which looks a lot like broccoli, in search of it. But danger and drama await with every time-hopping POOZB! of the Timecap(tm), including hungry dinosaurs, fierce werewolves, poet Emily Dickinson, a fish with a mustache who wants to talk about feelings, and even the return of the chicken's archenemy, Kernel Antlers, the shape-shifting moose!"	Weaver
Finders Creatures #2, Alarm at the Farm!	Jones, P. Knuckle	Series	Upper elementary	In this hilarious graphic novel mystery, detective-in-training Finder and her friends are back on the case, as they investigate what exactly is going on at Old Lady Goose Liver's farm! Perfect for fans of The InvestiGators!	Weaver

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Soy Sauce!	Lee, Laura	5	Lower Elementary	Luan makes a classic Chinese soy sauce. Haru uses his own recipe at his family's traditional Japanese brewery. And Yoo-mi's Korean soy sauce features special ingredients to make it spicy and sweet. With unique ingredients that reflect different Asian cultures, and a brewing process that can take years, even decades, soy sauce holds deep meaning and flavorful history in every drop	Weaver
A career in architectural design	Coffelt, Nancy	2	Upper Elementary		Williams
A Knot Is Not a Tangle	Nayeri, Daniel	5	Lower Elementary		Williams
A song for two homes	Datcher, Michael	4	Lower Elementary		Williams
Adventures in math : how to level up your math game	Wu, Carleigh	2	Upper Elementary		Williams
Andre Leon Talley --A Fabulously Fashionable Fairy Tale	Weatherford, Carole Bosto	4	Lower Elementary		Williams
Beatrix Butterfly wings it for once	Morris, Maren	2	Lower Elementary		Williams
Billie Jean Peet, athlete	Beaty, Andrea	2	Lower Elementary		Williams
Bounce! : a scientific history of rubber	Albee, Sarah	2	Lower Elementary		Williams
Broken	Fang, X	5	Lower Elementary		Williams
Building a beak : how a toucan's rescue inspired the world	McMurdie, Becca	1 NF	Lower Elementary		Williams
Burst your bubble! : outsmart the algorithms and see what you're missing	Grant, Joyce	2	Lower Elementary		Williams
Codebreaker Charlotte	Wang, Cedar	1 NF	Lower Elementary		Williams
Don't eat Eustace	Cho, Lian	5	Lower Elementary		Williams
El Libro De Los Monos / the Book of Monkeys (Spanish Edition) Un Libro Infantil De No-Ficcion En Espanol Para Ninos Y N	Gwis, Asia	NF	Lower Elementary		Williams
El oso polar y la bailarina	Velasquez, Eric	1 STEM wordless	Lower Elementary		Williams
Electric birds of Pothakudi	Karthika Nair	2	Lower Elementary		Williams

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Else B. in the sea : the woman who painted the wonders of the deep	Harvey, Jeanne Walker	2	Lower Elementary		Williams
Erno Rubik and his magic cube	Aradhya, Kerry	5	Lower Elementary		Williams
From bam! To burp! : a carbon atom's never-ending journey through space, time, and YOU	Stewart, Melissa	3	Lower Elementary		Williams
Hornbeam by and large	Rylant, Cynthia	2	Lower Elementary		Williams
How do you turn data into drawings? : a statistics book about graphs and data	Grider, Clayton Tobias	NF	Upper Elementary		Williams
How to explain robotics to a grown-up	Spiro, Ruth	NF	Lower Elementary		Williams
How to grow a family tree	Birdsong, Bea	3	Lower Elementary		Williams
Humpback Whales A Migration Story	Amstutz, Lisa	NF	Lower Elementary		Williams
I hear the snow, I smell the sea	Milusich, Janice	5	Lower Elementary		Williams
I truck : a big rig's epic trip	Schmitt, Kelly Rice	2	Lower Elementary		Williams
If you make a call on a banana phone	Sterer, Gideon	4	Lower Elementary		Williams
Lena the chicken (but really a dinosaur!)	Bailey, Linda	5	Lower Elementary		Williams
Little Moments in a Big Universe	Stewart, Todd	2	Lower Elementary		Williams
Lost Evangeline	DiCamillo, Kate	4	Upper Elementary		Williams
Newest Gnome	Soloy, Lauren	3	Lower Elementary		Williams
Planning Grandma's party : measurements, fractions & fun	Chytilova, Lenka	2	Lower Elementary		Williams
Run the world like a girl : international women leaders	Graham, Kate	NF	Upper Elementary		Williams
Skybound! : starring Mary Myers as Carlotta, daredavil aeronaut and scientist	Ganz-Schmitt, Sue	3	Upper Elementary		Williams

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
So rude! : animals behaving badly	Fries-Gaither, Jessica	NF	Lower Elementary		Williams
Sustainable structures : 15 eco-conscious buildings around the world	McMillan, Kate	NF	Upper Elementary		Williams
That swingin' sound : the musical friendship of Ella Fitzgerald and Louis Armstrong	Rajan, Rekha S	4	Lower Elementary		Williams
The buzz on wild bees : the little-known pollinators that keep out planet humming	Vermond, Kira	NF	Upper Elementary		Williams
The Cherokee : people, culture, and history	Barnes, Twila M	NF	Upper Elementary		Williams
The Letter Setters in Fun!	Long, Ethan	2	Lower Elementary		Williams
The little green swing	Maier, Brenda	2	Lower Elementary		Williams
The shape of things : how mapmakers picture our world	Robbins, Dean	3	Lower Elementary		Williams
The spy in the museum : how Rose Valland saved art from the Nazis	McGuire, Erin	3	Lower Elementary		Williams
The treasure of Ocean Parkway	Tash, Sarvenaz	2	Upper Elementary		Williams
The trickster shadow	Pawis-Steckley, Joshua Mangeshig	2	Lower Elementary		Williams
The witch in the tower	Sarda, Julia	3	Lower Elementary		Williams
This is not a small voice : poems by Black poets		2	Upper Elementary		Williams
To activate space portal, lift here	Portis, Antoinette	4	Lower Elementary		Williams
Unlocking the universe : the cosmic discoveries of the Webb Space Telescope	Slade, Suzanne	2	Upper Elementary		Williams
Up periscope! : how engineer Raye Montague revolutionized shipbuilding	Swanson, Jennifer	4	Lower Elementary		Williams
What medicine can do	Balkan, Gabrielle	3	Lower Elementary		Williams

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Whirligigs : the wondrous windmills of Vollis Simpson's imagination	Weatherford, Carole Boston	5	Upper Elementary		Williams
White winter	Lukesova, Milena	2	Lower Elementary		Williams
Wildlife crossings : protecting animal pathways around the world	Barr, Catherine	2	Lower Elementary		Williams
Yumbo gumbo	Dawson, Keila V	2	Lower Elementary		Williams

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Even if it Breaks your Heart	Hahn, Erin	4	YA		Garland High
Love Points to You	Lin, Alice	2	YA		Garland High
Say a Little Prayer	Voris, Jenna	4	YA		Garland High
Everything I Promised You	Upperman, Katy	3	YA		Garland High
The Cactus Air Force : air war over Guadalcanal	Hammel, Eric M	NF Used for Research	AD		Garland High
A spell to wake the dead	Lesperance, Nicole	4	YA		Garland High
All the tomorrows after	Yi, Joanne	2	YA		Garland High
All's fair in love and field hockey	Rosewater, Kit	3	YA		Garland High
Angelica : for love and country in a time of revolution	Beer, Molly	1 NF	AD		Garland High
Balancing act	Chase, Paula	3	YA		Garland High
Daring : the life and art of Elisabeth Vigee Le Brun	Pomeroy, Jordana	3	YA		Garland High
Den of liars	Olson, Jessica S	3	YA		Garland High
Donut summer	Kelly, Anita	4	YA		Garland High
Falling like leaves	Wilson, Misty	3	YA		Garland High
Four lives remain. Tatsuya Endo before spy x family	Endo, Tatsuya	1 SERIES	YA		Garland High
Frankenstein lives : the legacy of the world's most famous monster	Ruditis, Paul	2 NF	AD		Garland High
Genocide and propaganda : a primary source collection	Bartrop, Paul R	1 NF	AD		Garland High
Ghosts of Hiroshima	Pellegrino, Charles R	2 NF	AD		Garland High
Hello sunshine	Young, Keezy	3	YA		Garland High
I Wanna Be Your Girl Vol. 2	Takase, Umi	3	YA		Garland High
I wanna be your girl. 1	Takase, Umi	3	YA		Garland High
Kimi ni todoke: Soulmate. 3 =From me to you: Soulmate.3	Shiina, Karuho	SERIES	YA		Garland High
Love at full tilt	Howe, Jenny L	2	YA		Garland High
Love unmasked	Dean, Becky	2	YA		Garland High
Picture perfect boyfriend	Dean, Becky	2	YA		Garland High

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The CIA Book Club : the secret mission to win the Cold War with forbidden literature	English, Charlie	2	AD		Garland High
The devil is a part-timer! 3	Wagahara, Satoshi	SERIES	YA		Garland High
The good vampire's guide to blood & boyfriends	D'Amato, J. L	2	YA		Garland High
The summer Hikaru died. 3	Mokumokuren	2	YA		Garland High
The summer Hikaru died. 4	Mokumokuren	2	YA		Garland High
The summer Hikaru died. 5	Mokumokuren	2	YA		Garland High
The summer Hikaru died. 6	Mokumokuren	2	YA		Garland High
This is where we die	He, Cindy R. X	4	YA		Garland High
Toilet-bound Hanako-kun. 4	AidaIro	SERIES	YA		Garland High
Tripping over you. 1	White, Owena	3	YA		Garland High
Witchy stitching : 25 patterns to haunt your home	Black, Meg	2	AD		Garland High
You and me on repeat	Shyne, Mary	4	YA		Garland High
Edens zero. 17	Mashima, Hiro	Series	YA		Garland High
Edens zero. 18	Mashima, Hiro	Series	YA		Garland High
Edens zero. 19	Mashima, Hiro	Series	YA		Garland High
Edens zero. 20	Mashima, Hiro	series	YA		Garland High
Edens zero. 21	Mashima, Hiro	Series	YA		Garland High
Edens zero. 22	Mashima, Hiro	Series	YA		Garland High
Edens zero. 23	Mashima, Hiro	series	YA		Garland High
Edens zero. 24	Mashima, Hiro	series	YA		Garland High
Edens zero. 25	Mashima, Hiro	series	YA		Garland High
Edens zero. 26	Mashima, Hiro	series	YA		Garland High
Edens zero. 27	Mashima, Hiro	Series	YA		Garland High
Edens zero. 28	Mashima, Hiro	Series	YA		Garland High
Edens zero. 29	Mashima, Hiro	Series	YA		Garland High
Mint to Be	Cicatelli-Kuc, Katie	2	YA		Garland High
A feast for the eyes	Crespo, Alex	4	Young Adult		Lakeview Centennial
Abuzz	Chase, Amy	3	Young Adult		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
All the world's your stage	Karim-Cooper, Farah	1; NF	Middle School		Lakeview Centennial
An ocean apart	Tew, Jill	3	Young Adult		Lakeview Centennial
And the river drags her down	Yun, Jihyun	4	Young Adult		Lakeview Centennial
Astral panic	Hicks, Katie	3	Young Adult		Lakeview Centennial
Beautiful brutal bodies	Cheng, Linda	3	Young Adult		Lakeview Centennial
Between the pipes	McLeod, Albert	3	Young Adult		Lakeview Centennial
Black history is your history	Cassidy, Taylor	2	Young Adult		Lakeview Centennial
Chappell Roan : a vibrant journey through the career and influence of the indie-pop superstar	Day, Harbert	2	Young Adult		Lakeview Centennial
Children of the Night	Setian, Victoria	4	Young Adult		Lakeview Centennial
CompTIA A+ complete study guide : Core 1 Exam 220-1101 and Core 2 Exam 220-1102	Docter, Quentin	NF	Adult		Lakeview Centennial
Cope field	Simpson, T. L	2	Young Adult		Lakeview Centennial
Creative writing with Miss Mary Mac : a handbook for young and future authors	McInerney, Mary	2	Young Adult		Lakeview Centennial
Creepy cat. 1	Cotton Valent	2	Young Adult		Lakeview Centennial
Creepy cat. 2	Cotton Valent	Series	Young Adult		Lakeview Centennial
Creepy cat. 3	Cotton Valent	Series	Young Adult		Lakeview Centennial
Cry	Valdes, Alisa	2	Young Adult		Lakeview Centennial
Curious cases: true crime for kids : hijinks, heists, mysteries, and more	Valley, Rebecca	NF	Middle School		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Dead ends! : flukes, flops & failures that sparked medical marvels	Fitzharris, Lindsey	3	Middle School		Lakeview Centennial
Dead Fake	Ralph, Vincent	2; NYP	Young Adult		Lakeview Centennial
Deadly ever after	Johnson, Brittany	4	Young Adult		Lakeview Centennial
Devils like us	Thompson, L. T	4	Young Adult		Lakeview Centennial
Don't forget to breathe	Shrum, Brianna R	2	Young Adult		Lakeview Centennial
Escape to the North	Rojas, Carlos Hugo	2	Young Adult		Lakeview Centennial
Fall of the fireflies	McCall, Guadalupe Garcia	4	Young Adult		Lakeview Centennial
Famous activists	Olson, Elsie	1; NF	Middle School		Lakeview Centennial
Famous athletes	Ross, Melissa B	1; NF	Middle School		Lakeview Centennial
Famous entrepreneurs	Koestler-Grack, Rachel A	1; NF	Middle School		Lakeview Centennial
Famous inventors	Ross, Melissa B	1; NF	Middle School		Lakeview Centennial
Famous musicians	Olson, Elsie	1; NF	Middle School		Lakeview Centennial
Famous scientists	Olson, Elsie	1; NF	Middle School		Lakeview Centennial
Final cut	Worley, Olivia	2	Young Adult		Lakeview Centennial
Future forward : harnessing artificial intelligence	McPherson, Stephanie Sammartino	2	Young Adult		Lakeview Centennial
Girls who play dead	Wellington, Joelle	4	Young Adult		Lakeview Centennial
Great escapes : inspiring real-life adventures...	Long, David	3	Upper Elementary		Lakeview Centennial
Hazelthorn	Drews, C. G	4	Young Adult		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Heart check : a varsity novel	Charlotte, Emily	4	Young Adult		Lakeview Centennial
Hiroshia Sawada's the barista book : a coffee lover's companion with brewing tips and over 50 recipes.	Sawada, Hiroshi	NF	Adult		Lakeview Centennial
Hot hair	Loh-Hagan, Virginia	2	Middle School		Lakeview Centennial
How the Ghost Army hoodwinked Hitler : the story of American artistry and deception in World War II	Siegel, Rebecca	4	Middle School		Lakeview Centennial
I'll find you where the timeline ends	Baker, Kylie Lee	4	Young Adult		Lakeview Centennial
I, in the Shadows	Bovalino, Tori	2	Young Adult		Lakeview Centennial
If All the Stars Go Dark	Prince, S. G	3	Young Adult		Lakeview Centennial
Influenced	Littman, Sarah	3	Young Adult		Lakeview Centennial
Kamudo. 1	Himekawa, Akira	2	Young Adult		Lakeview Centennial
Kendrick Lamar	Jones, Casey DW	1; NF	Middle School		Lakeview Centennial
Killer instinct	Barnes, Jennifer Lynn	5	Young Adult		Lakeview Centennial
Last chance live!	Henry, Helena Haywoode	3	Young Adult		Lakeview Centennial
Makeup magic	Loh-Hagan, Virginia	1; NF	Middle School		Lakeview Centennial
Mindworks	Shusterman, Neal	3	Young Adult		Lakeview Centennial
My fair monster	Rivera, Adrienne	3	Young Adult		Lakeview Centennial
Never seen the stars	Korsh, Kate	4	Young Adult		Lakeview Centennial
Organized crime	Black, J. Anderson	2	Young Adult		Lakeview Centennial
Oxford Blood	Davis-Featherstone, Rachael	3	Young Adult		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Phenomenal moments : revealing the hidden science around us	Frankel, Felice	4	Young Adult		Lakeview Centennial
Red as royal blood	Hart, Elizabeth	3	Young Adult		Lakeview Centennial
Run away with me	Selznick, Brian	5	Young Adult		Lakeview Centennial
Run Home	Bermudez, Alyssa	3	Middle School		Lakeview Centennial
Run the world like a girl : international women leaders	Graham, Kate	2	Upper Elementary		Lakeview Centennial
Sabrina Carpenter : a vibrant journey through the career and influence of a pop princess	Fragassi, Selena	1; NF	Young Adult		Lakeview Centennial
Shiny happy people	Chapman, Clay McLeod	4	Young Adult		Lakeview Centennial
Ten terrible criminals	Davis, Jane R	1; NF	Upper Elementary		Lakeview Centennial
The butterfly's sting	Harlow, Abbie	2	Young Adult		Lakeview Centennial
The devouring light	Ellis, Kat	3	Young Adult		Lakeview Centennial
The Great Disillusionment of Nick and Jay	Douglass, Ryan	2	Young Adult		Lakeview Centennial
The House of Saphir	Meyer, Marissa	4	Young Adult		Lakeview Centennial
The leaving room	McBride, Amber	5	Young Adult		Lakeview Centennial
The library of lost girls	Pipps, Kristen	3	Young Adult		Lakeview Centennial
The manga guide to Japanese food : everything you want to know about the history, ingredients and folklore of Japan's unique cuisine	Nagashima, Hiroshi	1; NF	Adult		Lakeview Centennial
The Nazi conspiracy : the secret plot to kill Roosevelt, Stalin, and Churchill	Meltzer, Brad	4	Young Adult		Lakeview Centennial
The October girl. Book one	Smith, Matthew Dow	4	Young Adult		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The story of my anger	Mendez, Jasminne	4	Young Adult		Lakeview Centennial
The wildest dreams bookshop	Page, Gracie	4	Young Adult		Lakeview Centennial
There's Always Next Year	Johnson, Leah	4	Young Adult		Lakeview Centennial
Twin Tides	Nguyen, Hien	4	Young Adult		Lakeview Centennial
Under a fire-red sky	McCaughrean, Geraldine	3	Young Adult		Lakeview Centennial
Vanished : seven women magicians who simply disappeared	Hays, Anna	3	Upper Elementary		Lakeview Centennial
Wavelength	Plett, Cale	2	Young Adult		Lakeview Centennial
We're not safe here	Chupeco, Rin	4	Young Adult		Lakeview Centennial
Digital SAT Prep Plus 2024	KAPLAN	Series	YA	Test prep that includes high quality videos and an online portal	Memorial Pathway
House Saphir	Meyer, Marissa	4	9 to 12		Naaman Forest
Coldwire	Gong, Chloe	2	9 to 12		Naaman Forest
Beth Is Dead	Bernet, Katie	2	7 to 12		Naaman Forest
How the Ghost Army Hoodwinked Hitler: The Story of American Artistry and Deception in World War II	Siegel, Rebecca	3	5 to 9		Naaman Forest
Rhiannon	Brinkman, Kiara	2	5 to 9		Naaman Forest
Refugee: The Graphic Novel	Gratz, Alan	2	4 to 7		Naaman Forest
Good Old-Fashioned Korean Spirit	Hyun Sook, Kim and Estrada, Ryan	2	7 to 12		Naaman Forest
And the River Drags Her Down	Yun, Jihyun	5	9 to 12		Naaman Forest
Bad Boy: A Graphic Memoir	Myers, Walter Dean and Sims, Guy A.	3	9 to 12		Naaman Forest
Ultrawild: An Audacious Plan for Rewilding Every City on Earth	Mushin, Steve	2	6 to 8		Naaman Forest
Run Home: A Graphic Memoir	Bermudez, Alyssa	2	5 to 9		Naaman Forest

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Leaving Room	McBride, Amber	4	7 to 12		Naaman Forest
Heart Check	Charlotte, Emily	2	9 to 12		Naaman Forest
Dysfunctional Family's Guide to Murder	Emery, Kate	3	7 to 12		Naaman Forest
Fascinating Fungi: Nourishers, Killers, Connectors, and Healers	Kenney, Karen Latchana	3	7 to 12		Naaman Forest
Ocean Apart	Tew, Jill	3	9 to 12		Naaman Forest
Secret Astronomers	Walker, Jessica	4	7 to 12		Naaman Forest
Reasons We Break	Deo, Jesmeen Kaur	2	9 to 12		Naaman Forest
Butterfly Heart	Backe Ã…stot, Moa and BroomÃ©, Agnes	2	7 to 12		Naaman Forest
Coach	Reynolds, Jason	2	4 to 7		Naaman Forest
We Fell Apart	Lockhart, E.	2	7 to 12		Naaman Forest
Queen's Match	McGee, Katharine	2	9 to 12		Naaman Forest
Red Threads	Nguyen-Hayama, ila	2	7 to 12		Naaman Forest
Shiny Happy People	McLeod Chapman, Clay	4	9 to 12		Naaman Forest
Last Order	Mbalia, Kwame	2	7 to 12		Naaman Forest
16 Forever	Rubin, Lance	2	9 to 12		Naaman Forest
Loudmouth: Emma Goldman vs. America (a Love Story)	Heiligman, Deborah	5	9 to 12		Naaman Forest
Legendary Frybread Drive-In: Intertribal Stories	Smith, Cynthia Leitich	4	7 to 12		Naaman Forest
Incredibly Human Henson Blayze	Barnes, Derrick	4	5 to 9		Naaman Forest
Range (Adapted for Young Readers): How Exploring Your Interests Can Change the World	Epstein, David	3	5 to 9		Naaman Forest
Birth of Genetics	Hakim, Joy	1 NF	9 to 12		Naaman Forest
World Without Summer: A Volcano Erupts, a Creature Awakens, and the Sun Goes Out	Day, Nicholas	3	5 to 9		Naaman Forest
Story of My Anger	Mendez, Jasminne	3	7 to 12		Naaman Forest
Under a Fire-Red Sky	McCaughrean, Geraldine	3	7 to 12		Naaman Forest
Time Traveler's History of Tomorrow	Kulper, Kendall	4	9 to 12		Naaman Forest
Al-sinat al-lahb = Catching fire	Collins, Suzanne	ENG Review	YA	in Arabic	Naaman Forest

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Anne of Green Gables	Montgomery, L. M	Classic	5-8	in Arabic	Naaman Forest
Arabic picture dictionary : learn 1,500 Arabic words and expressions	Farag, Islam Medhat	NF	AD		Naaman Forest
Cac vi than hy lap cua Percy Jaackson	Riordan, Rick	ENG Review	5-8	in Vietnamese	Naaman Forest
Caraval	Garber, Stephanie	ENG Review	YA	in Spanish	Naaman Forest
Chiec bua cua than Thor	Riordan, Rick	ENG Review	5-8	in Vietnamese	Naaman Forest
Co be uong anh trang	Barnhill, Kelly Regan	ENG Review	5-8	in Vietnamese	Naaman Forest
Jin Ayir = Jane Eyre	Bronte, Charlotte	Classic	YA	in Arabic	Naaman Forest
Kibriya wa-hawa = Pride and prejudice	Austen, Jane	Classic	YA	in Arabic	Naaman Forest
"Luat" cua Rodrick	Kinney, Jeff	ENG Review	5-8	in Vietnamese	Naaman Forest
Nguoi anh hung mat tich	Riordan, Rick	ENG Review	5-8	in Vietnamese	Naaman Forest
Nisa' saghirat = Little women	Alcott, Louisa May	Classic	YA	in Arabic	Naaman Forest
Qawanin al-akh al-akbar	Kinney, Jeff	ENG Review	5-8	in Vietnamese	Naaman Forest
The secret garden	Burnett, Frances Hodgson	Classic	5-8	in Arabic	Naaman Forest
Specials	Westerfeld, Scott	8	YA		North Garland
Ghost Queen	Narsimhan, Mahtab	3	6 -12		North Garland
Tales From the Pizzaplex	Cawthon, Scott	2	7-12		North Garland
Definitely Not a Love Story	Seldeen, Claudia Recinos	2	YA		North Garland
Spellbound	Smith, Ronald L.	2	3-10		North Garland
Dime Que Escondes	McManus, Karen M.	4	YA		North Garland
Cheat Code	McIsaac, M.J.	2	6-12		North Garland
AO Biology	Wuerth, Mary	NF	YA		North Garland
The Perfect Picture Day	Diesen, Deborah	6	1-3		North Garland
Exploring Mars	Scientific American	NF	YA		North Garland
Change the Game	Ewing, Eve and Caicedo, Orlando	2	7-12		North Garland
Rogue Waves	Haugen, Brenda	NF	6-12		North Garland
How to be a Young Antiracist	Kendi, Ibram X. and Stone, Nic	NF	9-12		North Garland
Miles Morales Spiderman	Reynolds, Jason	5	7-12		North Garland
Ghost	Reynolds, Jason	6	5-9		North Garland
The Dallas Cowboys	Stewart, Mark	NF	3-6		North Garland
Basic clinical laboratory techniques	Estridge, Barbara H	NF	AD	HOSA Competition	North Garland
Basic life support : provider manual	American Heart Association	NF	AD	HOSA Competition	North Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Forensic Science An Introduction to Scientific and Investigative Techniques	Bell, Suzanne	NF	AD	HOSA Competition	North Garland
Journey Across the Life Span Human Development and Health Promotion	Polan, Elaine	NF	AD	HOSA Competition	North Garland
Lifespan Development	Kato, Sharleen	NF	AD	HOSA Competition	North Garland
Medical Law & Professional Ethics	Ritter/Graham	NF	AD	HOSA Competition	North Garland
Medical law, ethics, & bioethics for the health professions	Tamparo, Carol D	NF	AD	HOSA Competition	North Garland
Nutrition & diet therapy	Roth, Ruth A	NF	AD	HOSA Competition	North Garland
Robert's rules of order, newly revised	Robert, Henry M	NF	AD	HOSA Competition	North Garland
Ultra-processed people : why we can't stop eating food that isn't food	Tulleken, Chris van	NF	AD	HOSA Competition	North Garland
Wheeler's dental anatomy, physiology, and occlusion	Nelson, Stanley J	NF	AD	HOSA Competition	North Garland
Nutrition & Diet Therapy	Roth, Ruth A.	NF	YA	HOSA Competition	North Garland
A fate so cold	Foody, Amanda	4	YA		North Garland
A Fate Unwoven	Edwards, Rachael A	3	YA		North Garland
A steeping of blood	Faizal, Hafsah	2	YA		North Garland
A time traveler's history of tomorrow	Kulper, Kendall	4	YA		North Garland
African Myths	Nardo, Don	NF	YA		North Garland
An ocean apart	Tew, Jill	3	YA		North Garland
Anime world	Marcovitz, Hal	NF	YA		North Garland
Ariana Grande	Edwards, Sue Bradford	NF	YA		North Garland
Artificial intelligence for dummies	Mueller, John	NF	YA		North Garland
Beth Is Dead	Bernet, Katie	2	YA		North Garland
BTS	Bach, Greg	NF	YA		North Garland
Children of the Night	Setian, Victoria	4	YA		North Garland
Chinese Myths	Nardo, Don	NF	YA		North Garland
Coach	Reynolds, Jason	2	YA		North Garland
Coldwire	Gong, Chloe	4	YA		North Garland
Cryptocurrency specialists	Heuer, Mike	NF	YA		North Garland
Cultural guide to anime and manga	Gossin, Pamela	NF	YA		North Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Cynthia Erivo	Popi, Alexis	NF	YA		North Garland
Donald Trump : controversial 47th US president	Steffens, Bradley	NF	YA		North Garland
Eating in moderation and intermittent fasting	Lozzi, Tony	NF	YA		North Garland
Egyptian Myths	Nardo, Don	NF	YA		North Garland
El otono de las luciernagas	McCall, Guadalupe Garcia	NF	YA		North Garland
Everybody has a podcast (except you) : a how-to guide from the first family of podcasting	McElroy, Justin	NF	YA		North Garland
Everything You Need to Know Before You're 18 (But Won't Get Taught in School)	Bowe, Ferne	NF	YA		North Garland
Exploring graffiti and street art	Loonin, Meryl	NF	YA		North Garland
Exploring graphic art	Kitts, W. L	NF	YA		North Garland
Exploring Japanese mythology	Nardo, Don	NF	YA		North Garland
Fall of the fireflies	McCall, Guadalupe Garcia	4	YA		North Garland
Fantasy, romance, and more : genres of anime and manga	Kallen, Stuart A	NF	YA		North Garland
Final cut	Worley, Olivia	2	YA		North Garland
Foods for peak fitness	Radley, Laura D	NF	YA		North Garland
For no mortal creature	Chow, Keshe	3	YA		North Garland
Fruits and vegetables for health	Radley, Laura D	NF	YA		North Garland
Girls who play dead	Wellington, Joelle	4	YA		North Garland
Greek Myths	Nardo, Don	NF	YA		North Garland
Heart check : a varsity novel	Charlotte, Emily	4	YA		North Garland
Holler : a graphic memoir of rural resistance	Nalamalapu, Denali Sai	3	YA		North Garland
How we play the game	Nedd, Alexis	4	YA		North Garland
Indigenous Americans of the Great Basin	Luza, Johannah	NF	YA		North Garland
Indigenous Americans of the Great Plains	Sonneborn, Liz	NF	YA		North Garland
Indigenous Americans of the Pacific Coast	McKinney, Donna B	NF	YA		North Garland
Indigenous Americans of the Southwest	Murrell, Diana	NF	YA		North Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
John Muir : to the heart of solitude	Lomig	NF	YA		North Garland
K-Jane	Kang, Lydia	3	YA		North Garland
Last chance live!	Henry, Helena Haywoode	3	YA		North Garland
Lean protein for health	Radley, Laura D	NF	YA		North Garland
Manga world	Kallen, Stuart A	NF	YA		North Garland
Native American Myths	Nardo, Don	NF	YA		North Garland
No Degree? No Problem --A Real-world Guide to Turning Your Passion into a High-Paying Career	Bohi, Markus	NF	YA		North Garland
Nuts and seeds for health	Clayborne, Leigh	NF	YA		North Garland
Oxford Blood	Davis-Featherstone, Rachael	3	YA		North Garland
Parametric Modeling with Autodesk Fusion 360 (Spring 2022)	Shih, Randy	NF	YA		North Garland
Parametric Modeling with Autodesk Inventor 2023	Shih, Randy	NF	YA		North Garland
Podcasters	Morkes, Andrew	NF	YA		North Garland
Podcasting for dummies	Morris, Tee	NF	YA		North Garland
Reasons we break	Deo, Jesmeen Kaur	3	YA		North Garland
Red as royal blood	Hart, Elizabeth	3	YA		North Garland
Sleep-deprived nation : why sleep matters	Nardo, Don	2	YA		North Garland
Spotify	Gilbert, Sara	NF	YA		North Garland
Teen Guide to Starting a Business	Streissguth, Tom	NF	YA		North Garland
The devouring light	Ellis, Kat	3	YA		North Garland
The happy writer : get more ideas, write more words, and find more joy from first draft to publication and beyond	Meyer, Marissa	NF	YA		North Garland
The History of Video Gaming	Roland, James	NF	YA		North Garland
The House Saphir	Meyer, Marissa	4	YA		North Garland
The library of lost girls	Pipps, Kristen	3	YA		North Garland
The Making of Anime and Manga --from Zodiac Animal Shifters to Demon Slayers	Bolte, Mari	NF	YA		North Garland
The October girl. Book one	Smith, Matthew Dow	4	YA		North Garland
The resurrectionist	Allen, Kathleen S	4	YA		North Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The secret astronomers	Walker, Jessica	4	YA		North Garland
The World Almanac and Book of Facts 2026	Janssen, Sarah	NF	YA		North Garland
The writing room	Mickelson, Marcia Argueta	4	YA		North Garland
There's Always Next Year	Johnson, George M	4	YA		North Garland
Treekeepers : race for a forested future	Oakes, Lauren	2	YA		North Garland
Video game design for dummies	Mandeville, Alexia	NF	YA		North Garland
We fell apart	Lockhart, E	4	YA		North Garland
We're not safe here	Chupeco, Rin	4	YA		North Garland
Writing and editing careers in the gig economy	Kallen, Stuart A	NF	YA		North Garland
YouTube world records 2026 : the world's greatest record-breaking feats, stunts and tricks	Besley, Adrian	NF	YA		North Garland
The Butterfly's Sting	Harlow, Abbie	2	YA		North Garland
Cold WIre	Gong, Chloe	4	YA		North Garland
Cry	Valdez, Alisa	2	YA		North Garland
A Dysfunctional Family's Guide to Murder	Emery. Kate	3	YA		North Garland
The Trespassers	Alvarez, Jennifer Lynn	2	YA		North Garland
Anthony Edwards	Bach, Greg	NF	7-12		North Garland
Anti-Semitism Hatred on the Rise	Bloh,. Craig	NF	7-12		North Garland
Arm in Arm: The Grimke Sisiters' Fight for Abolition and Women's Rights	Carpenter, Angelica Shirley	NF	7-12		North Garland
Belle Starr: The Truth Behind the WIld West Legend	Wallis, Michael	NF	7-12		North Garland
The Boys of Riverside	Fuller, Thomas	NF	7-12		North Garland
Caroline Hererra: Fashion Designer	Cunningham, Keven and Brody, Morgan	NF	4-7		North Garland
Clay and Bones: My Life as an FBI Foresnsic Artist	Bailey, Lisa G.	NF	9+		North Garland
The Awesome World of Cristiano Ronaldo	Fischer, Neal E.	NF	4-7		North Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Down to Business: 51 Industry Leaders Share Practical Advice on How to Become a Young Entrepreneur	Scurlock, Fenly and Liaw, Jason	NF	5-9		North Garland
The Environment	Allaby, Michael	NF	7-12		North Garland
First Things First: Hip-Hop Ladies Who Changed the Game	Simmons, Nadirah	NF	9+		North Garland
How to Turn $100 into $1,000,000: Newly Minted 2nd Edition	McKenna, James and Glista, Jeannine	NF	7-12		North Garland
I Survived Capitalism and All I Got Was This Lousy T-Shirt: Everthing I Wish I Never Had to Learn About Money	Pendleton, Madeline	NF	9+		North Garland
Jaylen Brown	Bach, Greg	NF	7-12		North Garland
Loudmouth: Emma Goldman vs. America	Heliligman, Deborah	NF	9-12		North Garland
Many Voices: Building Erie, The Canal That Changed America	Lawlor, Laurie	NF	5-9		North Garland
The Modern Guide to Stock Market Investing for Teens; How to Ensure a Life of Financial Freedom Through the Power of Investing	John, Alan	NF	7-12		North Garland
The Monster's Bones: The Discovery of T. Rex and How it Shook the World	Randall, David K.	NF	9-12		North Garland
Muscle: The Gripping Story of Strength and Movement	Meals, Roy A/	NF	9-12		North Garland
NASA's Artemis Missions; Exploring the Moon	Hubbard, Ben	NF	4-9		North Garland
Phenomenal Moments: Revealing the Hidden Science Around Us	Frankel, Felice	NF	7-12		North Garland
Play it Forward: How Women Are Changing Sports to Change the World	TOGETHXR and Morgan, Alex	NF	9-12		North Garland
Poetry Unbound: 50 Poems to Open Your World	Tuama, Padraig O.	NF	9-12		North Garland
Shai Gilgeous-Alexander	Bach, Greg	NF	7-12		North Garland
The Sky Was My Blanket: A Young Man's Journey Across Wartime Europe	Shulevitz, Uri	NF	5-9		North Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Soccer's GOAT Moments: Stunning Highlights from the History of the World Cup.	Pettman, Kevin	NF	4-7		North Garland
Socrates: A Life Worth Living	Lehmann, Devra	NF	7-12		North Garland
They Say/I Say (High Schhol, 6th Ed.)	Graff, Gerald and Birkenstein, Cathy	NF	7-12		North Garland
To the Stars: The Story of NASA	Miller, Ron	NF	7-12		North Garland
When the Ice is Gone: Waht a Greenland Ice Core Reveals About Earth's Tumultuos History and Perilous Future	Bierman, Paul	NF	9-12		North Garland
Accomplice to the Villain	Maehrer, Hannah	2	11-AD		Rowlett High
By Your Side	West, Kasie	4	YA		Rowlett High
To Kill a Mockingbird	Lee, Harper	2	AD		Rowlett High
Room to Breathe	West, Kasie	NYP	YA		Rowlett High
Stranger Things Have Happened	West, Kasie	NYP	YA		Rowlett High
P.S. I Like You	West, Kasie	NYP	YA		Rowlett High
The Same Backward as Forward	Barnes, Jennifer	NYP	YA		Rowlett High
Staying Gold	O'Connor, Danny Boy	NF	YA		Rowlett High
King of the Neuro Verse	Goodwin, Idris	4	YA		Rowlett High
Final Cut	Worley, Olivia	2	YA		Rowlett High
Zip Zap Wickety Wack	Diffee, Matthew	2	K-2		Rowlett High
Electric Life	Funneman, Sander	NF	YA		Rowlett High
An Ocean Apart	Tew, Jill	4	YA		Rowlett High
A Matter of Murder	Price, Tirzah	3	YA		Rowlett High
Help Me Find My Hamster!	Hartman, Brooke	2	K-2		Rowlett High
The Day the Books Disappeared	Santat, Dan	3	K-2		Rowlett High
Eliza from Scratch	Lee, Sophia	2	YA		Rowlett High
I am Made of Death	Andrew, Kelly	4	YA		Rowlett High
Lord of the Flies	Golding, William	2	YA		Rowlett High
The Scarlet Letter	Hawthorne, Nathaniel	CLASSIC	YA		Rowlett High
The Count of Monte Cristo	Dumas, Alexandre	CLASSIC	YA		Rowlett High
A Treasury of Curious George	Rey, H A	CLA	K-2		Rowlett High

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Catch-22	Heller, Joseph	CLA	YA		Rowlett High
Charlotte's Web	White, E B	CLA	3-6		Rowlett High
Dinosaur Sanctuary 6	Kinoshita, Itaru	Series	YA		Rowlett High
Dinosaur Sanctuary 7	Kinoshita, Itaru	Series	YA		Rowlett High
Dinosaur Sanctuary 8	Kinoshita, Itaru	Series	YA		Rowlett High
Kaiju No. 8, #12	Matsumoto, Naoya	Series	YA		Rowlett High
Kaiju No. 8, #13	Matsumoto, Naoya	Series	YA		Rowlett High
Kaiju No. 8, #14	Matsumoto, Naoya	Series	YA		Rowlett High
Kaiju No. 8, #15	Matsumoto, Naoya	Series	YA		Rowlett High
The Devil is a Part-timer! #19	Wagahara, Satoshi	Series	8-AD		Rowlett High
The Devil is a Part-timer! #9	Wagahara, Satoshi	Series	8-AD		Rowlett High
The Devil is a Part-timer! #10	Wagahara, Satoshi	Series	8-AD		Rowlett High
Accomplice to the Villain	Maehrer, Hannah	3.428571429	11-AD		Rowlett High
12 questions about artificial intelligence	Ventura, Marne	NF	5-8		Sachse
A fate so cold	Foody, Amanda	3	YA		Sachse
A riddle of thorns	Nanua, Sarena	3	YA		Sachse
A time traveler's history of tomorrow	Kulper, Kendall	3	YA		Sachse
Air and Space	O'Daly, Anne	NF	5-8		Sachse
An ocean apart	Tew, Jill	3	YA		Sachse
Be a veterinary technician	Henzel, Cynthia Kennedy	NF	YA		Sachse
Break Wide the Sea	Holland, Sara	3	YA		Sachse
El otono de las luciernagas	McCall, Guadalupe Garcia	4	YA		Sachse
Fall of the fireflies	McCall, Guadalupe Garcia	4	YA		Sachse
Final cut	Worley, Olivia	2	YA		Sachse
For no mortal creature	Chow, Keshe	3	YA		Sachse
Girls who play dead	Wellington, Joelle	3	YA		Sachse
Hot hair	Loh-Hagan, Virginia	NF	5-8		Sachse
How We Play the Game	Nedd, Alexis	3	YA		Sachse
K-Jane	Kang, Lydia	3	YA		Sachse
Milestones of flight : from hot-air balloons to SpaceShipOne	Grove, Tim	4	5-8		Sachse
Never seen the stars	Korsh, Kate	3	YA		Sachse

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The devouring light	Ellis, Kat	3	YA		Sachse
The House Saphir	Meyer, Marissa	4	YA		Sachse
The October girl. Book one	Smith, Matthew Dow	4	YA		Sachse
The siren and the star	Smith, Colby Cedar	3	YA		Sachse
The wildest dreams bookshop	Page, Gracie	3	YA		Sachse
The writing room	Mickelson, Marcia Argueta	3	YA		Sachse
This is not a small voice : poems by Black poets	multiple	2	3-6		Sachse
We fell apart	Lockhart, E	3	YA		Sachse
99 Things to Do Before You Finish High School	Stalder, Erika	NF	YA		Sachse
Ancient Egypt	Nelson, Louise	NF	3-6		Sachse
Castles	Nelson, Louise	NF	3-6		Sachse
Dinosaurs	Nelson, Louise	NF	3-6		Sachse
Exploring Health-Care Careers	Barth, Kelley	NF	YA		Sachse
Festivals	Nelson, Louise	NF	3-6		Sachse
Healthy eating	Nelson, Louise	NF	3-6		Sachse
Heir of Storms	Murray, Lauryn Hamilton	4	YA		Sachse
I'll Love You Forever --Notes from a K-Pop Fan	Kwon	2	AD		Sachse
Life cycles	Nelson, Louise	NF	3-6		Sachse
Lou with the band	Young, Alexandra Leigh	2	YA		Sachse
Managing Social Media	Sanderson, Jennifer	NF	YA		Sachse
Of Flame and Fury	Bridge, Mikayla	4	YA		Sachse
Phenomenal moments : revealing the hidden science around us	Frankel, Felice	3	YA		Sachse
Plants	Nelson, Louise	NF	3-6		Sachse
Spotting a Scam	Sanderson, Jennifer	NF	YA		Sachse
The Driving Machine A Design History of the Car	Rybczynski, Witold	NF	AD		Sachse
The Rose Bargain	Smith, Sasha Peyton	4	YA		Sachse

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The Sixth Extinction --An Unnatural History (Young Readers Adaptation)	Kolbert, Elizabeth	3	3-6		Sachse
The solar system	Nelson, Louise	NF	3-6		Sachse
Understanding Deepfakes	Sanderson, Jennifer	NF	YA		Sachse
Undisclosed	De Leon, Aya	2	YA		Sachse
Under The Fire Red Sky	McCaughrean, Geraldine	3	YA		Sachse
The Swan's Daughter-A Possibly Doomed Love Story	Chokshi, Roshani	3	YA		Sachse
Shiny Happy People	Chapman, Clay McLeod	4	YA		Sachse
Lord of Blade and Bone	Rodgers, Erica Ivy	3	YA		Sachse
I'll Find You Where the Timeline Ends	Baker, Kylie Lee	4	YA		Sachse
Mama's Sleeping Scarf	Grace-James, Nwa	4	K-2		Sachse
Twin Tides	Nguyen, Hien	4	YA		Sachse
Secrets, Spells and Chocolate	Churchill, Marisa	3	YA		Sachse
The HIdden Girl	Bassett, Louise	2	YA		Sachse
Adonde te lleve el ritmo	Dass, Sarah	6	Young Adult		South Garland
Advanced vehicle developers	Heuer, Mike	NF	Young Adult		South Garland
African American Women of Achievement	Diggs, Barbara	NF	Young Adult		South Garland
Air and water quality	Kallen, Stuart A	1 -NF	Young Adult		South Garland
Anthony Edwards	Bach, Greg	NF	Young Adult		South Garland
Asesinato para principiantes	Jackson, Holly	3	Young Adult		South Garland
Asian American Women of Achievement	Mount, Sara Rowe	NF	Young Adult		South Garland
Asteroids and comets : use your STEM skills to explore mysterious space objects	Eason, Sarah	NF	Middle School		South Garland
Atlanta Hawks	Anderson, Josh	NF	Upper Elementary		South Garland
Atlantis	Bahn, Christopher	NF	Middle School		South Garland
Autism	Eason, Sarah	1 -NF	Young Adult		South Garland
Auto mechanic	Small, Cathleen	NF	Young Adult		South Garland
Balada de pajaros cantores y serpientes	Collins, Suzanne	7	Young Adult		South Garland
Beyond the solar system : use your STEM skills to explore outer space	Eason, Sarah	NF	Middle School		South Garland
Bigfoot	Bahn, Christopher	NF	Middle School		South Garland

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Bipolar disorder	Eason, Sarah	NF	Young Adult		South Garland
Black mambas	Rains, Dalton	NF	Upper Elementary		South Garland
Blizzards	Sprouse, Kimberly	NF	Young Adult		South Garland
Boston Celtics	Moussavi, Sam	NF	Upper Elementary		South Garland
Boxing	Terp, Gail	1 -NF	Middle School		South Garland
Breathe : a guide to managing anxiety in a turbulent world	Sheen, Barbara	1 -NF	Young Adult		South Garland
Brooklyn Nets	Moussavi, Sam	NF	Upper Elementary		South Garland
Buffalo soldiers	Lake, Theia	NF	Upper Elementary		South Garland
Bugatti	Rains, Dalton	NF	Upper Elementary		South Garland
Caitlin Clark	Wilson, Libby	NF	Young Adult		South Garland
Call me American : the extraordinary true story of a young Somali immigrant	Iftin, Abdi Nor	3	Young Adult		South Garland
Caraval	Garber, Stephanie	7	Young Adult		South Garland
Cardi B	Clark, Trey	NF	Middle School		South Garland
Charlotte Hornets	Moussavi, Sam	NF	Upper Elementary		South Garland
Chef	Small, Cathleen	1	Young Adult		South Garland
Chicago Bulls	Anderson, Josh	NF	Upper Elementary		South Garland
Chimpanzees	Rains, Dalton	NF	Upper Elementary		South Garland
Chloe and the Kaishao boys	Coyiuto, Mae	4	Young Adult		South Garland
Choosing your college : finding the perfect fit	Wells, Stacey	NF	Young Adult		South Garland
Cleveland Cavaliers	Moussavi, Sam	NF	Upper Elementary		South Garland
Code of honor	Gratz, Alan	5	Young Adult		South Garland
College enrollment simplified : navigating the application process	Yager, Jan	NF	Young Adult		South Garland
Cosmetologist	Small, Cathleen	NF	Young Adult		South Garland
Creative arts careers in the gig economy	Kallen, Stuart A	NF	Young Adult		South Garland
Criaturas islenas	Engle, Margarita	3	Young Adult		South Garland
Dak Prescott	Bach, Greg	NF	Young Adult		South Garland
Dallas Mavericks	Anderson, Josh	NF	Upper Elementary		South Garland

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Dear Dad : growing up with a parent in prison--and how we stayed connected : a graphic memoir	Patton, Jay Jay	4	Upper Elementary		South Garland
Defying death. Part 2 : true tales of survival	Shone, Rob	NF	Middle School		South Garland
Demon slayer. 9,Operation: =Kimetsu no yaiba	Gotoge, Koyoharu	SERIES	Young Adult		South Garland
Denver Nuggets	Moussavi, Sam	NF	Upper Elementary		South Garland
Desaparicion para expertos	Jackson, Holly	NF	Young Adult		South Garland
Detroit Pistons	Moussavi, Sam	NF	Upper Elementary		South Garland
Diary of a wimpy kid. English learner's edition :Greg Heffley's journal	Kinney, Jeff	NF	Upper Elementary		South Garland
Disconnected : understanding Alzheimer's disease	Goldsmith, Connie	2	Young Adult		South Garland
Diwali and other Hindu celebrations	White, Kelly Anne	NF	Young Adult		South Garland
Drake	Jones, Casey DW	NF	Middle School		South Garland
Drawing is... : your guide to scribbled adventures	Haidle, Elizabeth	4	Upper Elementary		South Garland
Earth and the moon : use your STEM skills to explore our world and moon	Eason, Sarah	NF	Middle School		South Garland
Earthquakes	Havelka, Jacqueline	NF	Young Adult		South Garland
Earthrise : the story of a photograph that changed the way we see our planet	Marcus, Leonard S	5	Middle School		South Garland
Ecosystems	Kallen, Stuart A	1 -NF	Young Adult		South Garland
El jardin de los malditos	Pool, Katy Rose	NF	Young Adult		South Garland
Electrician	Small, Cathleen	NF	Young Adult		South Garland
Eminem	Siegel, Aidan	NF	Middle School		South Garland
Engineering	Mooney, Carla	1-NF	Young Adult		South Garland
Engineering : an illustrated history from ancient craft to modern technology		NF	Young Adult		South Garland
Epic quests and adventures of Norse mythology	Nardo, Don	1-NF	Young Adult		South Garland
Erling Haaland	Abdo, Kenny	NF	Middle School		South Garland

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Ese no es mi nombre	Lally, Megan	3	Young Adult		South Garland
Eve : how the female body shaped human evolution	Bohannon, Cat	3-NF	Young Adult		South Garland
Every borrowed beat	Stewart, Erin	4	Young Adult		South Garland
Exploring animation	Kallen, Stuart A	NF	Young Adult		South Garland
Exploring building trade careers	Robison, Greg	1-NF	Young Adult		South Garland
Exploring engineering careers	Morkes, Andrew	1-NF	Young Adult		South Garland
Exploring environmental sciences careers	Howard, Sherry	1-NF	Young Adult		South Garland
Exploring gaming industry careers	Howard, Sherry	1-NF	Young Adult		South Garland
Extreme careers	West, David	NF	Middle School		South Garland
Extreme careers. Part 2	West, David	NF	Middle School		South Garland
Fault lines in the Constitution : the framers, their fights, and the flaws that affect us today	Levinson, Cynthia	6	Middle School		South Garland
FIFA World Cup : the greatest matches of all time	Streissguth, Tom	1-NF	Young Adult		South Garland
Fight AIDS! : how activism, art, and protest changed the course of a deadly epidemic and reshaped a nation	Long, Michael G	5	Young Adult		South Garland
Finale	Garber, Stephanie	2	Young Adult		South Garland
Floods	Sprouse, Kimberly	NF	Young Adult		South Garland
Golden State Warriors	Moussavi, Sam	NF	Upper Elementary		South Garland
Graphic disasters : superstorms!	Jeffrey, Gary	NF	Middle School		South Garland
Guinness World Records, 2026		NF	Young Adult		South Garland
Having anxiety : stories from survivors	Eason, Sarah	NF	Middle School		South Garland
Having body dysmorphia : stories from survivors	Eason, Sarah	NF	Middle School		South Garland
Having depression : stories from survivors	Eason, Sarah	NF	Middle School		South Garland
Houston Rockets	Moussavi, Sam	NF	Upper Elementary		South Garland
How science works : the facts visually explained		1-NF	Young Adult		South Garland
How to distinguish fact from opinion	Waldendorf, Kurt	NF	Young Adult		South Garland
How to draw kawaii manga fashion	Misako Rokkusu	NF	Middle School		South Garland

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Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
How to evaluate sources of information	Hudak, Heather C	NF	Young Adult		South Garland
How to identify media bias	Ventura, Marne	1-NF	Young Adult		South Garland
How to identify online scams and predators	Ventura, Marne	NF	Young Adult		South Garland
Hurricanes	Sprouse, Kimberly	NF	Young Adult		South Garland
Hyo the hellmaker	Ghosh, Mina Ikemoto	4	Young Adult		South Garland
I wish I didn't have to tell you this	Yelchin, Eugene	4	Young Adult		South Garland
Indiana Pacers	Moussavi, Sam	NF	Upper Elementary		South Garland
Jay-Z	Rubenstein, Cate	NF	Middle School		South Garland
Jaylen Brown	Bach, Greg	NF	Young Adult		South Garland
Jobs if you like math	Kallen, Stuart A	NF	Young Adult		South Garland
K-pop : the music sensation sweeping the globe	Kallen, Stuart A	1-NF	Young Adult		South Garland
Kendrick Lamar	Jones, Casey DW	NF	Middle School		South Garland
Knight Owl and Early Bird	Denise, Christopher	2	Lower Elementary		South Garland
Korean pop culture : the new global obsession	Allen, John	1-NF	Young Adult		South Garland
Kylian Mbappe	Abdo, Kenny	NF	Middle School		South Garland
Legendary	Garber, Stephanie	3	Young Adult		South Garland
Lionel Messi	Lewis, Leigh	NF	Lower Elementary		South Garland
Los Angeles Clippers	Moussavi, Sam	NF	Upper Elementary		South Garland
Los Angeles Lakers	Moussavi, Sam	NF	Upper Elementary		South Garland
Magic in the air : the myth, the mystery, and the soul of the slam dunk	Sielski, Mike	3	Adult		South Garland
Making Americans : stories of historic struggles, new ideas, and inspiration in immigrant education	Lander, Jessica	3	Adult		South Garland
Meditation	Bugden, Krista	NF	Young Adult		South Garland
Memphis Grizzlies	Moussavi, Sam	NF	Upper Elementary		South Garland
Messi mania	Echegaray, Luis Miguel	1-NF	Young Adult		South Garland
Metaphors : understanding philosophy through images	Alcalde, Pedro	1-NF	Young Adult		South Garland
Miami Heat	Anderson, Josh	NF	Upper Elementary		South Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Middle Eastern	Benac, Eric	NF	Young Adult		South Garland
Miles Morales, Spider-Man	Reynolds, Jason	5	Young Adult		South Garland
Milwaukee Bucks	Moussavi, Sam	NF	Upper Elementary		South Garland
Mindfulness	Bugden, Krista	NF	Young Adult		South Garland
Minnesota Timberwolves	Anderson, Josh	NF	Upper Elementary		South Garland
Money for adulting : fun tips and financial tricks for teens	Hung, Michelle	1-NF	Young Adult		South Garland
My (half) Latinx kitchen : half recipes, half stories, all Latin American	Wright-Ruiz, Kiera	3	Adult		South Garland
Near-death experiences	Bahn, Christopher	NF	Middle School		South Garland
New Orleans Pelicans	Moussavi, Sam	NF	Upper Elementary		South Garland
New York Knicks	Anderson, Josh	NF	Upper Elementary		South Garland
NFL Super Bowls : the greatest championships of all time	Gallagher, Jim	1-NF	Young Adult		South Garland
Oklahoma City Thunder	Moussavi, Sam	NF	Upper Elementary		South Garland
Oppenheimer and the atomic bomb	Singer, Eric	3	Middle School		South Garland
Orlando Magic	Anderson, Josh	NF	Upper Elementary		South Garland
Paige Bueckers	Beattie, Charlie	NF	Middle School		South Garland
Paying for college : financing your future	Tell, Julia	NF	Young Adult		South Garland
Philadelphia 76ers	Moussavi, Sam	NF	Upper Elementary		South Garland
Phoenix Suns	Moussavi, Sam	NF	Upper Elementary		South Garland
Pilates	Bugden, Krista	NF	Young Adult		South Garland
Plumber	Small, Cathleen	NF	Young Adult		South Garland
Poltergeists	Blohm, Craig E	NF	Young Adult		South Garland
Portland Trail Blazers	Moussavi, Sam	NF	Upper Elementary		South Garland
Refugee, the graphic novel	Gratz, Alan	2	Middle School		South Garland
Royal heirs academy	Duga, Lindsey	3	Young Adult		South Garland
Sacramento Kings	Moussavi, Sam	NF	Upper Elementary		South Garland
Sam Kerr	Abdo, Kenny	NF	Middle School		South Garland
San Antonio Spurs	Moussavi, Sam	NF	Upper Elementary		South Garland
September 11, 2001 : a story of tragedy, terror, & heroism	Peters, Jackson	NF	Young Adult		South Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Shai Gilgeous-Alexander	Bach, Greg	NF	Young Adult		South Garland
Simone Biles	Lewis, Leigh	NF	Lower Elementary		South Garland
Sisters in the wind	Boulley, Angeline	5	Young Adult		South Garland
Sky's end	Gregson, Marc J	4	Young Adult		South Garland
Slam dunk : the shot that changed the game	Doeden, Matt	3	Middle School		South Garland
Soccer greats : the best of all time	Streissguth, Thomas	1-NF	Young Adult		South Garland
Song of a blackbird	Van Lieshout, Maria	5	Young Adult		South Garland
Standing up against hate : how black women in the Army helped change the course of WWII	Farrell, Mary Cronk	2	Middle School		South Garland
Start here: draw : 50 ways to be an artist without trying	Clinch, Moira	1-NF	Adult		South Garland
Suspended	Reynolds, Jason	3	Young Adult		South Garland
Tai chi	Bugden, Krista	NF	Young Adult		South Garland
Talons of Power	Sutherland, Tui T	NF	Upper Elementary		South Garland
Tasmanian devils	Rains, Dalton	NF	Upper Elementary		South Garland
The after life	Morkes, Andrew	NF	Young Adult		South Garland
The American Civil War	Brewer, Paul	NF	Young Adult		South Garland
The assassination of JFK : secrets, lies, & conspiracy	Peters, Jackson	NF	Young Adult		South Garland
The best NFL quarterbacks of all time	Roland, James	NF	Young Adult		South Garland
The brain : an owner's guide	Eason, Sarah	NF	Middle School		South Garland
The CIA	Eberth, Kristin	NF	Young Adult		South Garland
The complete book of US presidents	Yenne, Bill	NF	Adult		South Garland
The danger zone : why fentanyl is so risky	Miron, Amanda	NF	Young Adult		South Garland
The daughter of Auschwitz : the girl who lived to tell her story	Friedman, Tova	2	Middle School		South Garland
The forgotten teachers : how nature wrote the story of life	Isett, Brian	3	Young Adult		South Garland
The FSB	Eberth, Kristin	NF	Young Adult		South Garland
The inner planets : use your STEM skills to explore our nearest neighbors	Eason, Sarah	NF	Middle School		South Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Mossad	Eberth, Kristin	1-NF	Young Adult		South Garland
The MSS	Anton, C. C	NF	Young Adult		South Garland
The mysterious Virginia Hall : World War II's most dangerous spy	Friddell, Claudia	3	Young Adult		South Garland
The Naturals	Barnes, Jennifer Lynn	5	Young Adult		South Garland
The novel life of Jane Austen : a graphic biography	Barchas, Janine	2	Adult		South Garland
The power of music : healing and health	Nardo, Don	NF	Young Adult		South Garland
The Raven Boys, the graphic novel. 1	Williams, Stephanie	3	Young Adult		South Garland
The romantic tragedies of a drama king	Trevaldwyn, Harry	4	Young Adult		South Garland
The SIS	Eberth, Kristin	NF	Young Adult		South Garland
The spellbook library.	Isaki, Uta	1 - Series	Young Adult		South Garland
The sun : use your STEM skills to explore our magnificent star	Eason, Sarah	NF	Middle School		South Garland
The swans of Harlem : adaptation for young adults : five Black ballerinas, a legacy of sisterhood, and their reclamation of a groundbreaking history	Valby, Karen	2-NF	Young Adult		South Garland
The Tuskegee Airmen	Lake, Theia	NF	Upper Elementary		South Garland
The U.S. Constitution	Peterson, Doug	NF	Young Adult		South Garland
The VAJA	Lorenzo, Tomas	NF	Young Adult		South Garland
Thinking critically. Electric vehicles	Kallen, Stuart A	NF	Young Adult		South Garland
Ticket to the Final Four	Gitlin, Marty	NF	Middle School		South Garland
Tornadoes	Havelka, Jacqueline	NF	Young Adult		South Garland
Toronto Raptors	Anderson, Josh	NF	Upper Elementary		South Garland
Tyreek Hill	Bach, Greg	NF	Young Adult		South Garland
Under your skin : true tales of forensic science	Jeffrey, Gary	1-NF	Middle School		South Garland
Utah Jazz	Moussavi, Sam	NF	Upper Elementary		South Garland
Venganza para victimas	Jackson, Holly	NF	Young Adult		South Garland
Vinicius Jr.	Abdo, Kenny	NF	Middle School		South Garland
Warfare in the ancient world	Brewer, Paul	NF	Young Adult		South Garland
Warfare in the late 20th Century	Grant, R. G	NF	Young Adult		South Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Warfare in the Renaissance world	Brewer, Paul	NF	Young Adult		South Garland
Washington Wizards	Moussavi, Sam	NF	Upper Elementary		South Garland
Weird sharks	Xie, Chelsea	1-NF	Young Adult		South Garland
Who owns the moon? : and other conundrums of exploring and using space	Levinson, Cynthia	5	Young Adult		South Garland
World War I	Sommerville, David	NF	Young Adult		South Garland
World War II	Sharpe, Mike	NF	Young Adult		South Garland
6888th Battalion and military achievement	Wing, Kelisa	2	5-8		South Garland
A wild promise : an illustrated celebration of the Endangered Species Act	Crawford, Allen	NF	AD		South Garland
Astrobiology	Schlesinger, Emily	1 -NF	YA		South Garland
Cat + gamer. Volume 6	Nadatani, Wataru	Series	YA		South Garland
Codebreaker	Martel, Jay	4	YA		South Garland
Death of a salesman : certain private conversations in two acts and a requiem	Miller, Arthur	3	YA		South Garland
Fire and ice	Hunter, Erin	4	5-8		South Garland
Hangry hearts	Chen, Jennifer	4	YA		South Garland
Hikaru in the light! 2	Matsuda, Mai	1 -Series	3-6		South Garland
Lord of the flies	Golding, William	4	YA		South Garland
Makeup artistry	Schlesinger, Emily	1 -NF	YA		South Garland
Marching band	Schlesinger, Emily	1 - NF	YA		South Garland
Mysteries of Marine Mammals --An Illustrated Guide to Whales, Dolphins, and Porpoises	Delaunay, Amandine	NF	AD		South Garland
Neuroscience	Schlesinger, Emily	1 - NF	YA		South Garland
NFTs	Schlesinger, Emily	1 -NF	YA		South Garland
Patterns of motion	Schlesinger, Emily	1 - NF	YA		South Garland
Pick-up game : a full day of full court		6	YA		South Garland
Pickleball	Wilson, Libby	1 -NF	YA		South Garland
Poetry	Laney, C. L	1 -NF	YA		South Garland
Prions	Schlesinger, Emily	1 -NF	YA		South Garland
Rogue Waves	Haugen, Brenda	NF	YA		South Garland

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Rumble fish	Hinton, S. E	8	YA		South Garland
Sand gangs	Schlesinger, Emily	1 - NF	YA		South Garland
Secrets of the purple pearl	McKinnon, Kate	2	3-6		South Garland
Sports law	Schlesinger, Emily	1 -NF	YA		South Garland
Surfing	Schlesinger, Emily	1 - NF	YA		South Garland
The amber spyglass	Pullman, Philip	11	5-8		South Garland
The Battle of Little Bighorn	Haugen, Brenda	1 -NF	YA		South Garland
The history of everything	Evans, Victoria	3	YA		South Garland
Track and field	Schlesinger, Emily	1 -NF	YA		South Garland
Trail of Tears	Schlesinger, Emily	1 - NF	YA		South Garland
Wild chorus : finding harmony with whales, wolves, and other animals	Peterson, Brenda	1 - NF	AD		South Garland

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Taylors	Calonita, Jen	Publishers, Kirkus	4-7	Taylor (aka Teffy to her family) is terrified to start middle school. She wishes she could fade into the background, unnoticed. But on the first day of school, she finds herself in the spotlight when it's revealed that her homeroom class has four girls all named Taylor! There's a couple of things they can agree on: Taylor Swift is the greatest singer-songwriter of all time→and they are definitely going to need nicknames. Soon, Teffy's outside her comfort zone, going out for cheerleading and starting a friendship bracelet-making business. And when the Eras tour comes to town, the four friends will do whatever it takes to get tickets. But then, a surprise betrayal changes everything. Teffy's learning to speak up for herself, but it's hard. Can she say what's on her mind and keep her new friends for good?	Austin
The Last Resort	Kelly, Erin Estrada	Booklist, Publishers, Horn	4-7	Twelve-year-old Lila has two goals for the summer: 1. Win back the friends who ditched her for being "too dramatic" 2. Stop being so dramatic But then Lila's estranged Grandpa Clem dies, throwing a wrench in her plans. Now she'll have to spend the summer in Ohio while her parents decide what to do with Grandpa Clem's creepy Victorian Inn. It's supremely unfair. How can she show off the "new and improved" Lila from so far away? Even worse, strange things keep happening. En route to Ohio, the family gets into a scary car accident. No one's hurt, but the remainder of the trip is... odd. At every rest stop, Lila sees people in weird old-fashioned clothes. People no one else can see or hear... Lila convinces herself it's just her overactive imagination until the day of the funeral when she spots an old man sitting in her grandfather's favorite chair. She does a double take -- it's him, Grandpa Clem. He tells Lila that he didn't die of a heart attack: he was murdered. Possibly by someone who wants to control the inn. Because it's not a normal bed & breakfast: it's a portal between the land of the living and the realm of the dead. A hotel for ghosts passing onto the afterlife.	Austin
Sole Survivor	Ollestad, Norman	Publishers, SLJ	5-9	California sixth grader survived a deadly mountainside plane crash during a snowstorm. Eleven-year-old Norman Ollestad is no stranger to extreme situations. Whether it's surfing big swells off Topanga Beach or skiing in a blizzard, he has braved one adrenaline-rush adventure after another, pushed by his thrill-seeking father to realize that "anything's possible." And with Dad by his side, sometimes Norman believes him. That motto is put to the ultimate test when the small plane Norman and his dad are aboard is engulfed by a snowstorm and crashes in the San Gabriel Mountains--with deadly consequences. Struggling in and out of lucidity, haunted by the voices and memories from difficult moments in his past, Norman must decide what to do while trapped eight thousand feet above sea level, facing dangers unlike any he has encountered before. Inspired by the harrowing true childhood experience of author Norman Ollestad, this astonishing, action-packed story, co-written with Brendan Kiely, is about fear, survival, and the complicated forces--and people--that shape us.	Austin
78-Story Treehouse	Griffiths, Andy	series	4-7		Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Rise of Neptune	Reintgen, Scott	Kirkus, SLJ, series	5-9	Lunar Jones and the Dread Knights have brought hope to Mars. Between Dread's power and a newly formed alliance with Earth, the once-dying planet is headed for prosperity at last. The only shadow is the one cast by Dav Robinson's warning: Neptune is coming. As predicted, Neptune's ships arrive in Martian space—and they're not interested in talking. The ships launch an immediate attack. Lunar was prepared for hostilities, but the way the attack happens is unexpected. Neptune's dragons seem divided, and its ships, while countless in number, are almost too easy to defeat. It's clear there's more to Neptune's story than meets the eye, and Lunar and his Dread Knights must figure out the mystery behind their looming foe quickly…before those secrets doom Mars for good.	Austin
Three Blue Hearts	Kelly, Lynne	Publishers, SLJ	4-7	Max can't seem to escape the big, looming shadow of his politician dad. But for the next few months, Max and his mom are going away to a quiet Texas beach town where Max can be someone else. Someone who doesn't make dumb mistakes that embarrass his father—someone who knows how to be strong. He stumbles on his fresh start right away, when he finds an injured octopus washed up onshore after a storm. With the help of a local wildlife center and a couple of new friends, Max rescues the octopus—who they name Ursula—and vows to take care of her until she's ready to return to the sea. But as their bond deepens and Max makes unexpected discoveries that turn his summer upside down, Max's true strength will be put to the test. Can he keep his promise after all?	Austin
Kid X	Baptiste, Tracey	NYP, Series	5-9	The thrilling sequel to Boy 2.0 , from New York Times bestselling author Tracey Baptiste, perfect for fans of Amari and the Night Brothers and Into the Spiderverse. Win "Coal" Keegan is starting to get the hang of his new life. He's come to love his foster family, the McKays, and is getting more confident with his invisibility powers. Almost too confident. At first, he uses his abilities for small favors. But soon, the favors snowball into bigger asks and messier pranks. And when rumors surface about a "ghost" in the neighborhood, Coal realizes it might be best to keep his talents under wraps. But that gets harder when Coal starts to suspect that someone--or some thing --might be tracking him. And as the evidence stacks up, Coal realizes he's not the only one with powers. Is his pursuer friend or foe? What would it be like to meet someone just like him? As the stakes rise and Coal finds allies and enemies in unexpected places, he'll have to channel a new level of bravery to protect himself, his family, and his world. Packed with themes of technology, race, and justice, this exhilarating follow-up to Boy 2.0 returns readers to the world of their new favorite superhero.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Blossoming Summer	Johnson, Anna Rose	Booklist, Publishers, SLJ	3-6	Life in England is all Rosemary has ever known. . . but as WWII changes the world, no one's life is left unscathed. Suddenly, she's sent away to escape the devastation of London. Her grandmother's house on Lake Superior is safe, but unfamiliar, especially as she discovers her parents have kept a tremendous secret. Rosemary and her family are Anishinaabe—and no one is supposed to know. Far from home but newly connected to a once-hidden part of her family, Rosemary develops a warm, close relationship with her grandmother… and a local boy whose love of gardening helps her to see the beauty in her unexpected circumstances. As Rosemary grows into her new life like a flower in bloom, she realizes that maybe she's not as far from home as she thought.	Austin
The First Unicorn Rider : A World of Kandar Story	Steadman, A. F.	series	3-7	Shipwrecked on a mysterious island, aspiring adventurer George Penhaligon discovers bloodthirsty unicorns, befriends one, and confronts a deadly lurking presence.	Austin
Darkstalker : the graphic novel	Sutherland, Tui	series	3-7	Long before the SandWing and the Dragonet Prophecy, Darkstalker, half NightWing and half IceWing, is hatched under the three moons--born into a divided heritage, he is destined to become the most powerful and dangerous dragon Pyrhhia will ever know, and it will take the combined efforts of a SeaWing named Fatham and a NightWing seer named Clearsight to come up with a way to save all the kingdoms from his anger. In graphic novel format.	Austin
Hidden Moon	Hunter, Eri	series	3-7		Austin
Dragonborn	Murray, Stuarn	Kirkus, Publishers	4-7		Austin
Jane Stays Dreaming	Meiser, Britnee	Kirkus, SLJ	5-9	Shy, introverted Jane lives out a fantasy life in her online blog, where she writes elaborate posts about a teen girl with a glamorous life and a gorgeous boyfriend—two things Jane definitely doesn't have. She only has her writing and her BFFs Camila and Leo, who she shares everything with—except the fact that she's leading a double life online. Jane's real life and her online life do not mix. Then a new girl named Brynn, who Jane has had a rough start with, begins cozying up to Leo. Jane knows Brynn's totally wrong for him, so when she finds out Brynn follows her blog, Jane does something risky: She starts using her blog to get her way in real life. But when the lines between fact and fiction start to blur, what does that mean for Jane's anonymity, and the real-life relationships at stake?	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Goalkeeper	Bloor, Edward	Horn, Booklist, Kirkus	4-7	Paul Fisher is eager to leave his rich-kid private school and get back to Tangerine Middle, where he'd found acceptance as the goalkeeper of the War Eagles, the toughest soccer team in the county. First, though, he must survive the summer at home, where lightning strikes spark underground fires that never go out and a tropical storm provides cover for criminals—including his own brother. Then a new crisis unfolds, and Paul must testify against one of the War Eagles in a criminal case. Suddenly, the lessons about Truth vs. Loyalty and Justice vs. Mercy that Sister Catherine taught at Saint Anthony's Prep don't seem so theoretical anymore. In fact, they might be just what Paul needs to figure out how to fight an unjust legal system and stay true to himself and his teammates.	Austin
The Free State of Jax	Neilsen, Jennifer A.	SLJ, Publishers	3-7	When his grandmother's Alzheimer's disease reaches a state where she is unable to care for him, twelve-year-old Jax is forced to move to rural Kansas with his uncaring Aunt Helga and Uncle Clive Grimmitz, and their unruly six children who mercilessly bully him. When an attempt to run away fails, he escapes to a neighbor's property and establishes the Free State of Jax, and himself as president of the new micronation. Jax faces an uphill battle against the Grimmitzes who want him back at all costs, but he refuses to give up or go back, and fights back with a help of a local lawyer while getting drawn into the mystery of a local missing man.	Austin
How the Ghost Army Hoodwinked Hitler: The Story of American Artistry and Deception in World War II	Siegel, Rebecca	SLJ, Publishers	5-9	Right around D-Day of World War II, a small, unarmed American army unit deployed to Nazi-occupied France. Instead of artillery, this unit fought with stagecraft, artistry, and deception. Their "weapons" included inflatable rubber tanks and giant speakers broadcasting fake military maneuvers. The soldiers called themselves the Ghost Army. Many of them had creative backgrounds in fashion, theater, and music, and they used their talents to trick and confuse the enemy. Often, their mission was to draw enemy fire away from other soldiers and toward themselves. One of the most stunning parts of this story is just how effective the Ghost Army was. They successfully carried out mission after mission and undeniably helped secure Allied victory. Rebecca Siegel uses original research, declassified records and photos, and a boots on the ground narrative style to tell the incredible experiences of these heroic soldiers.	Austin
Rhiannon	Brinkman, Kiara	Kirkkus, SLJ	5-9	Ever since she was little, Rhiannon has lived with her aunt in a sleepy, sun-drenched trailer park called the Golden Canyon Retirement Community. Growing up among senior citizens, Rhia is usually the only kid around--except during the summer. That's when her best friend, Kit, comes for a long visit. This summer, something has changed. Rhiannon and Kit's easy friendship is no longer easy. Even worse, there's a new teenager in the park--Elizabeth. She's the polar opposite of Rhiannon: hip, confident, and a bit of a troublemaker. And Elizabeth has a secret that will put Rhiannon and Kit's friendship to the test.	Austin
Almost Sunset	Algarmi, Wahab	Kirkus, SLJ, Booklist	3-7	Follows a young Muslim American boy during Ramadan as he finds the balance between his family traditions and his secular middle school life.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
A world without summer : a volcano erupts, a creature awakens, and the sun goes out	Day, Nicholas	5	5-8	A narrative nonfiction account that explores how Mount Tambora's eruption in 1815 affected the global climate and inspired Mary Shelley's work	Classical Center at Brandenburg
Aniana del Mar se avienta	Mendez, Jasminne	5	5-8	Text in Spanish.;Translation of: Aniana del Mar jumps in. "Aniana del Mar belongs in the water like a dolphin belongs to the sea. But she and Papi keep her swim practices and meets hidden from Mami, who has never recovered from losing someone she loves to the water years ago. That is, until the day Ani's stiffness and swollen joints mean she can no longer get out of bed, and Ani is forced to reveal just how important swimming is to her. What follows is the journey of a girl who must grieve who she once was in order to rise like the tide and become the young woman she is meant to be"	Classical Center at Brandenburg
Barcelona	Clarke, David J	NF	3-6	Includes bibliographical references (page 32) and index. Presents a full history of the Barcelona soccer club, from its origins to the present day.	Classical Center at Brandenburg
Besties. Prank war	Miller, Kayla	2	3-6	Based on the Click series, created by Kayla Miller"--Title page verso.;"Ages 8-12" --Jacket flap.;"Ages 8-12"--Back cover of paperback. "Twelve-year-old best friends Trent and Sawyer accidently kick off a class-wide prank war in their middle school as they compete to win an online video challenge"	Classical Center at Brandenburg
Fantasy sports. 1, The court of souls	Bosma, Sam	4	5-8	A young explorer and her muscle-bound friend go treasure hunting in a mummy's tomb. But if they want to get rich, they're going to have to abide by the ancient law of the land and best the mummy in a game of hoops! The question is, can they trust their bandaged adversary to play by the rules?"	Classical Center at Brandenburg
Fantasy sports. 2, The bandit of Barbel Bay	Bosma, Sam	4	5-8	Wiz and Mug's adventures continue when a misunderstood teleportation spell accidentally drops them off in a ruined beach town. When the town's amphibious inhabitants confront Wiz and Mug with the revelation that the United Order of Mages may not be exactly what it seems, a new tournament begins	Classical Center at Brandenburg
Fantasy sports. 3, The green king	Bosma, Sam	series	5-8	While Mug uncovers the sinister truth behind the Order of Mages, Wiz is thrown into a game of supernatural mini-golf. Can she win the came and escape with her life?	Classical Center at Brandenburg
Faye and the dangerous journey : an Ojibwe Removal survival story	Sigafus, Kim	series	3-6	In this gripping story with nonfiction backmatter Faye and her family begin a long, difficult journey from Wisconsin to Minnesota with thousands of other Ojibwe people to receive money the U.S. government owes them but does not deliver. Includes an author's note, discussion questions, and more.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Finding lost	Sloan, Holly Goldberg	4	5-8	Cordy Jenkins is searching for something that will change her life, and for the safety that vanished when her father died. She is convinced that if she just tries hard enough, she will find part of what her family lost, which will stop her mom from wanting to leave the small town she and her little brother have always called home. What Cordy finds instead is a muddy, hungry little dog with bad breath. And he's the start of her family's new beginning.	Classical Center at Brandenburg
Ghost Boys The Graphic Novel	Rhodes, Jewell Parker	2	5-8		Classical Center at Brandenburg
Goat magic	Wheeler, Kate	3	5-8	Trill, a spirited goat herder with a unique ability to communicate with her flock, yearns for a life beyond mountain pastures. Her 'goat magic' feels common compared to the sorcery taught in the city's prestigious magic schools, which are off-limits to her. Meanwhile, Princess Alya, known as the 'Ordinary Princess'--doubts her own royal potential. Their worlds collide when an assassination attempt on the queen leaves Alya cursed to transform into a black goat each sunrise. Seeking refuge in Trill's goat herd, Alya discovers her new friend's hidden talent is her only hope to break the spell	Classical Center at Brandenburg
Guerrera	Tafolla, Carmen	4	5-8	Text in Spanish.;Translation of: Warrior girl. "A novel in verse about the joys and struggles of a Chicana girl who is a warrior for her name, her history, and her right to choose what she celebrates in life"	Classical Center at Brandenburg
Hikaru in the light! 1	Matsuda, Mai	4	3-6	Middle-school student Hikaru Ogino is known as the songbird of her family's bathhouse in Tokyo. Her beautiful singing echoes from room to room as she cleans up after school, but she dreams of holding a microphone, not a mop! When her best friend, Ran--a former girl group idol--invites her to try out for a pop star survival camp together, it's the chance of a lifetime to put her talents to the test. Can Hikaru outshine the competition and make her stage debut, or will she fall flat?	Classical Center at Brandenburg
How it all ends	Hunsinger, Emma	5	3-6	Thirteen-year-old Tara skips eighth grade to go directly to high school and struggles with adjusting, until she meets her classmate Libby	Classical Center at Brandenburg
I survived the Great Molasses Flood, 1919	Ball, Georgia	series	3-6	When the massive metal tank filled with sticky brown molasses that rises up over her crowded North End neighborhood explodes, young Carmen must fight for her life, as a tsunami of molasses rushes through the streets.	Classical Center at Brandenburg
I survived the Japanese tsunami, 2011	Ball, Georgia	series	3-6	In 2011, while visiting his father's hometown in Japan shortly after his death, Ben finds himself and his family being swept away by a terrible tsunami that leaves him stranded and alone in a strange country, far from home.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Just keep walking	Downing, Erin Soderberg	2	3-6	Two years after her parents' surprising and painful split, twelve-year-old Jo and her mom find themselves on the 100-mile hike on the Superior Hiking Trail along Lake Superior's north shore--a journey that Jo had always looked forward to hiking with her dad. It's not a situation that either of them ever predicted they'd find themselves in, yet here they are in the wilderness with their entire lives stuffed into a pair of thirty-pound packs. Along the trail, they'll suffer through endless aches and pains, scorching heat, and crippling self-doubt. They'll encounter bears, moose, and other wildlife and meet and collect an assortment of unlikely friends. Day after day, Jo will battle the incessant thoughts that come in and out of her head. But as one obstacle after the next continue to test her strength and ultimate survival, Jo will have to confront her greatest fears head on and learn how to be alone	Classical Center at Brandenburg
Kindred dragons. Book 1	Mensinga, Sarah	4	5-8	A . . . middle-grade graphic novel about a brave young girl and the dragon whose life depends on her	Classical Center at Brandenburg
Kwame crashes the underworld	Farmer, Craig Kofi	4	3-6	Twelve-year-old Kwame Powell isn't ready to deal with losing his grandmother, even as he and his family head to Ghana for her celebration of life. He's definitely not ready when he's sucked into a magical whirlpool that leads straight to Asamando, the Ghanaian underworld. There, he comes face-to-face with his grandmother, who is very much alive, and somehow just . . . a kid? Together with his best friend, Autumn, and a chattery aboatia named Woo, Kwame sets off to battle angry nature gods and stop the underworld from destroying the land of the living. But there's an even bigger problem: living souls can't stay in Asamando for long. In order to save the mortal world and return home, Kwame must find the courage to do the bravest thing of all--learn how to say goodbye	Classical Center at Brandenburg
Liverpool	Clarke, David J	NF	3-6	Includes bibliographical references (page 32) and index. Presents a full history of the Liverpool soccer club, from its origins to the present day.	Classical Center at Brandenburg
Look on the bright side	Williams, Lily	4	5-8	A new year of school is starting, and Brit finds herself struggling with feelings for a seemingly rude boy from class who might have a soft side. Meanwhile, Christine can't deny that she likes her best friend Abby . . . as more than just a friend. The only question is, does Abby have feelings for Christine, too? And will their feelings for each other mess things up in their friend group? Misunderstandings, betrayal, and jealousy are bound to get in the way. But hey! Look on the bright side, they're in this together	Classical Center at Brandenburg
Los chicos fantasmas	Rhodes, Jewell Parker	4	5-8	Text in Spanish.;Translation of: Ghost boys. "After seventh-grader Jerome is shot by a white police officer, he observes the aftermath of his death and meets the ghosts of other fallen black boys, including historical figure Emmett Till"	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Making friends. Back to the drawing board	Gudsnuk, Kristen	2	3-6	Almost everything is going great for Dany. She and Madison are still best friends, she still has her magic sketchbook, and the new school year is actually looking up. But after Dany creates a duplicate of herself to help with homework and raise her social status, they accidentally unleash supernatural havoc around town. And with the big school dance coming up, time is running out for Dany and her double to set things right before the night is ruined!	Classical Center at Brandenburg
Manchester United	Clarke, David J	NF	3-6	Includes bibliographical references (page 32) and index. Presents a full history of the Manchester United soccer club, from its origins to the present day.	Classical Center at Brandenburg
Olivetti	Millington, Allie	5	3-6	Witty typewriter Olivetti and twelve-year-old introvert Ernest embark on a mission to find Ernest's missing mother that takes them across San Francisco.	Classical Center at Brandenburg
Outsider kids	Tang, Betty C	3	5-8	Three undocumented Taiwanese siblings in California find their world turned around with the arrival of a violin prodigy cousin.	Classical Center at Brandenburg
Pizza : the cool stories and facts behind every slice	Towler, Paige	2	3-6	In this nonfiction book filled with history, science, facts, and stats, readers can discover how pizza became the world's favorite comfort food	Classical Center at Brandenburg
Real Madrid	Moon, Derek	NF	3-6	Includes bibliographical references (page 32) and index. Presents a full history of the Real Madrid soccer club, from its origins to the present day.	Classical Center at Brandenburg
Rebellion 1776	Anderson, Laurie Halse	5	5-8	Set in 1776, thirteen-year-old Elsbeth struggles to find her missing father amidst the smallpox epidemic sweeping across Boston during the revolution.	Classical Center at Brandenburg
Spelling anything . . . even pneumonoultramicroscopicsilicovolcanoconiosis: a guide to becoming your regional spelling bee champion and qualifying for the Scripps National Spelling Bee	Vukoti, Akash	NF	5-8	A tool for elementary and middle school students who aspire to win their regional bees and . . . compete at the Scripps National Spelling Bee . . . Presents the key tips and tricks that 6-time national competitor, TV personality, and public speaker Akash Vukoti used to achieve success in the spelling bee . . . Discusses the various spelling rules and roots that define the English language, the best strategies to prepare for classroom, school, and regional bees, and plenty of advice on what to do when its your turn to spell	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Sylvia Doe and the 100-year flood	Beatty, Robert	3	5-8	Thirteen-year-old Sylvia Doe has lived at the Highground Home for Children nearly all her life. Whenever the administrators try to place her with a foster family, she runs away--back to Mason, Highground's caretaker and her best friend. The only place she feels like she belongs is with him and the horses he has taught her to love. When a powerful storm causes the remote mountain valley where she lives to flood, Sylvia begins to encounter strange and wondrous things floating down the river. Glittering gemstones and wild animals that don't belong--everything's out of place. Then she spots an unconscious boy floating in the water. As she drags him onto the shore and their adventure together begins, Sylvia wonders who he is and where he came from. And why does she feel such a strong connection to this mysterious boy?	Classical Center at Brandenburg
Take it from the top	Swinarski, Claire	2	5-8	Eowyn Becker has waited all year to spend her sixth summer at Lamplighter Lake Summer Camp. Here, she's not in the shadow of her Broadway-star older brother--she's a stellar performer in her own right. Here, the pain of her mom's death can't reach her, and she gets to reunite with her best friend, Jules Marrigan--the only person in the world who understands her. But this summer, everything seems wrong. The best friend reunion Eowyn had been dreaming of doesn't go as planned. Jules will barely even look at Eowyn, let alone talk to her, and Eowyn has no idea why. Well, maybe she does . . . Told in a series of alternating chapters that dip back to past summers, the girls' stories will reveal how Eowyn and Jules went from being best friends to foils"	Classical Center at Brandenburg
Tamora Pierce's Song of the lioness. Book 1, Alanna : a graphic novel adaptation	Ayala, Vita	3	6-11	"Alanna isn't like other girls from noble families--what she really wants is to become a knight and earn her shield, something women definitely aren't allowed to do. But Alanna will not be deterred, and she arrives in the capital disguised as a boy to begin training as a page, the first step toward becoming a knight. Despite the tough conditions and grueling work, Alanna's skills and stubbornness win her friends amongst the nobility and the denizens of the lower city. But not everyone wishes her well	Classical Center at Brandenburg
Terrible Typhoid Mary : a true story of the deadliest cook in America	Bartoletti, Susan Campbell	7	5-8	Tells the story of early-twentieth-century Irish-American cook Mary Mallon, who was immortalized as "Typhoid Mary" after a sanitary engineer traced a 1904 typhoid fever outbreak back to her Long Island kitchen.	Classical Center at Brandenburg
That thing about Bollywood	Kelkar, Supriya	3	3-6	Middle-schooler Sonali cannot bring herself to share her feelings, but when she wakes up one day and begins to involuntarily burst into Bollywood song and dance routines that showcase her emotions, she realizes she has to find her voice and share her feelings.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Baby-sitters club. 17,Mallory and the trouble with twins	Nopra, Arley	Series	3-6	"Based on the novel by Ann M. Martin"--Front cover. "Mallory knows she's a good baby-sitter. She's been looking after her seven younger brothers and sisters for years. So when Kristy offers her a steady job baby-sitting for the Arnold twins, Mal thinks it'll be easy money. The twins sure are cute in their matching outfits. But once Mrs. Arnold leaves, Marilyn and Carolyn turn into twin terrors! They trick Mallory so that she can't tell them apart and they act like spoiled brats. Taking care of Marilyn and Carolyn is a baby-sitting nightmare. But Mallory is a responsible member of the Baby-sitters Club and she's not giving up!"-	Classical Center at Brandenburg
The Cartoonists Club	Telgemeier, Raina	5	3-6	Includes bibliographical references. "Makayla is bursting with ideas but doesn't know how to make them into a story. Howard loves to draw, but he struggles to come up with ideas and his dad thinks comics are a waste of time. Lynda constantly draws in her sketchbook but keeps focusing on what she feels are mistakes, and Art simply loves being creative and is excited to try something new. They come together to form The Cartoonists Club, where kids can learn about making comics and use their creativity and imagination for their own storytelling adventures!"	Classical Center at Brandenburg
The liars society	Gerber, Alyson	2	3-6	Weatherby is a fish out of water. When she lands a scholarship to the prestigious Boston School, she's excited to be in the same world as her dad . . . But Weatherby has a secret she'll risk everything to protect, one that could destroy her new life. Every member of Jack's wealthy and privileged family has made their mark at the Boston School. Everyone, that is, except for Jack, who is entirely mediocre . . . But Jack has a secret of his own . . . one with the power to ruin everything.When the money for their school trip to a private island . . . is stolen, Jack and Weatherby are invited to play a high-stakes game and solve the mystery of the missing money	Classical Center at Brandenburg
The poisoned king	Rundell, Katherine	3	5-8	Christopher returns to the Archipelago to investigate the mysterious dragon deaths, embarking on a rescue mission alongside a princess seeking justice for her father.	Classical Center at Brandenburg
The secret language of birds	Kelly, Lynne	2	3-6	Nina is used to feeling like the odd one out . . . But while trying to fit in at summer camp, she discovers something even more peculiar: two majestic birds have built a nest in the marsh behind an abandoned infirmary. They appear to be whooping cranes, but that's impossible . . . all her resources tell her that those rare birds haven't nested in Texas for over a hundred years. . . . With the help of some fellow campers, Nina sets out to discover who the mystery bird really is. As she gets closer to the truth, will she find a flock of her own?	Classical Center at Brandenburg
The sum of us : how racism hurts everyone	McGhee, Heather	3	5-8	Now adapted for a new generation of young readers, leaders, thinkers, and activists, this call to action examines how damaging racism is to all people and offers hope and real solutions so everyone can prosper.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The vanishing of Lake Peigneur : a graphic novel based on a true story	Wolf, Allan	4	5-8	Home to catfish and crawdads, shrimp and spoonbills, and even a gator or two, Lake Peigneur--pronounced 'your pain,' only backward--bustles also with human life. Each day, the bean-shape freshwater lake and its shores hum with folks going about their work: a devoted gardener's apprentice and his dogs, fishermen, oilmen drilling at Well P-20, and the fifty-one miners employed by the Diamond Crystal Salt Mines. For most, November 20, 1980, began as 'just another day on the lake.' But as the lake itself reflects, humans had, over time, left behind a honeycomb of salt highways deep beneath its surface--and water and salt mix all too well	Classical Center at Brandenburg
A kid's guide to cats	Moore, Arden	2	3-6	This lively cat care book is packed with photos and colorful illustrations that teach care, health and safety, along with hands-on activities promoting play and bonding with feline companions.	Classical Center at Brandenburg
A little too haunted	Winans, Justine Pucella	3	3-6	The only thing worse than having ghost hunters for parents is having fake ghost hunters for parents. Luna Catalano would know. Her moms are haunted house flippers who use their home reno skills and pretend psychic powers to turn spooky old houses into ghost-free modern homes. Not only does their job require the family to move all the time--meaning Luna is completely friendless--but the only thing haunting any of those houses is bad decor. For once Luna wishes there was an actual, for-real ghost. When they move yet again, Luna isn't expecting much. But this house feels... different. Things start out innocent enough--items not where they should be, strange noises--but soon things turn sinister. Her moms are waking up with cuts and bruises, and disturbing drawings showing them with even worse injuries are being left in Luna's room. With the help of her next-door neighbors and a mysterious woman who seems to know a lot about the home, Luna starts to piece together what exactly happened in that house before she moved in. But not everything is as it seems. In order to save her moms, Luna will have to get the story right before everything goes completely wrong.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Adventures in math : how to level up your math game	Wu, Carleigh	2	3-6	A unique maths book, Adventures in Math builds students' social-emotional skills in maths by debunking common myths that inhibit learning and confidence. Rather than teaching readers how to master maths concepts, it urges them to change their mindset about maths altogether. Using stories and practical tips, it encourages readers to be curious when faced with maths problems, to accept that there will be setbacks in solving them and to recognise the creativity at the root of doing maths. And, just as important, it helps readers understand math's relevance in their own lives through fascinating stories about real people who have used maths to do amazing things. Author Carleigh Wu is a maths coach who wants to help middle schoolers rethink their attitudes about maths and their ability to do it well. Guided by research-based, high-impact teaching practices, she speaks directly to readers, providing them with information to build their resilience and confidence. By instilling a growth mindset, Wu shows readers that with practice and effort, they can get better at maths. She even includes a writing challenge at the end of every chapter to help readers reflect on and digest what they've learned. Many curricula now require social-emotional learning in math, and this is the perfect resource to build those lessons from. The inviting text and Sean Simpson's friendly illustrations keep the pages easy to navigate and explore.	Classical Center at Brandenburg
Allyship as action : 7 ways to advocate for others	Boteju, Tanya	3	5-8	Being an ally is about learning and action. It's a constant, ongoing willingness to engage in the hard, confronting work of standing alongside those who don't have the same privileges. As a young person, it can be difficult to take a stand for others when the need to fit in is so strong. But everyone can be an ally. Learn to acknowledge the privileges you have based on your identity, the difference between allyship and being a performative ally and how to address mistakes when we make them. In this book, young readers will work through realistic scenarios that show allyship in action and develop tools to become the best allies they can be.	Classical Center at Brandenburg
American shorthair	Doty, Abby	NF	3-6	Describes the origins, physical traits, and personality of American shorthair cats.	Classical Center at Brandenburg
Ancient Egypt	Messner, Kate	2	3-6	"Myths! Lies! Secret mummy curses? Grab your head lamp, the award-winning History Smashers are headed to Ancient Egypt to dig up the truth about this incredible early civilization-and the many myths that will be buried once and for all"	Classical Center at Brandenburg
Ariana Grande	Connors, Kathleen	NF	3-6	Ariana Grande is an icon in popular culture today! Her . . . albums have brought her worldwide fame and millions of fans. This book takes readers on her journey from childhood, to Broadway, and beyond, highlighting her greatest accomplishments. Full-color photographs pair with text written especially for struggling readers, showing Ariana throughout her career	Classical Center at Brandenburg
Ballet	Markovics, Joyce L	NF	3-6	Ballet is more than a series of steps. It's an exciting art form that expresses culture, history, and emotion. This book traces this dance style from its origins and profiles some remarkable dancers.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Ballet	Seevers, Marjorie	NF	3-6	Dive into the enchanting world of ballet with Ballet, a beautifully crafted nonfiction book that is part of the Dancing Through Life Series. This captivating read is perfect for young readers who are eager to explore the art and discipline of ballet. Discover the origins of ballet, from its early beginnings in the royal courts of France to its evolution into a globally cherished form of dance. Meet talented ballerinas and learn about the dedication and passion it takes to become a skilled dancer. This book provides a fascinating look at the different roles in ballet, the basic steps and movements, and the stunning costumes that bring performances to life. With engaging chapters on everything from ballet basics to preparing for the stage, Ballet is an inspiring introduction to the grace, strength, and joy of dance.	Classical Center at Brandenburg
Ballroom	Markovics, Joyce L	NF	3-6	What is ballroom dance? -- A brief history -- Famous ballroom dancers -- Get moving! -- Learn to dance. "Ballroom dance is more than a series of steps. It's an exciting art form that expresses culture, history, and emotion. This book traces this dance style from its origins and profiles some remarkable dancers.	Classical Center at Brandenburg
Bengals	Doty, Abby	NF	3-6	Describes the origins, physical traits, and personality of Bengal cats.	Classical Center at Brandenburg
Big Nate. Attack of the cheez funk breath!	Peirce, Lincoln	series	3-6	Snack-loving sixth-grader Nate Wright always has his hands full--of Cheez Doodles! But those delicious orange curls make his breath stink, and when he tries to quit them cold turkey, poor Nate's a hot mess. And that's not the end of his problems. Out of nowhere, Nate gets dumped by his best buddy Francis. He strikes out at the school dance. And a close encounter at the beach with a spiky-haired look-alike has everyone seeing double. Can our favorite troublemaker turn the funk back into fun?	Classical Center at Brandenburg
Big Nate. No harm done!	Peirce, Lincoln	series	3-6	"Its back-to-school time for sixth-grader Nate Wright, and this just might be the best year ever! Rumors are flying that the villainous Mrs. Godfrey is now teaching EIGHTH grade. Chad is on the verge of destroying Gina in the race for class president. And could Nate finally realize his dream of changing the school mascot to . . . a sea cucumber? Hey, why not? He's a can-do kind of guy. So when the Weekly Bugle needs a story, Nate's happy to make headlines--by (allegedly) starting an epic food fight in the cafetorium!	Classical Center at Brandenburg
Big Nate. This means war!	Peirce, Lincoln	series	3-6	Now an animated series with Paramount+ and Nickelodeon"--Front cover.; Selections from the "Big Nate" comic strip. "For Nate Wright, conflict is a way of life. He tangles with Gina, the editor of the school newspaper, after she rejects his comic strip. He can't get on the same page with his snooty study partners as they cram for the final exam. And once he hears that Mr. Rosa's job is on the line, Nate even takes on the all-powerful school board. But when a challenger threatens Nate's status as the owner of P.S. 38's filthiest locker, our hero may have met his match. Can he win the slob-off and bury Kyle under the ash heap of history?	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Blast off! the physics of space	Ringstad, Arnold	NF	3-6	Physics is the science behind so many amazing space phenomena! Discover how physics relates to planets in orbit, our amazing solar system, and rockets. We'll also journey to deep space to learn about exoplanet exploration and the life cycle of stars. Add some fun to young readers' academic routines with Aha Academy!	Classical Center at Brandenburg
Book bans : reading under siege	McGraw, Sally	2	3-6	Book bans have occurred since writing began and ideas made their way onto paper. Books that cover controversial subjects such as religion, gender and sexuality, and political themes are the most banned books by some schools, libraries, and governments. However, many of these books are also classics and are considered important in learning new ideas and perspectives.From 1984 to The Hate U Give, many popular books have been banned throughout history. Students, educators, and concerned citizens have fought to stop the censoring of these and many other titles so that their ideas and themes can be freely expressed. Learn about the long history of book bans, how they began, how they have continued, and how you can fight against them.	Classical Center at Brandenburg
Broken dolls	Malinenko, Ally	3	3-6	A . . . middle grade novel about a girl learning to grieve her grandfather and the creepy antique dolls in his house that seem to come alive	Classical Center at Brandenburg
Cassi and the house of memories	Stuart, Dean	4	3-6	Cassi loves spending time with her grandfather. His games, songs, and stories have always brought her endless joy. This visit with him, though, is different: Grandpa seems to be losing track of things, including everything from the stories they're sharing to who Cassi herself is. So when he goes missing after wandering off from his own backyard, Cassi knows she has to figure out where he's gone. What she discovers is a world filled with memories, none of them her own. As she leaps from one memory to the next, she knows she's getting closer and closer to finding her grandfather--but only if she can make sure he doesn't slip away forever	Classical Center at Brandenburg
Chadwick Boseman King of Wakanda : a hero on and off the screen	Singleton, Chris	2	3-6	Featuring the life of actor Chadwick Boseman, the first title in the new Black History Heroes children's book series by former pro-baseball player, inspirational speaker, and author Chris Singleton	Classical Center at Brandenburg
Charge up! the physics of electricity	Kukla, Lauren	NF	3-6	The physics of electricity is an exciting and ever-changing field! Learn how electricity is harnessed to help us with daily tasks and how atoms are all part of keeping the lights on. Readers will also discover how circuits are designed and electric energy's role in our bright future	Classical Center at Brandenburg
Creepy culture : scary museums and theaters	Lunis, Natalie	NF	5-8	People visit museums and theaters to see awe-inspiring art and stunning live performances. But what happens when these lively places of entertainment are haunted by those no longer alive? Travel the world, visiting real theaters and museums with creepy legends and unbelievable paranormal events. Are the stories of strange figures and unexplained disturbances make-believe or signs of something more sinister? Decide for yourself . . . if you dare. Then, explore a map of creepy culture around the world	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Dead ends! : flukes, flops & failures that sparked medical marvels	Fitzharris, Lindsey	3	5-8	Learn about the diagnoses, experiments, and treatments that were frequently useless, and often harmful, but that sometimes led doctors to discoveries that changed the world for the better	Classical Center at Brandenburg
Deer hunting	Troup, Roxanne	NF	3-6	Did you know that deer hunting can help keep deer herds healthy? In this hi/lo title, reluctant readers are introduced to the world of deer hunting, including equipment, safety, and more, with the help of leveled text and colorful photographs. As they read, students will encounter features that summarize what they have learned, including a deer range map, a graphic that shows off gear, and more!	Classical Center at Brandenburg
Delish : the how-to cookbook for young foodies	Saltz, Joanna	NF	3-6	Boost a budding foodie's kitchen confidence with a beginner-friendly cookbook, organized from simple techniques to more complex ones, that includes step-by-step photos and instructions for 35 essential cooking techniques, 50 recipes and fun food facts	Classical Center at Brandenburg
Dread detention	Killick, Jennifer	2	3-6	While in Saturday detention, Hallie, Angelo, Gustav and Naira must work together to survive when unspeakable horrors emerge from the shadows and the evil grows stronger by the minute.	Classical Center at Brandenburg
Dream on	Hale, Shannon	5	3-6	When Cassie gets a letter that says she's won a huge prize she thinks its the answer to all of her problems. She could get another car so her big family doesnt have to take to trips to go places. Or new furniture to replace their shabby old sofa. Or maybe she could make Vali her best friend forever by taking her on a fabulous vacation. But what happens if Cassie wins nothing at all?	Classical Center at Brandenburg
Duck hunting	Troup, Roxanne	NF	3-6	Quack! Quack! A flock of ducks takes flight in the autumn sky. It must be duck hunting season! In this title, leveled text and vibrant images introduce reluctant readers to duck hunting, including when it happens, equipment used, and hunting safety. Special features call out where ducks live, a popular duck hunting site, fun facts, and more. Young hunters will finish this book eager to join the hunt!	Classical Center at Brandenburg
Elements & compounds	Bingham, Janet	2	5-8	From the ground under our feet to the stars in the sky, nearly everything we can see is made of elements. Each element has special properties and creates bonds with other elements to form new compounds. Explore the subatomic world of elements and meet the scientists who discovered their secrets. Engaging photos and real-world examples help explain chemistry, while an encyclopedic-entry-style format makes the text approachable and highly browsable	Classical Center at Brandenburg
Everything NBA	Koestler-Grack, Rachel A	NF	5-8	Jump into the exciting action of the NBA! In this book, experienced readers will learn about the lengthy history of the NBA from its expansion to its rule changes to its top players and teams. Descriptive text and vibrant images bring some of the league's greatest moments to life for readers to experience. A final spread highlights several aspects of the league including player records, team records, and more!	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Everything NFL	Koestler-Grack, Rachel A	NF	5-8	Since 1920, the NFL has brought exhilarating actions to football fans. In this title, learn about the rich history of this top sports league through detailed text and vibrant images! Experienced readers will dive into the history of the league through its expansion, rule changes, top teams and players, and more. Special features showcasing stats, records, and more provide a closer look at the inner workings of the NFL!	Classical Center at Brandenburg
Everything World Cup	Koestler-Grack, Rachel A	NF	5-8	Hear the roar of the crowd as the action of the biggest stage in soccer comes to life on the page! In this book, experienced readers will learn about the World Cup through detailed descriptions of its history, top teams and players, and more! Special features provide a closer look at stats, formats, and awards. A final spread highlights both team and player records. Soccer fans will not want to miss this title!	Classical Center at Brandenburg
Exit nowhere	Brandt, Juliana	2	5-8	When Barret Eloise and her group project partners are locked in the haunted Raithfield Manor, the house transforms into a series of childhood games they must win to order to escape.	Classical Center at Brandenburg
Exotic shorthairs	Doty, Abby	NF	3-6	Describes the origins, physical traits, and personality of exotic shorthair cats.	Classical Center at Brandenburg
Famous activists	Olson, Elsie	NF	5-8	Activists can change the world! In this informative title, readers are introduced to people who have demanded change, inspired progress, and helped make the world a better place. Chapters highlight people involved with different causes, including environmentalism, civil rights, and more. Readers will learn how each activist got their start, what their main accomplishments are, and how their work continues. Each biography includes a stats profile that highlights basic facts, a timeline of the activist's life, and a list of awards and honors. This book is sure to inspire readers!	Classical Center at Brandenburg
Famous musicians	Olson, Elsie	NF	5-8	Humans have enjoyed music for thousands of years. In this fact-filled title, readers are introduced to some of the most popular and influential musicians of today and the recent past. Each chapter explores musicians from a different genre, including hip-hop, pop, country, and more. Profiles highlight each musician's path to success, top hits, and biggest accomplishments. Sidebars show off basic stats, important moments, and popular songs. Additional features highlight big moments in music history, profile up-and-coming musicians, and more!	Classical Center at Brandenburg
Genetics & evolution	Jackson, Tom	NF	5-8	From the constructions of genes to the coded instructions stored in DNA, living bodies can be complicated. How are traits passed from parents to offspring? And how have organisms evolved over time? Discover the secrets of chromosomes, coevolution, meiosis, natural selection, and meet the great thinkers who made these discovers possible. Extraordinary photos and real-world examples invite readers to discover the world of biology, while an encyclopedic-entry-style format makes the text approachable and highly browsable.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Get moving! : the physics of motion	MacCarald, Clara	NF	3-6	In today's busy world, we're always on the move! Learn all about how physics allows us to measure and describe different kinds of movement. Readers will discover more about velocity, acceleration, energy, and speed with face-paced examples from sports and transportation.	Classical Center at Brandenburg
Ghost town	Colossal, Eric	4	3-6	The sleepy little town of Crater, NY is falling apart . . . However, it's the only home Lily Cole has ever known, and despite her protests, Lily's family will be moving away at the end of the summer. Now, Lily is determined to spend as much time as possible with her friends before she leaves . . . When a foul ball leads the kids into an abandoned mansion . . . the gang is shocked to discover that Crater is haunted by thousands of ghosts, and they've stumbled upon the tools to hunt and trap them!	Classical Center at Brandenburg
Gloam	Mackay, Jack	4	3-6	After moving into their late grandmother's eerie house on a small island, thirteen-year-old Gwen must protect her family from their monstrous babysitter, Esme, which forces her to confront her deepest fears as she fights back against terrifying creatures.	Classical Center at Brandenburg
Grin	Gillespie, D. W	2	3-6	Twelve-year-old Danny's dream week at his Uncle Bill's retro arcade becomes life threatening when a sinister video game harboring the soul of a serial killer possesses Bill.	Classical Center at Brandenburg
Guinness World Records. Gamer's edition.2026		NF	3-6	Featuring every major game, console, character and developer, this book lists the top one hundred greatest gaming characters as selected and ranked by a panel of experts.	Classical Center at Brandenburg
Halfway to somewhere	Pimienta, Jose	5	3-6	Ave must adjust to a new country, a new school, and a new family dynamic when their mom and younger brother move to Kansas while their father and older sister stay in Mexico during the parents' divorce.	Classical Center at Brandenburg
Hip-hop	Markovics, Joyce L	NF	3-6	Hip-hop dance is more than a series of steps. It's an exciting art form that expresses culture, history, and emotion. This book traces this dance style from its origins and profiles some remarkable dancers	Classical Center at Brandenburg
I.R.L.	Goebel, Jenny	3	3-6	Not every kid would be thrilled to move to rural Alaska, but sixth grader Lucy is eager to leave her bullies behind and start over. However, it turns out that Lucy's new school does remote learning from October to April, when the roads become too icy to navigate safely. Being the new kid is hard enough--how is she going to make friends when she can't meet anyone in person? Luckily, the sixth grade class at White Pine Secondary School is tiny (just thirteen students)and they're all super nice and really welcoming . . . As the ice starts to thaw, Lucy grows increasingly excited about meeting her new friends in person. But when she enters the school's address on her phone's GPS, it leads her to a crumbling, clearly abandoned building with a rotted wood sign in front--a sign that reads White Pine Secondary School	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Impact Asteroids and the Science of Saving the World	Rusch, Elizabeth	4	5-8		Classical Center at Brandenburg
In the driver's seat! : the physics of transportation	Ringstad, Arnold	NF	3-6	We're about to learn all about the physics of transportation. Discover how physics explains concepts important to transportation, such as friction, buoyancy, and lift. Readers will learn about different forms of transportation, from skateboards to spaceships, and how we have physics to thank for them!	Classical Center at Brandenburg
It's watching	Currie, Lindsay	4	3-6	After attempting to prove the existence of a famous ghost for their school newspaper, Josie, Jackson, and Alison begin to receive sinister memes on their phones and must uncover the truth behind the terrifying messages before time runs out.	Classical Center at Brandenburg
Latin dance	Markovics, Joyce L	NF	3-6	"Latin dance is more than a series of steps. It's an exciting art form that expresses culture, history, and emotion. This book traces this dance style from its origins and profiles some remarkable dancers. A table of contents, glossary, index, author biography, dance steps, and sidebars are included in this title	Classical Center at Brandenburg
Legends of women's figure skating	Hill, Maura Sullivan	NF	3-6	With their flying spins and graceful leaps over the ice, figure skaters exemplify what it means to be an athlete and an artist. Legends of Women's Figures Skating features short biographies of twenty-eight of the greatest women figure skaters of all time, from pioneers like Sonja Henie and Carol Heiss; to the American legends of the '90s, such as Tara Lipinski and Michelle Kwan; to the rising stars of today, like Amber Glenn and Alysa Liu.	Classical Center at Brandenburg
Lightfall. Book one, The girl & the Galdurian	Probert, Tim	4	5-8	Deep in the heart of the planet Irpa stands the Salty Pig's House of Tonics & Tinctures, home of the wise Pig Wizard and his adopted granddaughter, Bea. As keepers of the Endless Flame, they live a quiet and peaceful life, crafting medicines and potions for the people of their once-prosperous world. All that changes one day when, while walking through the woods, Bea meets Cad, a member of the Galdurians, an ancient race thought to be long-extinct. Cad believes that if anyone can help him find his missing people, it's the Pig Wizard. But when the two arrive home, the Pig Wizard is nowhere to be found--all that's left is the Jar of Endless Flame and a mysterious note. Fearing for the Pig Wizard's safety, Bea and Cad set out across Irpa to find him, while danger fights its way out of the shadows and into the light	Classical Center at Brandenburg
Magnetic magic! the physics of magnetism	Hulick, Kathryn	NF	3-6	Magnets are more than just magic - they work thanks to a force called magnetism. Learn more about the physics of magnetics as we explore magnetism in nature, technology, and even space! Discover more about polarity, electromagnetism, electrons, and how physics impacts our daily lives and the world around us.	Classical Center at Brandenburg
Mixed-up	Garcia, Kami	4	3-6	A middle grade graphic novel about the struggles of a game-loving girl who gets diagnosed with dyslexia and her loving support network that help her along in the journey	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Modern and contemporary	Markovics, Joyce L	NF	3-6	Modern and contemporary are two dance styles that are more than a series of steps. They're exciting art forms that express culture, history, and emotion. This book traces these dance styles from their origins and profiles some remarkable dancers. A table of contents, glossary, index, author biography, dance steps, and sidebars are included in this title	Classical Center at Brandenburg
Modern dance	Seevers, Marjorie	NF	3-6	Discover the creative world of Modern Dance, a captivating nonfiction book that is part of the Dancing Through Life Series. Perfect for young readers interested in exploring dance, this book dives into the expressive and innovative style of modern dance that breaks away from traditional rules. Learn about the history of modern dance, from its beginnings as a rebellion against ballet to its evolution into a form that emphasizes individuality and emotion. Explore the different roles within modern dance, the fundamental steps and movements, and how dancers use their bodies to convey powerful stories and emotions. With engaging chapters on everything from basic techniques to the joy of performing, Modern Dance provides an inspiring look at this dynamic dance style. Beautiful photographs throughout the book showcase the freedom and expression of modern dance, making it a visual delight for readers of all ages.	Classical Center at Brandenburg
Molecules & chemical reactions	Bingham, Janet	NF	5-8	Molecules make up most of what we see and touch each day. These molecules combine and separate into new molecules all the time in reactions that change the substances of our world. From baking bread to splitting the atom, discover the science behind chemical reactions and meet the scientists whose discoveries made this science possible.	Classical Center at Brandenburg
Nightmare Jones : poems	Bramer, Shannon	3	3-6	A collection of poems that invokes magic realism, influences form fairy tales, folklore and ghost stories, while creating often tender depictions of fantastic characters and familiar human fears	Classical Center at Brandenburg
Pedro Pascal	Romo Edelman, Claudia	2	3-6	Read about Chilean-American actor Pedro Pascal	Classical Center at Brandenburg
Pocket Bear	Applegate, Katherine	5	3-6	A teddy bear named Pocket Bear born during World War One as a good luck charm finds himself a century later as the unofficial mayor of Second Chances Home for the Tossed and Treasured, where stuffed toy animals are refurbished and given a fresh opportunity to be loved. He and his best feline friend Zephyrina, known far and wide as 'The Cat Burglar', have seen it all, and then some	Classical Center at Brandenburg
Powwow : a celebration through song and dance	Pheasant-Neganigwane, Karen	4	3-6	Text and photographs look at the dance, music and culture of the powwow celebration.	Classical Center at Brandenburg
Ragdolls	Doty, Abby	NF	3-6	Describes the origins, physical traits, and personality of Ragdoll cats.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Run the world like a girl : international women leaders	Graham, Kate	2	3-6	Girls and women make up half the world's population, but we have a long way to go to see equal representation for women in the highest levels of politics. The world is full of inequality, but fifteen percent of countries today have a woman president or prime minister. Today's girls will make that number grow! Let's be inspired by the lives of twelve girls from across the globe who went on to become leaders of their countries. Who were they as young people? What motivated them? They all come from different backgrounds and had different paths, but what unites them is a desire for positive change--and the belief that they could be the ones to bring it	Classical Center at Brandenburg
Sabrina Carpenter	Connors, Kathleen	NF	3-6		Classical Center at Brandenburg
Scorching science! the physics of heat	LaPierre, Yvette	NF	3-6	Is it getting hot in here? We experience hot and cold every day, but do you know the physics behind heat? Discover more abut kinetic energy and particles on the move in the scorching title! Readers will learn about conduction, convection, radiation, and more. They'll even journey into outer space to learn about extreme temperatures	Classical Center at Brandenburg
Screech school	Killick, Jennifer	2	3-6	When a horde of giant vampire birds that are after blood attack from above, Angelo and his friends must save their school--and the big dance--from these fearsome flying creatures that are unlike anything they've ever encountered.	Classical Center at Brandenburg
Speak up, Santiago! : a Hillside Valley graphic novel	Anta, Julio	4	3-6	NYC kid Santiago heads upstate to stay with his grandmother for the summer	Classical Center at Brandenburg
Srta. campista	Fajardo, Kat	2	3-6	Text in Spanish.;Translation of: Miss camper. Sue is heading to Camp Willow this summer! She's looking forward to hiking, archery, making comics, and LARPing. But she won't be far from family because her big sister, Carmen, is a camp counselor and her little sister, Ester, is a fellow camper and won't give her any space! All Sue wants is to make memories with her friends, but they're assigned to only a few of the same activities. This summer isn't at all going as planned!--Adapted from dust jacket.	Classical Center at Brandenburg
Sweet & salty! : King Arthur Baking Company's cookbook for young bakers	Battilana, Jessica	3	3-6	Provides over 80 sweet and salty recipes, including cookies, cupcakes, pretzel bites, and more.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Tegan and Sara. Junior high	Quin, Tegan	5	5-8	Before Tegan and Sara took the music world by storm, the Quins were just two identical twins trying to find their place in a new home and new school. From first crushes to the perils of puberty, surviving junior high is something the sisters plan to face side by side, just like they've always faced things. But growing up also means growing apart, as Tegan and Sara make different friends and take separate paths to understanding their queerness. For the first time ever, they ask who one sister is without the other	Classical Center at Brandenburg
The 1920s	Green, Sara	NF	5-8	With its flappers, gangsters, and jazz, the 1920s was an iconic period in history. This fascinating title examines the ins and outs of the decade, from the history and politics to the culture and daily life. Spotlight spreads dig deeper into notable events like the formation of the Soviet Union and the stock market crash, while sidebars highlight slang, offer a playlist of popular songs, and profile an important athlete. A timeline visually recaps information for readers. Curious students will love this fact-filled look at the Jazz Age!	Classical Center at Brandenburg
The 1930s	Green, Sara	NF	5-8	The 1930s are known for the Great Depression. But this decade introduced many things that are still beloved today, including The Wizard of Oz, The Hobbit, and even the FIFA World Cup! This fact-filled title dives into a decade of change, from historical events such as the Dust Bowl and the rise of fascism in Europe to cultural landmarks like the introduction of soap operas and Superman. Spotlight spreads take a closer look at major historical events while features introduce popular slang, compare costs of everyday items, list box-office hits and more! Step back in time with this informative title!	Classical Center at Brandenburg
The 1940s	Green, Sara	NF	5-8	The 1940s was a decade defined by World War II and the politics that emerged from the war. It was a time of advancements in technology, medicine, the economy, and more. In this book, readers will discover the major events, culture, and other elements that shaped the world during the 1940s. Factual text and corresponding photos walk readers through the decade. Features highlight 1940s slang, prices of everyday goods, profiles of important figures, and much more. Spotlight spreads dive deep into a major national and world event. A timeline sums up the decade's most notable events.	Classical Center at Brandenburg
The 1950s	Green, Sara	NF	5-8	Prosperity, suburbia, teenagers, and rock and roll created nostalgia around the 1950s. But it was also a time of inequality, division, and political tension. This book presents readers with a look into life in the 1950s. A narrative scene takes readers back in time, and factual text highlights the decade's political, cultural, and social events. Spotlights narrow in on important events, and features provide a look at everyday life through decade slang and price comparisons. A timeline provides a visual representation of the decade's most important and influential events.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The 1960s	Green, Sara	NF	5-8	The 1960s was a decade of political and social unease, particularly marked by the Vietnam War and the Civil Rights Movement. Revolutionary activism and movements changed the culture and everyday lives of many people. In this book, factual text and vivid photos and features immerse readers in the events that molded the 1960s. Spotlight spreads take a deep dive into monumental events. Profiles highlight influential figures of the decade. A headlines feature gives readers a glimpse into the media's coverage of events.	Classical Center at Brandenburg
The 1970s	Klepeis, Alicia	NF	5-8	From Vietnam to Watergate, the 1970s saw many important historical events. This fact-filed title takes readers through the history, culture, and daily life of this iconic era. Readers can sample top songs from the decade, learn about fashion trends like bellbottoms, and dive deeper into major news stories like the Watergate scandal. Features include a timeline, profiles of key figures, and a list of box-office hits. Take a look at the "Me Decade" with this engaging title!	Classical Center at Brandenburg
The 1980s	Klepeis, Alicia	NF	5-8	The 1980s are known for material wealth and technological advancements. But the decade also saw key historical events such as the Chernobyl disaster and the AIDS crisis. This informative title takes readers through the highs and lows of the decade, peering into major happenings in the U.S. and around the world, as well as exploring the culture and daily life of people. Features highlight headlines, profile a famous athlete, and hit readers with some gnarly slang.	Classical Center at Brandenburg
The 1990s	Leaf, Christina	NF	5-8	The 1990s are often looked back on with nostalgia. The economy was booming, many countries experienced peace, and American culture spread around the world. In this book, readers will explore the events that created a decade of prosperity as well as moments that brought strife and turmoil. Vibrant photos and immersive features, including profiles of major figures, top movie and song lists, decade slang, and more, allow readers to step into the decade of explosive pop culture, technological innovation, and more!	Classical Center at Brandenburg
The 2000s	Rathburn, Betsy	NF	5-8	The 2000s are marked by the new millennium, technology, and a worldwide recession. It was a decade of transition, from the prosperity and overall peace of the 1990s to the growing political and social unrest of the 2010s. This fact-filled title explores many parts of life in the 2000s, from major events to daily life and entertainment. Spotlight spreads take a deep dive into notable events like 9/11 and the Iraq War. Sidebars showcase top movies of the decade, popular songs, and profiles of important figures. A timeline provides a summary of the decade by highlighting some of the most notable and important events.	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The 2010s	Leaf, Christina	NF	5-8	The 2010s were a decade of social unrest, political division, and rapid technological change. Movements such as Black Lives Matter and #MeToo got their start while smartphones and social media took over how people communicate. This informative title examines the history, culture, and daily life of the 2010s from newsworthy events to daily fashion to favorite movies. A playlist feature allows readers to sample popular music from the decade, a chart tracks prices for everyday items, and a timeline allows for easy reference of top news stories.	Classical Center at Brandenburg
The Atlas obscura explorer's guide to inventing the world	Thuras, Dylan	2	3-6	50 inventions & discoveries, 94 locations, a globe-spanning adventure"--Front cover. "Here is a STEM-oriented exploration of some of the world's notable technologies, inventions, and scientific discoveries. Drawing from 'Atlas Obscura''s deep catalog of tech-related entries, this book will bring readers to . . . locations all around the world and move them through the progressions and scientific ideas that forge innovation	Classical Center at Brandenburg
The book of Anansi	Thomas, Angie	3	3-6	All of Nic's dreams have come true. After years of living in hiding as a Remarkable in the Unremarkable world, she now has everything she'd ever wanted: certified hero status, a big family and a real home in the hidden city of Uhuru, and a chance to develop her Gift at a school for young Manifestors like her. But her favorite author-turned-vengeful-outcast wants to destroy her. Then there's the terrifying secret prophecy that still threatens Nic's future, and the dangerous new power she seems to have--one she cannot control	Classical Center at Brandenburg
The daughter of Auschwitz the girl who lived to tell her story	Friedman, Tova	2	5-8	A . . . memoir by one of the youngest survivors of Auschwitz, Tova Friedman, following her childhood growing up during the Holocaust and surviving a string of near-death experiences in a Jewish ghetto, a Nazi labor camp, and Auschwitz	Classical Center at Brandenburg
The dinosaur book	Woodward, John	NF	5-8	This book brings to life all forms of prehistoric creatures through vivid illustrations and realistic digital reconstructions, showing their fearsome teeth, tails, legs and scales that enabled them to eat, move and defend themselves against predators.	Classical Center at Brandenburg
Timothee Chalamet	Connors, Kathleen	NF	3-6	Examines the life and career of actor Timothee Chalamet.	Classical Center at Brandenburg
Turkey hunting	Troup, Roxanne	NF	3-6	The hunt for a turkey hunting book is over! In this title, leveled text and labeled images introduce readers to all they need to know about hunting turkeys. Students will learn where turkeys live, when and why people hunt them, what equipment is used, and how to stay safe.	Classical Center at Brandenburg
Who is Aaron Judge?	Buckley, James	NF	3-6	A brief biography of baseball player Aaron Judge, in which readers will get to know more about #99, aka the home run hero, on the New York Yankees, as they learn about his record-breaking career and how he became the MLB star he is today	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Who is Ariana Grande?	Anderson, Kirsten	NF	3-6	A biography of singer Ariana Grande, discussing her growing up years, key events in her career, influences, achievements, and successes	Classical Center at Brandenburg
Who is Cynthia Erivo?	Hubbard, Crystal	NF	3-6	A biography about Cynthia Erivo. She began performing when she was only five years old and sang 'Silent Night' as a solo in a school Christmas play. When she grew up, she trained at the Royal Academy of Dramatic Art before beginning her career as a professional actress and singer. Cynthia made her Broadway debut in 2015 as Celie Harris in 'The Color Purple'. This performance earned her the Tony Award for Best Actress in a Musical. In 2017, she won her first Grammy Award for the cast album of 'The Color Purple'. Cynthia went on to play Harriet Tubman in the . . . film 'Harriet' in 2019. This movie earned Cynthia her first Academy Award nomination as a lead actress. In 2024, Cythia will star as Elphaba in the blockbuster movie muscial Wicked	Classical Center at Brandenburg
Who is Shohei Ohtani?	Buckley, James	NF	3-6	Shohei Ohtani, also known as 'Shotime,' is widely known for his skills in both pitching and hitting. At the 2016 Japan Series, Ohtani led his team, the Fighters, to victory. He later signed to the Los Angeles Angels in 2017 and earned the title of American League Rookie of the Year in 2018. In 2021, Ohtani made Major League Baseball history with over ten homeruns, over twenty stolen bases, and over one hundred strikeouts. That same year, at only age twenty-seven, he was given the American League Most Valuable Player Award.	Classical Center at Brandenburg
Who is Tom Brady?	Buckley, James	NF	3-6	Profiles the life and career of professional football player Tom Brady.	Classical Center at Brandenburg
Winging it	Lloyd, Megan Wagner	2	3-6	Luna's quest to find a luna moth helps her deal with her family's move to Virginia and learn about her late mother.	Classical Center at Brandenburg
Wizards in school	Mora, Amelia	2	3-6	Triplets Akira, Naoki, and Hiro have a big secret: they are the only wizards at their school. Their parents' one rule is that they can't do magic without permission--otherwise they'll have to leave all their friends and change schools. Unfortunately, sometimes magic is the best way to solve a problem and the Tanaka triplets are the experts of getting into and back out of trouble	Classical Center at Brandenburg
Big Jim Believes (Dog Man, Book 14)	Pilkey, Dav	1 (series)	3-6	When the mischievous Space Cuties From Space return, our caped crusaders--Dog Man (aka Scarlet Shedder), Commander Cupcake, and Sprinkles--along with Mecha Molly, discover that the city has changed and nothing is how it should be. Can Big Jim's positivity and innocence help our heroes? Will Dog Man, Big Jim, Grampa, and Molly have the courage to trust each other and save the day? How does the past help shape the future? And who is the chosen one?	Coyle MST
Ghost Boys The Graphic Novel	Rhodes, Jewell Parker	2	5-8		Coyle MST
Sabrina Carpenter	Connors, Kathleen	NF	3-6	Includes bibliographical references (page 31) and index. Explores the life and career of Sabrina Carpenter.	Coyle MST

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The joker's on you (Graveyard Girls, Book 4)	Harrison, Lisi	series	3-7	The Graveyard Girls face off against a sentient house while they struggle to keep their friendship alive.	Coyle MST
Haunted Hospital	Chan, Marty	2	4-7	In this high-interest accessible novel for middle readers, four young teens find themselves in serious danger during a role-playing game in a supposedly abandoned hospital.	Coyle MST
Werewolf life cycles (Roar! Books: Paranormal Life Cycles)	Leatherland, Noah	1 (series) NF	6-7	Everything on Earth goes through a life cycle. It's normal that we're born, grow older, and eventually die. But what about the paranormal? It's time to explore what the hairy, scary, and bizarre life cycle of a werewolf might look like.	Coyle MST
Zombie life cycles (Roar! Books: Paranormal Life Cycles)	Leatherland, Noah	1 (series) NF	6-7	Everything on Earth goes through a life cycle. It's normal that we're born, grow older, and eventually die. But what about the paranormal? It's time to explore what the gross, gory, and bizarre life cycle of a zombie might look like.	Coyle MST
Coraline	Gaiman, Neil	4	3-7	Looking for excitement, Coraline ventures through a mysterious door into a world that is similar, yet disturbingly different from her own, where she must challenge a gruesome entity in order to save herself, her parents, and the souls of three others.	Coyle MST
Coraline	Gaiman, Neil	2	3-7	A graphic novel adaptation of the Neil Gaiman story in which Coraline, looking for excitement, ventures through a mysterious door into a world that is similar, yet disturbingly different from her own, where she must challenge a gruesome entity in order to save herself, her parents, and the souls of three others.	Coyle MST
The Nightmarys	Poblocki, Dan	4	3-7	Timothy July has a secret. And it's giving him nightmares. Abigail Tremens has a problem. Her nightmares are haunting her . . . while she is awake. When they team up for a school project, they don't realize that Abigail's past and Timothy's present are making them the target of a terrible curse. A curse that turns their worst fears to reality. But their fears are just the beginning. The curse stems from a strange artifact that gains strength by devouring a human soul. And it needs to feed again.	Coyle MST
Not Another Banned Book	Levy, Dana Alison	2	5-8	No matter what was going on in Molly's life at home, she always had book club at school. But when someone anonymously notifies school boards about a controversial book in the classroom, her favorite teacher Ms. Lewsiton is suspended and book club is banned for the immediate future. With weeks until graduation, Molly knows she needs to do something--anything--to prove to everyone that the books they read with Ms. Lewsiton are more important than the adults may realize. With her group of friends, Molly will fight to save her book club but will she find she is fully ready to make a change for readers just like her?	Coyle MST

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Bletchley Riddle	Sepetys, Ruta	5	5-8	Follows siblings Jakob Novis and his quirky younger sister Lizzie as they find themselves at Bletchley Park, the home of WWII codebreakers working to decrypt the Nazi's Enigma cipher, where the two struggle to unravel a mystery surrounding their mother's disappearance against the backdrop of the Battle of Britain and Hitler's feared invasion.	Coyle MST
The Tenth Mistake of Hank Hooperman	Choldenko, Gennifer	4	5-8	When eleven-year-old Hank's mother does not come home after a week, he and his toddler sister, Boo, seek out the stranger listed as their emergency contact, even though it means social workers, a new school, and having to answer questions about his mom that he has been trying to keep secret.	Coyle MST
Ghost Fever = Mal de fantasma	Hayes, Joe	4	5-8	Text in English and Spanish.;Translation of: Ghost fever. In the 1950s, fourteen-year-old Elena Padilla and her father move into a haunted house in Duston, Arizona, where only Elena can see and help the ghost of the young girl who died there.	Coyle MST
The Dragonet Prophecy (Wings of Fire, Book 1)	Sutherland, Tui	5	3-7	Clay and the other four MudWing dragonets were stolen from their homes while they were still in their eggs and hidden for years in order to fulfill a prophecy claiming that the dragonets would end the war between the dragon tribes, but not all of the dragonets want their destiny.	Coyle MST
Darkstalker (Wings of Fire: Legends)	Sutherland, Tui	2	3-7	Long before the SandWing and the Dragonet Prophecy, Darkstalker, half NightWing and half IceWing, is hatched under the three moons--born into a divided heritage, he is destined to become the most powerful and dangerous dragon Pyrhhia will ever know, and it will take the combined efforts of a SeaWing named Fatham and a NightWing seer named Clearsight to come up with a way to save all the kingdoms from his anger.	Coyle MST
Alcatraz vs. the Evil Librarians	Sanderson, Brandon	4	3-6	On his thirteenth birthday, foster child Alcatraz Smedry receives a bag of sand which is immediately stolen by the evil Librarians who are trying to take over the world, and Alcatraz is introduced to his grandfather and his own special talent, and told that he must use it to save civilization	Coyle MST

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Candace, The Universe, and Everything	Smith, Sherri L	5	5-8	A speculative middle grade novel about three generations of Black girls connected across time and space through a wormhole in their school locker. What if your locker was a wormhole to the past? On the first day of eighth grade, Candace Wells opens her locker and is astonished when an unusual bird flies out. Soon after, a notebook mysteriously appears on the top shelf, labeled Tracey Auburn, 1988. Stranger still, as Candace reads the notebook, new messages start to appear. Professor Tracey Auburn only vaguely remembers a bird flying into her locker in eighth grade, way back in 1988, and losing a notebook she could have sworn she put on the top shelf. Until Candace shows up at her office with the missing notebook forty years later. Quantum physicist Loretta Spencer will never forget the bird flying out of her locker in eighth grade in 1948. Her life's work has been to study the portal and others like it, and now she needs Tracey's and Candace's help to complete her research. So begins an unlikely friendship and a hunt around Chicago and the state of Illinois to uncover the secrets of the locker, the universe, and everything. One thing's for sure: Eighth grade will never be the same again.	Coyle MST
First Class Murder	Stevens, Robin	2	5-8	On holiday with Hazel's father, Daisy and Hazel secretly investigate a murder on the Orient Express, rushing to solve it before another murder occurs, or someone else finds the killer.	Coyle MST
The Prophecies Begin	Hunter, Erin	Series	3-7	Allegiances are shifting among the Clans of warrior cats that roam the forest, and Fireheart is determined to find out the truth behind the mysterious death of the former ThunderClan deputy, Redtail, and discovers secrets better left hidden.	Houston
Stuck	Miller, Kayla	Series	4-7	Olive is excited to reunite with Max and Bree at Camp Acorn Lake, but the buses have barely pulled away when her two closest camp friends start fighting ... and it's not just a little squabble.	Houston
Valentina Salazar is Not a Monster Hunter	Cordova, Zoraida	Kirkus, ALA. PW	4-7	Monsters, mayhem, and a little family magic will have readers rooting for Valentina!	Houston
Haunted Hospital	Chan, Marty	Kirkus, SLJ	4-7	Xander thinks the George Wickerman Hospital would be the perfect setting for Spirits and Specters, a role-playing game where players go on "missions" to find evidence of paranormal activities. According to local legend, tuberculosis patients were used as test subjects in medical experiments that ended tragically, and their disfigured ghosts walk the hallways of this now-abandoned building. What better location to go ghost hunting? Even though they didn't really believe the rumors, Xander and his friends soon begin to suspect that they are not alone.	Hudson

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Two-Headed Chicken	Angleberger, Tom	Series	2-5	Anything is possible in the multiverse, including a madcap adventure starring a plucky two-headed chicken. But look out--there's a chicken-hungry moose in pursuit! In this fourth wall-breaking graphic novel, our double-headed hero is chased through dozens of bizarre universes, from an ocean planet with a disturbing mermoose (that you can never unsee) to a world where chickens drive cars, and even to a land covered with . . . pizza sauce? With each BZOOP! of the universe-hopping Astrocap, the only thing to expect is the unexpected	Hudson
Bea and the New Deal Horse	Elliot, L.M.	Booklist, Publishers, Kirkus, SLJ	5-8	Abandoned by her father after Black Tuesday, thirteen-year-old Bea convinces Mrs. Scott to take in her and her sister in exchange for farm work and Bea bonds with a seemingly untrainable horse.	Hudson
The Daggers of Ire	Cervantes, J. C.	Booklist, Publishers, Kirkus, SLJ	3-6	Esmerelda Santos is a rare bruja, born with Chaos magic in her veins. She and her family are direct descendants of one of the four original witches--a mysterious legend about the night magic was born in San Bosco. But since the death of her mother, Esme is more concerned about healing their father's spiraling grief. When Esme finds a heart spell in a forbidden grimorio, she thinks it could be the answer to making her dad whole again. But before she can try, she and her best friend, Tiago, discover that their families and all the town's witches have vanished--along with their magic, which keeps San Bosco alive. The only way to save them and the town is to find an original witch--impossible, since no one has actually ever seen one. With a witch hunter on their tail, Esme and Tiago journey to a banished realm where forbidden magic runs wild. Here the two must embrace their powers and confront the legend's terrible truths . . . or risk losing their families and their magic forever.	Hudson
Roll of Thunder, Hear My Cry (40th Anniversary Special Edition)	Taylor, Mildred D.	Hornbook Guide, Hornbook Magazine	5-8	An African-American family living in the South during the 1930s is faced with prejudice and discrimination which its children do not understand.	Hudson
Lightfall: The Dark Times	Probert, Tim	Series	5-8	The Lights have gone dark in Irpa. Danger lurks as the air grows colder and threats lie in the shadows at every turn. While the rest of their fellowship seeks safety, Bea and Cad team up with a small group of survivors to travel to the Citadel of Knowledge, pursuing answers to their world's darkest mysteries. But their journey reveals even more secrets. Until an unexpected ally shines a light in the darkness, providing a clue to a mystery from long ago...and a beacon of hope for the future	Hudson
Who Was Queen Elizabeth I?	Eding, June	Series	3-6	A brief illustrated biography of Queen Elizabeth I, who ruled England from 1533 until her death in 1603, and discusses her childhood, imprisonment, her refusal to get married, the attempts on her life, and other related topics.	Hudson
Who Was Pele?	Buckley Jr., James	Series	3-6	A brief biography of Brazilian soccer player Pele, and how he started out as a boy from a poor neighborhood to become a professional soccer player and a national hero in Brazil.	Hudson

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Who Was Jimmy Carter?	Stabler, David	Series	3-6	Details the entire life of Jimmy Carter, beginning with his 1924 birth in Plains, Georgia. Readers will learn about his life as a peanut farmer, a Sunday school teacher, a president, a Nobel Prize winner, and more	Hudson
Who is Tom Brady?	Buckley Jr., James	Series	3-6	Profiles the life and career of professional football player Tom Brady.	Hudson
Who is Kamala Harris?	Anderson, Kirsten	Series	3-6	A look at the life and career of American politician Kamala Harris.	Hudson
Tidesong	Xu, Wendy	Booklist, Kirkus, SLJ	5-8	Sophie, a young witch, is sent to live with her relatives to improve her magic, but when a spell she tries goes wrong, she meets a water dragon trapped on land who can't remember where he came from and Sophie must decide if she is going to help him, at the risk of failing her magic exams.	Hudson
A long walk to water	Park, Linda Sue	4	5-9	When the Sudanese civil war reaches his village in 1985, eleven-year-old Salva becomes separated from his family and must walk with other Dinka tribe members through southern Sudan, Ethiopia, and Kenya in search of safe haven. Based on the life of Salva Dut, who, after emigrating to America in 1996, began a project to dig water wells in Sudan.	IRC
Merriam-Webster's intermediate thesaurus	Merriam-Webster, Inc.	NF	5-8	"Merriam-Webster's Intermediate Thesaurus is geared towards students grades 5-8, ages 10-14. This reference contains over 150,000 word choices across 19,000 main entries, which feature definitions, usage examples, synonym lists, related word lists, near-antonym lists, and antonym lists"	IRC

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Case of the Buried Treasure	Curran-Bauer, Christee	series (NYP 6/9/2026)	Lower Elementary	Sun, sand, and stolen treasure? Even the Pigeon Private Detectives—PPD for short—take a vacation. Well...they try to. Plans for a relaxing weekend at the beach take a surprising turn while Detectives, Sweets, Danish, and Custard are enjoying the salt air, tasty shore treats, and ocean breezes. They can't help but be intrigued when they hear the tall tale of a long buried treasure. Soon, they're tracking down clues and taking part in a seaside stakeout! Once again, author-illustrator Christee Curran-Bauer pokes fun at detective procedurals with kid-friendly humor, as she did in The Case of the Missing Tarts ,The Case of the Poached Painting, and The Case of the Heartbreak Heist.	Dorsey
Cascarones: An Easter Surprise = Una Sorpresa De Pascuas	Salazar, Alicia	2	Lower Elementary	A young girl excitedly anticipates Easter and the confetti-filled eggs, or cascarones, she and her parents make for the holiday. As always, the preparation begins in January, and they collect eggshells for months.Engaging illustrations by Aimee Del Valle show the family working together as the girl describes the process of making the confetti-filled eggs, from creating a hole in the shell to drain the insides, to covering the hole with colored paper, dying them bright colors, inserting the confetti and decorating the colored shells.When Easter Sunday arrives, her dad hides the eggs at the neighborhood park, where all her aunts, uncles and cousins gather. Young NicolÃ¡s enjoys his first Easter egg hunt and quickly learns how to find the treasures. And when all 100 cascarones have been found, the boy is in for one final surprise! This bilingual picture book for children ages 4-8 is a joyous celebration of family and the Mexican-American holiday tradition of making--and cracking on each other's heads!--eggs filled with colorful paper. Kids will want to use the recipe included in the book to make their very own cascarones.	Handley STEM
Viva el aguacate!	Levi, Taltal	2	Lower Elementary	Dad tells Muriel a secret: She is like the pit of an avocado, he explains, small and full of magic. Together they put an avocado seed in a glass of water by the window and watch as both Muriel and her avocado plant grow, take root, and eventually bring new life	Handley STEM
Hay Gatos En Este Libro	Schwarz, Viviane	2	Lower Elementary	En este libro hay gatitos y son adorables. Quieres jugar con ellos? Levanta las solapas de este libro y descubre quÃ© estÃ¡n haciendo. Un grupo de traviesos y divertidos gatitos se ha escondido debajo de la manta. Hay gatos grandes y pequeÃ±itos, y de todos los colores. EstÃ¡n deseando jugar y encuentran un montÃ³n de cosas para hacerlo: ovillos de lana, cajas de cartÃ³n y... Oh! Peces, muchos peces! Levanta las solapas y pasa las pÃ¡ginas para conocerlos. ---------- It's a book full of cats who would really like to be your friends... When did you last play with cats... inside a book? The cats in this book want to have fun, and by turning the pages and flipping the flaps you can play their favorite games with them! They love wool to tangle with, cardboard boxes to hide in, pillow fights... and fish! But where there are fish, there is also water - lots of it. So who's going to rescue the cats from the giant floodwave? You are, of course! An interactive album that invites the reader to play with the book. A surprise awaits you behind each page and each flap! If you're feeling feline-friendly, this may be just the novelty book for you.	Handley STEM
Baby Ballena = Baby Whale	Gundersheimer (Mister G), Ben	2	Lower Elementary	A fascinating glimpse into a baby whale;s first migration from Mexico to Alaska; with a text in both English and Spanish.	Handley STEM
Ali el Grande y el fracaso del avion de papel	Faruqi, Saadia	Series	Lower Elementary	On a rainy day, Ali brings the fun to indoor recess by sharing his talent for building paper airplanes with his friends. But in a contest to see whose plane can fly farthest, Ali is baffled by the results. Will airplane expert Ali flop or come out on top?	Handley STEM
El Rescatador De Plantas	Rivera, Mattew	2	Lower Elementary	One day, the time comes for Manny to get his very own first plant! Dad trusts Manny to care for his new amigo, and Manny is determined to rise to the challenge.	Handley STEM
Quiero ser arbitro	Battista, Brianna and de la Vega, Eida	Series	Lower Elementary	A young girl imagines what her day would be like if she had a job as a soccer referee.	Handley STEM
Ali el Grande y el error sobre el dinosaurio	Faruqi, Saadia	Series	Lower Elementary	Ali and his classmates are excited for their field trip to the natural history museum. But when Ali gets his facts wrong, he's really embarrassed. Then, Ali learns that mistakes can also be opportunities...	Handley STEM
Toes, Teeth, and Tentacles: A Curious Counting Book	Jenkins, Steve and Page, Robin	NF, 2	Lower Elementary	This latest book by the Caldecott Honor-winning team of Steve Jenkins and Robin Page highlights the numerous strange and fascinating features and appendages from teeth to toes to tongues of all kinds of animals.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Deeply Dave	Grover, Michael	3	Lower Elementary	"The delight of this book -- a vertical rectangle bound at the top -- is its format: Each flipped page takes you deeper, as if you're scrolling down a screen." - New York Times Book Review "Funny and mysterious." -Kazu Kibuishi, New York Times -bestselling creator of the Amulet series For fans of Adventure Time , Deeply Dave is a madcap, hilarious adventure graphic novel about a young deep sea diver who heroically plunges into the abyss to save his astronaut mom from the monsters that lurk below. Immerse yourself in this unique reading experience, where you flip the pages up and read downward as you descend into the ocean's depths! Dave's mom is missing...and he's going after her. She's lost somewhere at the bottom of the ocean, stranded in the wreckage of her sunken spaceship. Only Dave can save her from the alien monsters and bizarre sea creatures that lurk in the depths. So Dave is going deeper... and deeper... and deeper... and deeper... and deeper... and deeper... and deeper... and deeper... Based on an Eisner and Harvey Award-nominated webcomic "One of the most original and entertaining graphic novels I've read in a while." -Mike Lowery New York Times -bestselling creator of the Bug Scouts and Everything Awesome series	Handley STEM
Julia Giganta: Se Siente Pequeita	Isern, Susanna	2	Lower Elementary	Julia, the protagonist, is extraordinarily big, but despite that, the adults around her make her feel very, very small. The day her mother loses her wits with her and tells her so, the little girl decides to run away from home and, as she crosses a tunnel, she ends up in another world. There, Julia will set-off on a magical and gigantic adventure where she will discover, alongside Bruno, a young wizard and new friend, that she is much more valuable than she thinks.	Handley STEM
Algunos Y Los Otros	Rodriguez, Diego F	2	Lower Elementary	A beautiful reflection about human relationships, family relationships, the bonds that endure and those that don't, and the moments that give life meaning.	Handley STEM
Broken	Fang, X.	4	Lower Elementary	When Mei Mei accidentally breaks her ama's favorite cup, she's convinced it's the end of the world. What if Ama is angry? What if she yells? What if she kicks Mei Mei out of her house? Mei Mei can't face it. But when Mimi, the innocent cat who witnesses her crime, ends up being blamed, the guilt is too much! Mimi's accusing eyes follow Mei Mei until she just can't take it anymore, and the truth comes spilling out.	Handley STEM
Old Blue Is My Home	Judge, Lita	4	Lower Elementary	This poignant yet reassuring picture book follows a family and the van that provides them with safety, warmth, and togetherness amidst economic and housing insecurity.	Handley STEM
Asi Soy Yo	Harastova, Helena	NF, 1	Lower Elementary	This book invites young readers on an enlightening journey of self-discovery through the stories of ten diverse kids, each showcasing a unique blend of characteristics. From Olivia's hasty bravery to Tina's thoughtful shyness, each chapter dives into a different child's personality, exploring traits like Diego's perceptiveness and Fatimah's boundless energy. As kids read about their peers, they will learn to recognize their own qualities and understand how everyone contributes to the wonderful tapestry of individuality. This exploration encourages readers to embrace their true selves while fostering appreciation for the unique traits of others. Designed for kids aged 6-9, this book serves as an invaluable resource for social-emotional learning, promoting self-awareness and empathy in a relatable way. By showcasing a variety of personalities, it empowers young readers to understand and celebrate their own uniqueness while encouraging open discussions about differences. Ideal for classrooms, libraries, and homes, this book is perfect for sparking meaningful conversations about identity, acceptance, and personal growth.	
El Vuelo De Sofia	Gomez, David Gomez	2	Lower Elementary	Uncertainty and unpredictability greatly irritate and confound our young protagonist. Still, with the help of her loving and creative mother, she will manage to find the solution that allows her to enjoy each day. Sophia is a dragonfly born with one wing smaller than the other. That doesn't stop her from flying fast and performing countless tricks, her favorite pastime. But there's something that makes her feel restless, anxious, and uncomfortable every day: Sophia needs to have everything under control and know what will happen at every moment, after every task. Sophia tirelessly asks her mother, "what will they do next?" again and again, without finding the true peace she needs in the answers her mother provides. For her tranquility, her creative, loving, and patient mother will devise a foolproof plan that will allow her to relax and enjoy what she loves the most. An extraordinary resource is presented as an illustrated album to address functional diversity and its particularities, family support, and the instinct to overcome challenges. it is also a story of family coexistence, parenting, and motherhood. As the story is not explicitly narrated from the perspective of autism or functional diversity, it allows any young reader to empathize with the impatience of its restless protagonist.	Handley STEM
Cat Nap	Lies, Brian	5	Lower Elementary	Brian Lies took on a mighty creative challenge with Cat Nap, and the result is a delightful romp through art history—and a masterpiece in itself.	Handley STEM
Two Worlds = Dos Mundos	Rodriguez, Edel	2	Lower Elementary	In his signature bold style, internationally acclaimed artist Edel Rodriguez draws on his childhood experience immigrating from Cuba to the United States to teach little ones about both vocabulary and perspective.	Handley STEM
Elena Camps=Elena Va a Acampar: A Dual Edition Flip Book	Medina, Juana	Series	Lower Elementary	Juana Medina brings back the plucky elephant and her little sidekick with a comedic flair that will delight beginning readers.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Martin Parlanchin (Gabby Gabe)	Mateo, Carmen	series	Lower Elementary	When Martin starts talking, he doesn't stop. He talks all the time, continuously, he always has something to say, even in his sleep!	Handley STEM
Los Pantalones De Luisa	Isern, Susanna	2	Lower Elementary	Luisa Capetillo decides to break the strict rules of her time with a simple but revolutionary gesture: putting on pants. A brave act that initiated an important social transformation. Luisa was a brave girl from Puerto Rico who, ever since she was young, fought for what she believed was right and defended women's rights. She lived in a time when women had to wear skirts, even though they were often uncomfortable and did not allow them to move freely. Luisa decided to change things, becoming one of the first women to wear pants in public! Based on real events, celebrate the impact of Luisa Capetillo who was an activist and change-maker!	Handley STEM
El Panuelo Amarillo	Higuera, Donna Barba	2	Lower Elementary	When a young girl feels ashamed of her family for being different and subconsciously blames her abuela, she gradually grows to not only accept but also love the yellow handkerchief that represents a language and culture that once brought embarrassment.	Handley STEM
Este Momento Es Especial: Un cuento del Dia de Muertos	Parra, John	2	Lower Elementary	A heartfelt picture book celebrating Day of the Dead, this special title also reminds readers that every moment of life is special.	Handley STEM
9 Pequenas Personans (9 Little People)	Feldmann, Regina and Kleemann, Silke	2	Lower Elementary	A sweet, joyous celebration of nine unique children and their lifelong friendship	Handley STEM
Los Viernes Comemos Churros	Alvarado, Jenny	2	Lower Elementary	A girl and her dad move to a new town. And she's determined to keep their traditions, no matter how busy Daddy is! A fun Spanish-language story about family, food, and good neighbors! Every Friday, Emi and her Papi made churros for the entire familia. Now in their new apartment in the big city, Papi is always working, and there are no churros, and no familia, on Fridays. Until, Emi smells something sweet and delicious coming from her neighbor Senora Luisa's apartment. Emi has an idea! Maybe she can make churros after all, with a little help. From Senora Luisa, she can borrow flour. Tomas in 312 has sugar. Marisol in 512 has a piping	Handley STEM
Desi, Mami Y Las Infinitas Preocupaciones	Mendes, Eva	2	Lower Elementary	From actress Eva Mendes comes her debut picture book Desi, Mami, and the Never-Ending Worries , the story of a little girl facing the endless scary worries that come just before bedtime.	Handley STEM
Elena Monta En Bici = Elena Rides: a Dual Edition	Medina, Juana	Series, 1	Lower Elementary	Beginning riders will be drawn to this buoyant story of a determined elephant and her loyal sidekick. Simple, energetic text and bold, brilliant artwork convey a relatable tale of the ups and downs of learning something new (not without protest or tears) and the final thrill of mastery that will have children rooting for Elena and ready for her next adventure. This dual-language edition contains the story in both English and Spanish.	Handley STEM
Grandma's Hair Is Ankle Length = El Cabello De Abuela Le Llega Hasta Los Tobillos	Camacho-Church, Adriana	2	Lower Elementary	In this poetic ode to grandmothers, a young girl likens her abuela's long hair to strength, security and understanding. The black strands speak of "finding courage in the unknown," while the white ones represent wisdom and hope.Camacho-Church evokes the natural world with references to creatures such as owls and dragonflies, plants like roses and wildflowers, and sunlight, the moon and waterfalls. The girl wonders if her own hair will one day tell stories, and her grandmother assures her it already "holds the whispers of her ancestors." With stunningly beautiful illustrations by Carmen Lop that depict a loving intergenerational relationship playing out against the beauty of nature, this bilingual picture book for children ages 4-8 confirms both the importance of the world in which we live and the love between an elder and a child. "Grandma and I hug, and our hair flows together as one."	Handley STEM
Zero! the Number That Almost Wasn't	Albee, Sarah	NF, 5	Upper elementary	How did math work before zero existed? A STEM nonfiction book that unpacks a fascinating history of a number we can’t imagine our current world without.	Handley STEM
Bitsy Murcielago, Estrella Escolar	Windness, Kaz and Aldeman, Gabriella	Series, 1	Lower Elementary	Bitsy Murcielago, estrella escolar (the Spanish version of Bitsy Bat, School Star) by Kaz Windness is a heartwarming, acclaimed children's book praised for its authentic portrayal of an autistic perspective, celebrating neurodiversity and differences as kids navigate school, friendship, and self-acceptance, making it a valuable addition to diverse and inclusive book collections. Reviews highlight its effectiveness in helping kids who struggle to fit in, managing overstimulation, and realizing everyone shines uniquely, especially with its helpful author's note clarifying Bitsy's autism.	Handley STEM
Veces, Yo Soy Todo Lo Que Necesito	Perdomo, Juliana	1	Lower Elementary	.Meet a young girl who loves her cozy home. It smells like cinnamon tea and feels like warm pajamas. But even when she runs away from home, and everything is different, she finds a way to become her own home, where she feels calm. At night, when it is too dark and her feet are cold, her room can be a little scary. But she creates her own light when she closes her eyes and thinks of the sun. With friendliness and charm, Juliana Perdomo, in her debut as author-illustrator, shows young readers how to find comfort and confidence within. Her heartwarming picture book reassures children that sometimes, everything we need is already inside us.	Handley STEM
My friends = mis amigos	Gomi, Taro	2	Lower Elementary	A little girl learns to walk, climb, and study the earth with help from her friends, most of which are animals.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
La Gatita y El Vigilante Nocturno	Sullivan, John and Aldeman, Gabriella	2	Lower Elementary	La Gatita y El Vigilante Nocturno (Kitten and the Night Watchman) by John Sullivan is a heartwarming, award-winning Spanish picture book praised for its lovely verse, stunning illustrations by Taeeun Yoo, and simple yet touching story of a lonely night watchman befriending a stray kitten, making it a delightful read-aloud for storytimes and a strong addition to Spanish-language collections. Reviews highlight its thoughtful text, beautiful art, and ability to capture the quiet magic of unexpected friendship, earning it starred reviews and best-book nods.	Handley STEM
La Guitarrista, The Rock Star: Bilingual English-Spanish	Diaz, Lucky and Tafolla, Carmen	2	Lower Elementary	This bilingual edition of the rockin' picture book follows Canta as she finds a guitar in the trash, and though the guitar is broken and she doesn't know how to play, nothing can stop Canta from going after her dreams.	Handley STEM
Mi Abuela es Una Bruja	Cuevas, Mayra	2	Lower Elementary	From an award-winning author comes the Spanish edition of a vibrant and heartwarming story of the bond between grandmother and grandchild, with a touch of Puerto Rican magic!	Handley STEM
Xolo	Barba Higuera, Donna	3	Upper elementary	It is said the mighty feathered serpent god, Quetzalcoatl, helped create the earth. He is the hero who stole back the bones of humanity from the evil god of the Underworld. In his quest to bring humans to the earth, Quetzalcoatl's dog-headed twin brother, Xolotl, was present. Not much is known of Xolotl, the god of lightning, death, and misfortune. A monster. <B><I>This is what really happened.</I></B> From Newbery Medalist Donna Barba Higuera comes a singular twist on the Aztec myth of the origin of man—and man's best friend—illustrated throughout with stunning full-color art from Mariana Ruiz Johnson.	Handley STEM
El Punto	Reynolds, Peter H.	4	Lower Elementary	Art class is over, but Vashti is sitting glued to her chair in front of a blank piece of paper. The words of her teacher are a gentle invitation to express herself. But Vashti can't draw - she is no artist. To prove her point, Vashti jabs at a blank sheet of paper to make an unremarkable and angry mark. "There!" she says. That one little dot marks the beginning of Vashti's journey of surprise and self-discovery.	Handley STEM
Ochun Y Yo: una Historia de Amor y Trenzas	Nelson, Adiba and Mas, Issa M.	3	Lower Elementary	Tiernamente ilustrado por Alleanna Harris, el primer libro ilustrado de Adiba Nelson, OchÃºn y Yo , es una conmovedora oda a la familia, la identidad y la belleza de las trenzas. TambiÃ©n disponible en inglÃ©s! Es domingo y eso significa que es el dÃa de hacerte el pelo! Mientras Mami teje oro y conchas de cauri en el cabello de Yadira, le cuenta la historia de la diosa OchÃºn, mostrÃ¡ndole a Yadi cÃ³mo su herencia afro latina estÃ¡ amorosamente tejida en cada trenza y concha. Al dÃa siguiente, Yadi llega a su primer dÃa en una nueva escuela. EstÃ¡ nerviosa por hacer amigos, pero con sus hermosas trenzas, el clic-clac de las conchas de cauri y un poco de guÃa de OchÃºn, ella descubre que tiene todo lo que necesita para ser su mejor y mÃ¡s autÃ©ntica versiÃ³n de sÃ misma. Al final del libro se incluye una carta del autor e informaciÃ³n sobre diferentes tipos de peinados trenzados.	Handley STEM
Casi Casi	Reynolds, Peter H.	4	Lower Elementary	Drawing is what Ramon does. It’s what makes him happy. But in one split second, all that changes. A single reckless remark by Ramon’s older brother, Leon, turns Ramon’s carefree sketches into joyless struggles. Luckily for Ramon, though, his little sister, Marisol, sees the world differently. She opens his eyes to something a lot more valuable than getting things just “right.” Combining the spareness of fable with the potency of parable, Peter H. Reynolds shines a bright beam of light on the need to kindle and tend our creative flames with care.	Handley STEM
Ropa Vieja Para La Cena	Alonso, Nathalie	2	Lower Elementary	When Magaly learns that Abuela has made ropa vieja (old clothes!) for dinner, she tries to hide her clothes before her family eats them up. Now in Spanish!	Handley STEM
Tios and Primos	AlcÃ¡ntara, Jacqueline	4	Lower Elementary	It's a little girl's first trip to her papa's homeland, and she's wowed by all the amazing sights and sounds-and especially by the size of her enormous family! But she only knows a little Spanish, and it's hard not to be able to share jokes and stories. Fortunately, her relatives help her see that there are other ways they can connect, and soon she feels like she's right where she belongs: in the heart of a loving family, learning as she goes along.	Handley STEM
La Flor Generosa: La Historia De La Flor De Nochebuena	Dobbs, Alda P.	NF, 1	Lower Elementary	A lyrical picture book about the Poinsettia flower and the holiday traditions it has inspired First, the flower grew wild--a yellow blossom with bracts that turn brilliant red in winter. The ancient Nahuas cultivated it; then it inspired Mexico's most famous Christmas legend. After the flower caught the eye of Mexico's first US ambassador, it became known as the Poinsettia. Yet it has many more names and traditions--and even more colors! From Pura Belpre Honoree Alda P. Dobbs and illustrator Emily Mendoza comes a lyrical and vibrant picture book history of the flower that has given the world so much. Una flor. Dos naciones. Siete siglos. La historia de la Poinsettia. En un principio, fue silvestre--una flor amarilla con hojas que, en invierno, se tornan de un rojo vivo. Los antiguos nahuas la cultivaron, y despuÃ©s inspirÃ³ la leyenda navideÃ±a mÃ¡s famosa de MÃ©xico. Cuando la flor captÃ³ la atenciÃ³n del primer embajador de Estados Unidos a MÃ©xico, se le llamÃ³ Poinsettia. Sin embargo, tiene muchos mÃ¡s nombres, tradiciones... y colores! De la autora Alda P. Dobbs, galardonada con el Premio de Honor Pura BelprÃ©, y la ilustradora Emily Mendoza, llega este libro ilustrado, lÃ rico y vibrante, que nos cuenta la historia de la flor que ha dejado una huella indeleble en el mundo.	Handley STEM

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Tomatoes on Trial: The Fruit V. Vegetable Showdown	Metcalf, Lindsay H.	NF, 3	upper elementary	In the late 1800s, American produce king John Nix just wanted to sell tomatoes. But when import taxes on popular vegetables impacted his profits, he knew he had to remedy the situation. Nix set out to prove that tomatoes, which have seeds and grow on vines, were clearly fruits. That was the claim Nix argued all the way to the US Supreme Court. With Nix on Team Fruit, and the US government on Team Vegetable, both sides slung definition after definition in an epic, legal food fight. This little-known agriculturally-based story from American history will fascinate young readers and encourage them to take a stand and defend their opinions.	Handley STEM
Worm Makes a Sandwich	Farley, Brianne	2	Lower Elementary	A sweetly humorous picture book about composting, told from the point of view of a worm.	Handley STEM
Ventanas	Denos, Julia	2	Lower Elementary	"Before your city goes to sleep, you might head out for a walk, your dog at your side as you go out the door and into the almost-night. Anything can happen on such a walk: you might pass a cat, or a friend, or even an early raccoon. And as you go down your street and around the corner, the windows around you light up one by one until you are walking through a maze of paper lanterns, each one granting you a brief, glowing snapshot of your neighbors as families come together and folks settle in for the night."-Provided by publisher.	Handley STEM
Shark Girl	Beaton, Kate	3	Lower Elementary	An Indie Bestseller! A laugh-out-loud picture book from bestselling comics creator Kate Beaton about a brave shark girl bent on revenge after a greedy fishing captain messes with her waters - perfect for fans of We Don't Eat Our Classmates . When Shark Girl is captured by an evil fishing captain's net, she makes a vow... for REVENGE! With the sea witch's help, Shark Girl becomes a human sailor and launches a plan... for MUTINY! But Shark Girl needs the help of her crew mates before she can enact her plan. Will Shark girl SINK... or SWIM? Bestselling creator Kate Beaton has created a subversive and hilarious spin on the classic little mermaid fairytale that will inspire little readers. Sometimes standing up for what's right means you have to show your teeth! An Indie bestseller!	Handley STEM
A magical birthday	Punset, Ana	2	Lower Elementary	"Tomorrow is Claudia's friend Pipa's birthday, and what better place to celebrate than in Unicornia? Claudia and Sara have planned the most magical birthday ever! There are going to be unicorn games, presents, and a rainbow-colored cake! But when disaster strikes, can Claudia and Sara come up with a plan to save Pippa's big day?	Herfurth
A study in secrets	Florence, Debbi Michiko	4	Upper Elementary	12-year-old Meg is pulled into a mysterious treasure hunt at her new boarding school and must learn to work with her new classmates, who all have secrets of their own	Herfurth
All about England	Harrison, Susan	NF	Upper Elementary	Includes bibliographic references (page 28) and index. Looks at the history, landscapes, people and culture of England.	Herfurth
All about Northern Ireland	Harrison, Susan	NF	Upper Elementary	Includes bibliographic references and index. Looks at the history, landscapes, people and culture of Northern Ireland.	Herfurth
All about Scotland	Harrison, Susan	NF	Upper Elementary	Includes bibliographic references and index. Looks at the history, landscapes, people, and culture of Scotland.	Herfurth
All about Wales	Harrison, Susan	NF	Upper Elementary	Includes bibliographic references (page 28) and index. Looks at the history, landscapes, people and culture of Wales.	Herfurth
Austria	Spanier, Kristine	NF	Lower Elementary	Where in the world can you ride a camel? Or visit gardens filled with bonsai trees? Where might you find the Euphrates River? Each book in All Around the World highlights a specific country and discusses what makes it so interesting to its citizens and visitors. Bright, full-color photos complement the carefully leveled text to make reading for understanding easy and fun. Includes charts, glossary, and index.	Herfurth
BMW	Schuh, Mari C	1-NF	Lower Elementary	Parts of a BMW. "Did you know the first BMW car was made almost 100 years ago? Or that the 2024 4 Series BMW can go 180 miles per hour? In this book, beginning readers learn about this car brand, when and where the cars were first made, what its logo represents, and some of its most notable models	Herfurth
Brianna Banana, helper of the day	Button, Lana	3	Lower Elementary	"In this illustrated early chapter book, Brianna is convinced she will finally make a friend in her class if she is chosen to be classroom helper, but the new girl, Rumi, is picked instead"	Herfurth
Candy corn Christmas!	Fenske, Jonathan	4	Lower Elementary	The most underrated Halloween candies are determined to celebrate Christmas in this wildly sweet holiday mash-up with a dash of humor, a pinch of holiday cheer, and a sugar rush of Christmas magic.Candy corn is used to being left on the shelf long after Halloween ends, but this year, they've had enough of being limited to one holiday. It's time to join the ranks of Christmas sweet treats for a new festive adventure. But there's one problem... All the Christmas candies agree candy corn is not a Christmas treat! Can holiday joy really be shared with everyone--even candy that doesn't seem to belong?	Herfurth
Cat's Christmas	Murray, Alison	2	Lower Elementary	Meet Cat, an adorable grumpy cat who thinks Christmas is the worst! Cat hates the food. He hates the silly presents. And he hates the noisy visitors stealing his favorite spot. But when Cat looks up at the beautiful night sky, he starts to think that maybe . . . Christmas isn't ALL bad. And just maybe, the magic of Christmas can melt this grouchy cat's cold heart. This purrfectly heartwarming book will make you fall in love with the festive season all over again!	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Cinderella and the Beast ; Beauty and the glass slipper	Bussing, Kim	2	Upper Elementary	"When Cinderella finds herself in the Beast's castle and Beauty finds herself in an evil stepmother's home, both princesses must find their ways back to the right story"	Herfurth
Cupig saves Christmas	Tattersfield, Claire	2	Lower Elementary	Cupig loves love. She loves love more than chilly hands love fuzzy gloves. On a chilly December night, Cupig receives an urgent call from a sick and sniffly Santa Claus. After thorough instruction, she's ready to fill in for Santa Claus and don the red hat and suit. But when delivering presents proves to be harder than she thought, Cupig will have to learn about the real meaning of Christmas if she's going to fix her mistakes and save the day! With clever rhyming text and comically expressive art and from New York Times bestselling duo Claire Tattersfield and Rob Sayegh Jr., Cupig Saves Christmas is a hilarious and sweet Christmas adventure.	Herfurth
Diary of a nature nerd	Everett, Tiffany	3	Upper Elementary	Lace up your boots and join Brooke on the trail for this irresistible story about best friends, blended families, and big goals. Perfect for fans of PAWS and Katie the Catsitter!Brooke's always out on the trail, living a life full of adventure and documenting her wilderness findings in her nature diary. But Brooke is in for the biggest adventure of her life: her BFF, Jayla, is now her new stepsister! Brooke finally has someone to join her on the trail, and, together, they just might spot the one thing Brooke's been aching to see most -- a moose! Brooke and her blended family are settling into their new life nicely, but when Jayla announces that she and her dad spotted a moose on the trail while Brooke was back at camp, life in the family RV suddenly starts to feel crowded.	Herfurth
Dog Man. Big Jim believes	Pilkey, Dav	1- DogMan Series	Upper Elementary	"When the mischievous Space Cuties From Space return, our caped crusaders--Dog Man (aka Scarlet Shedder), Commander Cupcake, and Sprinkles--along with Mecha Molly, discover that the city has changed and nothing is how it should be. Can Big Jim's positivity and innocence help our heroes? Will Dog Man, Big Jim, Grampa, and Molly have the courage to trust each other and save the day? How does the past help shape the future? And who is the chosen one?	Herfurth
Don't eat Eustace	Cho, Lian	5	Lower Elementary	Today's Lunch Special: Freshly caught fish. Bear lives alone in a lighthouse. Bear mends their clothes, sweeps the floors, and catches their own lunch. Today's lunch is Eustace. Eustace would really like to live. (He has a girlfriend after all.) Will Eustace be released back into the sea? Or will he end up in Bear's stock pot? Find out in this funny adventure filled with brilliant illustrations and lots of humor.	Herfurth
Fish farts : and other amazing ways animals adapt	Settel, Joanne	3	Upper Elementary	From popping off a tail to rolling around in dung to farting to send a message, this funny and informative nonfiction picture book shows the many unusual ways animals adapt to their surroundings! Animals survive and thrive in astounding ways: they trick, trap, and fry predators; feed on other animals' poop and skin; and use electric zaps, slime, and other unexpected methods to communicate. Featuring animals like Komodo dragons, bombardier beetles, and capuchin monkeys, this fact-filled book explores the surprising, exciting, and sometimes hilarious ways that animals adapt.	Herfurth
Freshwater biomes	Nargi, Lela	NF	Lower Elementary	In this book, early fluent readers will learn about freshwater biomes, the important role they play on Earth, and the climate, geology, geography, and wildlife that define them. Bright, full-color photos and carefully leveled text will engage young readers as they learn more about the lakes, streams, and rivers that make up freshwater biomes. An infographic aids understanding, and an activity offers readers an opportunity to extend discovery. Children can learn more about freshwater biomes using our safe search engine that provides relevant, age-appropriate websites. Freshwater Biomes also features reading tips for teachers and parents, a table of contents, a glossary, and an index.	Herfurth
Firefly night	Waldo, Steph	3	Lower Elementary	It's hard to see in the dark...unless you're Firefly! Will Firefly be able to show their friends the beautiful moonflower? Or will sleep win the night?	Herfurth
Furriest animals	Maloney, Brenna	NF	Lower Elementary	Includes index. "There are so many furry animals in the world! Some are fuzzy some are fluffy. And some are soft and wooly! Count down from 10 to 1 and discover some of the furriest animals in this wild world"	Herfurth
Goodbye spring, hello summer	Pak, Kenard	2	Lower Elementary	As the sun shines bright, rainy days disappear, new flowers begin to bloom--summer is on its way! Join a young girl as she roams grassy plains and shady forests, greeting all the signs of the coming season. In a series of conversations with everything from the rolling hills to the chickadees up above, she says goodbye to spring and welcomes the liveliness of summer	Herfurth
Happy Friendsgiving	Colleen, Marcie	4	Lower Elementary	Celebrates the various ways people gather at Thanksgiving and the many unique forms a family can take.	Herfurth
Holly jolly Kitty-Corn	Hale, Shannon	2	Lower Elementary	Includes an original Christmas carol at the end of the book. During their first Christmas together, best friends Kitty and Unicorn are excited to do all their favorite festive activities, until they both realize that they have different favorites.	Herfurth
I survived the Dust Bowl, 1935	Tarshis, Lauren	2	Upper Elementary	When a drought turns the farmland of the Texas Panhandle into a dry wasteland, elven-year-old Ray's world begins to crumble. Fierce dust storms blacken the sky and destroy everything in their path. Ray and his best friend, Dolly, do their chores and go to school. But there's nothing they can do to save their struggling town or the thousands of people who are sick from the filthy air. Then Rey learns a family secret. He sets out to helps his parents . . . and ends caught in the most vicious dust storm of them all	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Japan	Vonder Brink, Tracy	2	Lower Elementary	Provides an introduction to Japan that helps readers learn about the cities, famous places, and things that make the country special	Herfurth
Lamborghini	Schuh, Mari C	1 -NF	Lower Elementary	Did you know that Lamborghini doors swing up? In this book, beginning readers learn about this car brand, when and where the cars were first made, what its logo is, and some of its most notable models	Herfurth
Learning to fly	Punset, Ana	2	Lower Elementary	Claudia is starting at Unicornia Academy of Magic where she will learn about spells, potions and unicorns, and she will need the help of her new friends to ace her first unicorn flying test at the end of the week.	Herfurth
Mad at Dad	Hao, Janie	3	Lower Elementary	A young girl gets very, very MAD at her dad. Her emotions take over, and the girl doesn't like the intensity and vastness of her feelings at all. So she tries all sorts of tricks and strategies to calm herself down. . . . It turns out, however, that anger isn't always easy to get rid of, and that being mad all day is a heavy weight to carry. This lasting strain makes the girl feel sad on top of being angry. But once she and Dad have each had some time to themselves, they find comfort in each other	Herfurth
Matt Sprouts and the day Nora ate the sun	Eicheldinger, Matt	2	Upper Elementary	Matt Sprouts is back for another hilarious adventure! It's been a few months since Matt defeated "the Curse," and if you thought that was bad, get ready to meet Matt's latest challenge--Nora the goat. Have you ever babysat a goat before? Trust us, you do NOT want to do it. Join Matt, his little brother Elliott, his girlfriend Grace, his best friend Eric, and a mysterious kid who lives in the forest in the HILARIOUS sequel to the bestselling book, Matt Sprouts and the Curse of the Ten Broken Toes!	Herfurth
Max, a little axolotl : an original graphic novel	Spiotto, Joey	3	Upper Elementary	It's Max's first day at Coral Elementary school. The school is filled with marine animals, like dolphins, crabs, and octopus. But none of the other students have ever seen an axolotl before... and they have SO MANY QUESTIONS. Where did Max live before? Is it true he can regrow any of his limbs? What happened to his old friends? This is too much attention for Max! Hiccup! Uh-oh... Max gets the hiccups when he's nervous. Can this little axolotl adjust to his new underwater school or will the pressure just be too much?	Herfurth
Merry mittens : a moontime cats Christmas story	Morris, Jordan	4	Lower Elementary	Curious cats make mischief under the moon--and help a new kitten friend--in a purr-fect holiday picture book.	Herfurth
Miss Liberty	Haley, Erin Moonyeen	3	Upper Elementary	Twelve-year-old Savvy's only ambition is to be chosen as Miss Liberty in her town's glittertastic Fourth of July parade. . . Unfortunately, Savvy is only a dancer in the kick line, while her older sister, Levi, is the glamorous Miss Liberty for the third year in a row. But this year, Levi seems committed to taking down the parade and crushing Savvy's future dreams, for reasons that neither Savvy nor the town can understand. It's up to Savvy to bring the glitter back to her beloved parade, her town, and her sister	Herfurth
Monti and Leo. A newcomer in Pocketville	Kantorovitz, Sylvie	5	Lower Elementary	A charming early reader in graphic form draws on the classic theme of friendship to show that being new--or different--doesn't have to mean being lonely.Pocketville is a small town, set in its ways, and the arrival of a stranger causes a stir. Monti the mole is stunned one morning to find Leo the lizard hogging his special reading rock. When Monti visits the bakery and the library, he learns that the last cinnamon roll has been purchased, and the book he was waiting for has been checked out. What's a fastidious mole to do? When Monti confronts Leo, the newcomer turns out to be agreeable in the extreme, and friendship is a given. Now to convince the town's cantankerous baker, Ms. Sheep, to stop turning everyone against Leo. Together, Monti and Leo hatch a plot that will have Ms. Sheep singing Leo's praises in no time. This reassuring tale of friendship against the odds from the creator of the graphic memoir Sylvie draws on the author's experiences as an immigrant and will appeal to anyone who has struggled to fit in in a new place.	Herfurth
Morocco	Davies, Monika	NF	Lower Elementary	Includes bibliographical references (page 23) and index. An introduction to the country of Morocco.	Herfurth
Mossy and Tweed. Crazy for coconuts	Hokkanen, Mirka	2	Lower Elementary	"When a coconut lands near their homes, two clueless gnomes Mossy and Tweed think paradise could be inside and try to crack the coconut open"	Herfurth
Murray the knight	Stower, Adam	2	Lower Elementary	After stepping through the magic cat flap, Murray and Bun set out on another adventure where they encounter knights, a jousting competition, and a very confusing maze.	Herfurth
Mustang	Schuh, Mari	NF	Lower Elementary	Information and facts about Mustangs. In this book, beginning readers learn about this car brand, when and where the cars were first made, what its logo is, and some of its most notable models	Herfurth
New Zealand	Spanier, Kristine	NF	Lower Elementary	"In this book, readers will learn about the unique and defining features of New Zealand. Vibrant, full-color photos and carefully leveled text will engage young readers as they learn more about the key details of the country, including geography, climate, culture, and resources. Compelling questions encourage further inquiry. Includes reading tips for teachers and parents, a map, quick facts, a table of contents, a glossary, and an index"	Herfurth
New Zealand	Vonder Brink, Tracy	NF	Lower Elementary	Provides an introduction to New Zealand that helps readers learn about the cities, famous places, and things that make the country special.	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Pigeon math	Citro, Asia	2	Lower Elementary	Telling a story about pigeons should be simple. But what's a narrator to do when the number of feathered friends is constantly changing? Can our intrepid storyteller use math facts to keep up with the unstable quantities . . . or is this pigeon-centric tale doomed?"	Herfurth
Poisonous animals	Maloney, Brenna	NF	Lower Elementary	There are so many poisonous animals in the world! Some can burn the skin. Some can make you sick. And some are even deadly! Count down from 10 to 1 and discover some of the most poisonous animals in the wild world!	Herfurth
Police dogs	Argentine, Cynthia	1-NF	Upper Elementary	In this book, readers explore how dogs help investigate and solve crimes, as well as the skills and training this work requires"	Herfurth
Sophie and the runaway unicorn	McDonald, Megan	1 -Judy Moody Series	Lower Elementary	Unless Sophie's eyes are playing tricks on her, a real live unicorn is on the loose! In her town! Sophie knows thatif you touch a unicorn, you'll be happy forever. She also knows that unicorns have healing powers and can poop rainbows. . . . But unicorns are almost impossible to catch. Can her friend Stink, her faith in magic, and a bunch of carrots help make Sophie's wildest birthday wish come true?	Herfurth
Sugar shack	Knisley, Lucy	3	Upper Elementary	t is winter at Peapod Farm with Jen still learning a lot about living life outside the city, and with her stepsister Andy, they will both have a chance to understand what it means to be family.	Herfurth
Sunny makes a splash	Holm, Jennifer L	2	Upper Elementary	It's summer, and Sunny is bored. Most of her friends are out of town. Her mom wants her to baby-sit way more than Sunny wants to baby-sit. There's nothing good on TV. The only place that's cool (in a not-boring sense) and cool (in a not-hot sense) is the community pool. Sunny loves going there--and loves it even more when she's offered a job at the snack shack. Soon she's flinging fries and serving soft ice-cream like a pro--with the assistance of the very sweet boy who works with her. Sunny's mom isn't sure Sunny should be quite so independent. But Sunny is definitely sure: Life is best when it's free swim	Herfurth
The adventure and other stories	Jarvis	2	Lower Elementary	The nothing -- The hole -- The mole -- The adventure. Starring best friends Bear and Bird, this collection of stories finds the pair dealing with mix-ups and misunderstandings that result in realizations that strengthen their friendship.	Herfurth
The extremely embarrassing life of Lottie Brooks	Kirby, Katie	2	Upper Elementary	After her best friend moves away, eleven-year-old Lottie enters middle school alone where she attempts to navigate the embarrassing moments of growing up, fitting in, and making new friends.	Herfurth
The first cat in space and the wrath of the paperclip	Barnett, Mac	1-First Cat in Space series	Upper Elementary	Statement of responsibility from copyright page.;Volume numbering from spine.;"Ages 8-12"--Back cover. "CheckMate, an AI paperclip designed to fix grammatical errors, wants to turn carbon-based lifeforms into paperclips, and when he invades every computer, the First Cat in Space, the Moon Queen and LOZ 4000 come to help	Herfurth
The Friendship Train : a true story of helping and healing after World War II	Levy, Debbie	4	Lower Elementary	Includes bibliographical references. A true story about the kindness of strangers around the world following World War II.	Herfurth
The headless doll	Ford, Mike	2	Upper Elementary	A chilling new tale about a vengeful ghost who wants her doll back--or else	Herfurth
The mouse buffet : a Christmas treat	Ferreri, Della Ross	3	Lower Elementary	A group of adventurous mice decides the family buffet is the perfect way to celebrate the holidays, as long as they can avoid the family cat. 'Twas the night before Christmas, when all through the house, not a creature was stirring, not even a . . . Oops! As it turns out, one house has a lot of activity this Christmas holiday! A quartet of mice is wide awake and looking for some tasty treats. When what to their wondering eyes should appear, but a mouthwatering buffet and no humans near. There are pies and pastries, cookies and tarts. A yummy gingerbread house offers the sweetest sugary treat of all. And there's a big bowl of punch to wash it all down. But when the mice try to escape with some grapes, one bounces toward a sleeping cat. Is their holiday caper over? Rhyming text and lively artwork bring this fun treat to life!	Herfurth
The Netherlands	Langdo, Bryan	NF	Lower Elementary	The Netherlands is famous for its tulips and windmills! In this fact-filled title, readers will explore all that makes the Netherlands great. Leveled text and vibrant photos will guide readers through the country's customs, foods, language, and more. Features map the country, show off common animals, highlight the language, profile a landform, and more! A two-page spread at the end of the book lets readers see important stats about the Netherlands.	Herfurth
The scariest kitten in the world	Messner, Kate	5	Lower Elementary	Tells the not-quite-so-scary story of a not-so-scary kitten and a collection of the cutest little critters anyone has ever seen.	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The sled race	Tabor, Corey R	4	Lower Elementary	Wally Mammoth lives in the Ice Age, where his huge heart warms even the coldest of days. And it has to be cold to have a sled race! Wally and his friends Otto the great auk and Wolf the (you guessed it!) gray wolf are all hot cocoa'd up and ready to compete. Otto and Wolf both really want to win, but sweet Wally is happy as long as everyone has fun"	Herfurth
Tundra biomes	Nargi, Lela	NF	Lower Elementary	Readers will learn about tundra biomes, the important role they play on Earth, and the climate, geology, geography, and wildlife that define them.	Herfurth
Unicorn book club	Simpson, Dana	Phoebe the Unicorn series	Upper Elementary	Marigold and Phoebe delve into the world of reading by forming their own book club. Unlikely new friendships form when Lord Splendid Humility meets Marigold's frenemy, Dakota. But there's plenty of adventure and intrigue, too, and when Marigold goes missing, Phoebe sets out to find her unicorn best friend and makes a shocking discovery"	Herfurth
Unicorn time machine : another Phoebe and her unicorn adventure	Simpson, Dana	Phoebe the Unicorn series	Upper Elementary	In this collection of Phoebe and Her Unicorn comics, 10-year-old Phoebe Howell and her magical unicorn best friend, Marigold, enjoy a series of fantastical adventures. Phoebe goes back in time to meet her father as a kid and makes some surprising discoveries. Marigold reveals that she sometimes puts the world on mute, a power that Phoebe quickly learns is easy to overuse. And at the Unicorn Award Ceremony, the pair launch a campaign to get Marigold the highest honor. It's all part of the unique bond within one of the most memorable friendships in recent comics history	Herfurth
United Kingdom	Lake, Theia	NF	Upper Elementary	The United Kingdom is made up of England, Wales, Scotland, and Northern Ireland. In this . . . book, readers will learn all about the United Kingdom! They'll dive into its long . . . history, learn about its rich cultural traditions, and explore its natural wonders	Herfurth
Vampire jam sandwich	Lyall, Casey	3	Lower Elementary	Once upon a time, a vampire (maybe his name is Terrence) took a bite of a jam sandwich (maybe he thought the jam was . . . something else). And you know what happens when a vampire bites you. That's right. The jam sandwich has become . . . a vampire jam sandwich. Terrifying, stalking the streets at night, sneaking into people's homes in an endless search for more jam!"	Herfurth
Wee unicorn	McLaren, Meg	2	Lower Elementary	Wee Unicorn is not magic, but she is loud, and feels very misunderstood--until she meets a monster at the Loch.	Herfurth
Welcome to Smellville	Stine, R. L	2	Upper Elementary	Welcome to the town of Smellville, where ten kids all live in a big tumbledown house and have as much fun as they possibly can. People may think that they're gross and weird and strange, but they're not bad kids--they just don't know any better	Herfurth
What Is American Sign Language?	Herman, Gail	NF	Upper Elementary	Features important American history facts about sign langueag. Each title contains many pages of photos and illustrations, and a bibliography and timeline.	Herfurth
What is Lunar New Year?	Kirklin, Vivian Jun	NF	Upper Elementary	Learn how many different Asian communities celebrate Lunar New Year in this book for young readers that reveals why the first new moon of the year is such a culturally significant moment for many countries! This fact-filled book covers all things Lunar New Year, from the Chinese Zodiac animals to the details of modern celebrations in busy cities like San Francisco, Vancouver, and London"	Herfurth
What makes you happy?	Tawwab, Nedra Glover	3	Lower Elementary	By the influential relationship therapist and bestselling author of Set Boundaries, Find Peace, this story will help young kids learn to express their own needs rather than people-pleasing.	Herfurth
What was the Children's Blizzard of 1888?	Korte, Steve	NF	Upper Elementary	On January 12, 1888, a surprise blizzard broke out in the middle of the day across the Midwest. In its path, hundreds of children and teachers found themselves stranded inside schoolhouses with no food, no heat, and very few options. Days passed, and over 235 people died as result of the harsh snow of the Schoolhouse Blizzard, but many were able to survive thanks to the bravery of others in their communities. Learn all about the disastrous weather conditions and the people who were affected by it in this book for young readers.	Herfurth
What was the Industrial Revolution?	Gigliotti, Jim	NF	Upper Elementary	Readers will learn about the inventions, people, and ideas that made the Industrial Revolution one of the most important periods in modern history.	Herfurth
What was the Renaissance?	Edwards, Roberta	NF	Upper Elementary	Beginning in Italy, the Renaissance was a cultural movement that spread throughout Europe and affected art, science, technology, politics, and thought. From the 1300s to the beginning of the 1600s, scholars started to question what they knew and looked to literature and historical texts to develop new ideas for why things were the way they were. In just a short amount of time, the foundations for European life were uprooted and examined, leading people, including Leonardo da Vinci and Michelangelo, to explore new ways of thinking and being. Readers will learn why the Renaissance was such a pivotal time in European history and how it still influences us"	Herfurth
When sea becomes sky	McDunn, Gillian	4	Upper Elementary	As Pelican Island's history-making drought wears on, the water level on Bex and Davey's beloved marsh reveals the hand of a statue that has been underneath the water for who knows how long, and the siblings are determined to find out more.	Herfurth
Who was Katherine Johnson?	Moses, Shelia P	NF	Upper Elementary	A look at the life of Katherine Johnson, a mathematician who worked at NASA.	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Who was Queen Elizabeth II?	Stine, Megan	NF	Upper Elementary	Profiles the life and career of the Queen of the United Kingdom, Queen Elizabeth II.	Herfurth
Who was Vincent van Gogh?	Manzanero, Paula	NF	Lower Elementary	Who was Vincent van Gogh? -- Early days -- Becoming an artist -- Vincent and Theo in Paris -- Arles -- Self-portrait with a bandaged ear -- Seventy paintings in seventy days -- The end, but also a beginning. Explore the fascinating and often troubled life of Dutch-born painter Vincent van Gogh.	Herfurth
Wildfires	Ransom, Candice F	NF	Upper Elementary	Provides an overview of wildfires, including how they form, the most extreme events in history, and how science and technology help keep people safe"	Herfurth
Winging it	Lloyd, Megan Wagner	2	Upper Elementary	Luna's quest to find a luna moth helps her deal with her family's move to Virginia and learn about her late mother.	Herfurth
Tu bosque (Your Places)	Klassen, Jon	3 (English)	Lower Elementary	a forest and all its items--a cabin, some rocks, a (nice) forest ghost, a stream, a bridge--are assembled, ending with bedtime as the sun goes down. This is a forest for a young child to have whenever they want to go there.	Cisneros PreK
Tu Camioneta (Your Things	Klassen, Jon	3 (English)	Lower Elementary	Your truck is red, but it could be other colors too. It can carry things around, like a chair and table, a dog, or a horse. It will wait for you until you tell it to go, then it will go wherever you want, as far as you want, whenever you want. At the end of the day it will sleep, and you can sleep, too. Jon Klassen brings his minimalist's touch to a soothing story of a simple object that a child can command and befriend, one that is there whenever the child chooses to visit it.	Cisneros PreK
Tu granja (Your Places	Klassen, Jon	3 (English)	Lower Elementary	a farm and all its items--a horse and its hay, a truck, a stool, a fence--are assembled, ending with bedtime as the sun goes down. This is a farm for a young child to have whenever they want to go there.	Cisneros PreK
	Klassen, Jon	3 (English)	Lower Elementary		Cisneros PreK
Ten Little Leprechauns	Murphy, Molly	2	Lower Elementary	This charming St. Patrick's Day counting book is the perfect holiday treat for little ones! Legend says leprechauns love to frolic and play. How many can you count on this lucky day? Count down from ten as these lucky leprechauns as they hunt for clovers, stir up trouble, and chase after rainbows to prepare for an unforgettable St. Patrick's Day! With charming rhymes and bold art by #1 New York Times bestselling illustrator Howard McWilliam, young readers will have a blast searching for all the leprechauns hidden in this delightful picture book.	Dorsey
Upside-Down Iftar	Odeh, Maysa	2 (NYP 1/6/2026)	Lower Elementary	Come celebrate Ramadan with Malak and her family in this delicious picture book! Malak can't wait to help her grandmother make iftar for their family. But when they decide to make makloubeh, everyone has a favorite ingredient to add, and Malak isn't sure how they'll fit it all in! This iftar is sure to be one to remember! Packed with warm, vibrant illustrations and the beautiful chaos of a bustling kitchen, Upside Down Iftar is a heartwarming celebration of family, food, and culture.	Dorsey
A Stickler Valentine	Smith, Lane	1 - series	Lower Elementary	"Stickler learns that Valentine's Day is about giving friends what they love, not what Stickler loves, and decides to give Cat a gift she truly wants"--Provided by publisher.	Dorsey
Ramadan Rain	Thompkins-Bigelow, Jamilah	2 (NYP 3/10/2026)	Lower Elementary	In this heartwarming celebration of family and faith, join Haneen and her Momma as they celebrate Eid and the end of Ramadan with prayers made on a rainy day. Haneen's Momma says that during Ramadan raindrops bring blessings and answer prayers. As they travel through the streets on a slow bus ride, rain drips down the window, and Haneen prays for new shoes and bright dresses--gifts she really, really wants to receive for Eid. When they arrive at the masjid, Haneen makes Eid cards with the twins, Safa and Marwa, helps give out dates and water and spread tarps for dinner, and whispers duas--and, as she does, she begins to wish for something different. Something she wants more than anything. After all, the most precious gifts are not shoes and dresses, but the kindness of friends and the magic of faith. And, of course, the love of your Momma.	Dorsey
Is it Spring?	Henkes, Kevin	2 (NYP 2/24/2026)	Lower Elementary	A flower in the garden down the street. Birds in the sky. Buds on the branches in the park. It must be spring. But wait! What is this icy gust of wind? Why are snowflakes falling from heavy gray clouds? Will it ever be spring? Yes, says the sun. Just be patient.	Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
When Twilight Comes: The Animals and Plants that Bring Dawn and Dusk to Life	Atkins, Marcie Flinkchum	1- NF (NYP 3/31/2026)	Lower Elementary	Turn the pages of this luminous picture book to take a walk through the special moments between day and night, and discover a world full of secrets and surprises that unfold only in the twilight.When twilight comes, nature transitions: from night to day at dawn and from day to night at dusk. Inside our homes, we are getting ready to start our days or end them, but outside, crepuscular creatures—animals that are most active at dawn or dusk—are right in the middle of their days!This engaging nonfiction picture book shows familiar animals and beautiful flowers—skunks, white-tailed deer, fireflies, morning glories, evening primroses, and more—in a whole new light, focusing on the behaviors, adaptations, and activities that define each as a crepuscular creature or plant. The lushly illustrated pages demonstrate the interconnected interactions between critters and their environments, powerfully showing how each is essential to the ecosystem as a whole.From the first page welcoming the dawn to the last page beckoning us to venture outside during the magical in-between times, this mesmerizing book encourages young readers to compare and contrast the rhythms of the natural world with the rhythms of their own days, inviting curiosity and encouraging comfort with transition times.	Dorsey
The Secrets of the Jellies: Amazing Jellyfish and their Surprising Talents	Jameson, Karen	1- NF (NYP 4/21/2026)	Lower Elementary	Soak up a sea of secrets and fun facts about jellyfish in this information-rich picture book!A spectacular world of weird and wonderful jellyfish awaits in The Secrets of the Jellies. Engaging rhyming text will amaze young readers with awe-inspiring information about these beguiling sea creatures. Filled with facts and energetic undersea artwork, this aquarium-exhibit-in-a-book helps us learn all about jelly anatomy, behavior, habitats, and ecosystems as we get to know the moon jelly, lion's mane jellyfish, fried-egg jellyfish, flame jellyfish, and so many more. Dive in and be dazzled!	Dorsey
Troubled Waters: A River's Journey Toward Justice	Weatherford, Carole Boston	4- NF (NYP 1/20/2026)	Lower Elementary	From Young People's Poet Laureate Carole Boston Weatherford and award-winning illustrator Bryan Collier, a stirring account of the 1965 Selma to Montgomery marches, as witnessed by the Alabama River. Some say water is the mightiest force on earth. But the yearning for freedom is even stronger. For centuries, the Alabama River has been a witness. Buried in its riverbed are countless fossils and artifacts-as well as souls, secrets, and stories. Troubled Waters brings history to life through the voice of this mighty waterway, from the earliest settlers on its shores to 1965, when Black citizens in Selma rose up like a river to demand their right to vote. In this breathtakingly original picture book, celebrated creators Carole Boston Weatherford and Bryan Collier show that the Alabama River is much more than a witness to history. It is also a source of strength, keeping hope afloat through times of trouble; and a rising tide, coursing on a journey toward justice.	Dorsey
The Big Book of Pi: The Famous Number You Can Never Know	Aubin, Jean-Baptiste	2- NF (NYP 2/3/2026)	Upper Elementary	A mathe-magician explores what makes Pi so intriguing, so unknowable and so very important to our lives. For millennia, humans have been obsessed with the number Pi. We needed it for architecture, geometry and astronomy, and so it was sought by the ancient Egyptians, the Mayans and the ancient Chinese. But no one has ever found it--and no one ever will because Pi is infinite and irrational. Its decimals contain the birthdates of all the children who have ever lived, every piece of music, the complete works of Shakespeare. Pi never ends and can't be learned, but humans keep on trying. Today, we know trillions of decimals of Pi, even if the first fifteen are more than enough to send a rocket to Mars! Telling the story of Archimedes the Greek to Srinivasa Ramanujan the Indian (who saw in his dreams a formula for calculating Pi still used by computers today), via Arabs and mathematics enthusiasts from all over the world and all eras, The Big Book of Pi is an extraordinary adventure (almost) to infinity. Written by a mathe-magician with a Pi-passion, in these pages you'll meet a man who memorized ten thousand digits--and get a chance to try yourself. You'll read about a Pi paradox and a Pi magic trick and laugh at more Pi jokes than you ever thought you'd hear. We can't ever know Pi, but there sure is a lot to learn!	Dorsey
Farrah Noorzad and the Realm of Nightmares	Zargarpur, Deeba	series	Upper Elementary	On her twelfth birthday, Farrah Noorzad found out her father was one of the seven jinn kings. Now, one epic quest and a whole lot of adventure later, she hasn't seen her father since she saved him from a cursed ring, and her place in the jinn world as a forbidden half-human is still more up in the air than a flying cloud. Not to mention that in the human world, she's moved away from her best friend Arzu because her mother wanted them to have a fresh start. So when she is summoned by the kings after months with no word from her father or her half-brother, Yaseen, she jumps at the chance to return to the floating jinn city and attend the glittering, magical Al Qalam Academy for the Exceptional while the kings make their final judgement. Farrah just has to prove she belongs at her father's side, and maybe even help Idris finally uncover his missing memories along the way. But all the while the fire jinn Azar continues to whisper in her ear, sowing doubt and fear about her true place and her true powers. And when the City of Jewels is threatened, fate steps in once again, with a prophecy that claims Farrah might be the one to save the jinn world...or destroy it.	Dorsey
If you make a call on a banana phone	Sterer, Gideon	4	Lower Elementary	"If you make a call from a banana phone, who will answer? What will you talk about? Will you share secrets or ask questions? No one knows what will happen, really. This . . . story is full of the joy and wisdom that comes from making new friends from unexpected places	Herfurth

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The book of candles : eight poems for Hanukkah	Snyder, Laurel	5	Lower Elementary	"In a dark, dark room, one thin candle wakes, bursts to life. Thus begins the first night of Hanukkah in one child's home. But what does the light from the candle mean? What are the words everyone is singing? What will each of these eight nights hold? Family and friends, takeout dinners and flat tires, traditions new and old -- it's all part of this year's timeless, timely holiday celebration	Herfurth
The big snowdown	Hudson, Katy	2	Lower Elementary	The big moment is here--the start of the first winter games! Most of the forest animals have trained all year, honing their skills to compete in a variety of events. Owl hasn't trained at all. But Owl isn't worried! She's always the best at everything without having to train or practice. Her natural talent and confidence are enough--or so she thinks. Best-selling author/illustrator Katy Hudson brilliantly showcases themes of self-awareness, friendship, and the difference between being confident and being arrogant in this entertaining picture book.	Herfurth
Green Jolene Green Jolene and the Neighborhood Swap	Mass, Wendy	2	Lower Elementary	Soon-to-be third-grader Jolene Greenfield's best friend, Amie, has moved away, leaving Jolene to entertain herself over the summer. The chance to meet her new neighbors—and their unfriendly daughter, Brittany—doesn't occur until garbage day. After passing judgment on the large boxes of Brittany's toys, Jolene takes inventory of her own collection and is shocked to discover she owns 88 toys! Jolene is an intuitive protagonist, and despite a few hiccups, she quickly organizes a neighborhood swap meet, making new friends along the way.	Herfurth
Hard Hat Hank	Gunnufson, Charlotte	3	Lower Elementary	Mighty Mighty Construction Site meets The Best Nest in this rollicking, rhyming celebration of teamwork, and the ways we can live in harmony with the natural world.Hard Hat Hank and his hardworking crew are ready to build! With blueprints in hand, Hank knows just what to do, but it isn't long before the plans go awry. Fortunately, Hank has solutions for just about everything-until two birds decide to make their home on the construction site. There's no nest in the plan! The birds need to go! But after several humorous attempts to get the birds to leave, Hank realizes that it's time for a new plan-one in which builders and birds can both enjoy their new home.	Herfurth
If you find a fawn : a what-to-do for wild wanderers	Gillis, Kellie DuBay	2	Lower Elementary	When you wander in the wild, you might find . . . a baby animal. Would you know what to do? Perfect for nature lovers and curious kids, If You Find a Fawn pairs instructive text with lush illustrations for a beautiful picture book adventure.	Herfurth
Robot's first snow	Sharff, Billy	3	Lower Elementary	All day in the factory, Robot sorts and stacks and dreams of playing when he is done, until one day it snows, and he ventures out, discovering the joy of snowy fun	Herfurth
Hanukkah pajamakkahs	Henry, Dara	2	Lower Elementary	A lively picture book celebrating holiday traditions, the patience of parenting, sibling relationships, and children's fondness for pajamas, along with a fun, read-aloud, new book to help everyone celebrate the holiday together - in, or out, of pajamakkahs. When Ruthie receives pajamakkahs for Hanukkah, she loves them so much she refuses to take them off--for all eight nights. But as they get smeared and stained, splattered and smudged, Ruthie's determined to show her parents she can stay spotless. With globs of humor, a big splatter of love, and out of the gift-box creativity, Hanukkah Pajamakkahs is a fresh, new celebration of a special holiday.	Herfurth
Aggie and the ghost	Forsythe, Matthew	5	Lower Elementary	Aggie is very excited to live on her own--until she finds out her new house is haunted. But no fear, the situation is nothing that can't be fixed with a carefully considered list of rules: No haunting after dark. No stealing socks. No eating all the food. But the ghost doesn't like playing by the rules and challenges Aggie to an epic game of tic-tac-toe--winner gets the house.	Herfurth
The giving flower : the story of the Poinsettia	Dobbs, Alda P	5	Lower Elementary	A lyrical picture book about the Poinsettia flower and the holiday traditions it has inspired first, the flower grew wild-a yellow blossom with bracts that turn brilliant red in winter. The ancient Nahuas cultivated it; then it inspired Mexico's most famous Christmas legend. After the flower caught the eye of Mexico's first US ambassador, it became known as the Poinsettia. Yet it has many more names and traditions-and even more colors! From Pura Belpre Honoree Alda P. Dobbs and illustrator Emily Mendoza comes a lyrical and vibrant picture book history of the flower that has given the world so much.	Herfurth
Mirror, Mirror	Mlynowski, Sarah	1 (series)	Upper Elementary	In this thrilling conclusion to the bestselling, beloved Whatever After series, Abby and Jonah return to where it all began--the story of Snow White--and also wind up reuniting with ALL of their favorite fairy tale characters...	Weaver
Srta. Campista	Fajardo, Kat	2 (series)	Upper Elementary	Text in Spanish.;Translation of: Miss camper. Sue is heading to Camp Willow this summer! She's looking forward to hiking, archery, making comics, and LARPing. But she won't be far from family because her big sister, Carmen, is a camp counselor and her little sister, Ester, is a fellow camper and won't give her any space! All Sue wants is to make memories with her friends, but they're assigned to only a few of the same activities. This summer isn't at all going as planned!--Adapted from dust jacket.	Weaver
Bear's Lost Glasses	Timmers, Leo	2	Lower Elementary	Bear has lost his glasses and walks to his friend Giraffe's house, where he thinks he left them.	Parsons PreK
Big feelings : learn healthy ways to manage emotions with Sesame Street (Sesame Street Self-Care)	Sanderson, Whitney	1 (series) NF	Lower Elementary	Young readers learn how to take care of themselves. From hygiene to emotional well-being, this series guides readers through the many things they can do to keep their minds and bodies healthy.	Parsons PreK

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Cows and sheep and chicks that cheep : farm poems by Douglas Florian	Florian, Douglas	4	Lower Elementary	This family farm is filled with udderly loveable cows, silly billy goats, a-maize-ing corn, and much more to feed and tend to and care for. With clever poems that are perfect for reading aloud and chock-full of farming fun facts, there's plenty for young animal lovers and aspiring agriculturists to love.	Parsons PreK
Dias de cosecha : el agradecimiento en el mundo (World of Celebrations)	De Palma, Kate	5 (English) NF	Lower Elementary	You're invited to experience celebrations and special days of all sorts in many countries and cultures around the globe in this nonfiction series, which boasts lyrical, rhyming text, detailed artwork and extensive educational endnotes about each celebration featured.	Parsons PreK
Dormilones de verano : animales aletargados	Stewart, Melissa	4 (English) NF	Lower Elementary	All science classrooms discuss animals that hibernate during winter months, but few know about animals that estivate--a prolonged sleep during hot or dry periods. Dual layers of text awaken readers to the reasons estivating animals become dormant--whether it's because warm weather threatens food supply or to avoid increased body temperatures. From the ladybug to the salamander, from the lungfish to the desert hedgehog, twelve estivating animals and their habits--both when sleeping and awake--are explained through clear text and elegant watercolor illustrations that create a scrapbook feel.	Parsons PreK
Eso no es gracioso, David!	Shannon, David	2 (English)	Lower Elementary	David finds a lot of things funny that the people around him--including his mother--do not find at all amusing.	Parsons PreK
Family Feast!	Weatherford, Carole Boston	4	Lower Elementary	An intergenerational Black family gets together for a family feast, as they share love, laughter, and sweet treats.	Parsons PreK
Get moving : learn about healthy movement with Sesame Street (Sesame Street Self-Care)	Sanderson, Whitney	1 NF	Lower Elementary	Young readers learn how to take care of themselves. From hygiene to emotional well-being, this series guides readers through the many things they can do to keep their minds and bodies healthy.	Parsons PreK
Good Night, Good Night	Boyton, Sandra	2	Lower Elementary	"Based on The going to bed book.";"This is the original 1985 hardcover book, completely redrawn by the author for its 36th anniversary.";"The original longer version of The going to bed book"--Front cover. A group of animals, afloat on an ark, go through their nightly bedtime rituals of exercising, toothbrushing, and so on, until two rabbits sing them a lullaby and the sea rocks them to sleep.	Parsons PreK
Good night preschool (Good Night Our World)	Gamble, Adam	Series	Lower Elementary	Good Night Preschool features classmates, teachers, storytime, arts and crafts, learning about shapes, colors, and numbers, ABCs, naptime, parents dropping off and picking up, snacktime, fun toys, computers, games, and more. This charming board book will delight preschoolers and parents alike!	Parsons PreK
Happy Easter, Little Pookie (Little Pookie)	Boyton, Sandra	2	Lower Elementary	It's Easter! Join Mom and her little Pookie as they prepare for the sweetest of holidays. Pookie's mom arranges an Easter play date with their friend, Bean, where they hop around like bunnies and decorate eggs. At the end of the day, Pookie dreams of the Easter Bunny and, of course, chocolate!	Parsons PreK
Hipotamo feliz, pato enojado : un libro de emociones	Boyton, Sandra	2 (English)	Lower Elementary	Describes the different moods children can have and compares them to various animals.	Parsons PreK
Who Would Win? Underwater Battles	Pallotta, Jerry	NF (series)	Upper Elementary	"4 books in 1!";Hammerhead vs. bull shark -- Killer whale vs. great white shark -- Lobster vs. crab -- Whale vs. giant squid. Contains four volumes of the "Who Would Win?" series that introduce facts about marine animals, comparing such aspects as their sizes, physical characteristics, and abilities.	Bullock
I love my Texas valentine (I Love My Valentine)	Richmond, Marianne	2	Lower Elementary	I Love My Valentine celebrates a parent's love for their child by comparing their love to special characteristics of the state where they live.	Parsons PreK
I truck : a big rig's epic trip	Schmitt, Kelly Rice	2	Lower Elementary	Hit the open road with I Truck: A Big Rig's Epic Trip--an action-packed picture book that celebrates the power, purpose, and adventure of trucking across America.	Parsons PreK
Is this Spring?	Yoon, Helen	2	Lower Elementary	Hooray! It's spring! As one exuberant pup knows, spring means laundry waving on the line, romping in fields of flowers, and gentle, fragrant breezes. But wait . . . What's with the . . . sniff, sniff . . . What's with the . . . Hurk! Haaa. What's with the . . . ah-ah-HACHOOO! Oh no! This is terrible! Is spring . . . ruined? Sharing a few seasonal hacks in more ways than one, Helen Yoon celebrates as only she can: with bumbling affection, good humor, and slack-jawed wonder.	Parsons PreK
It's My Bird-Day! (Pigeon)	Willems, Mo	Series	Lower Elementary	The Pigeon has the hat. And the hot dog cake! He is ready for the presents! But . . . do YOU think The Pigeon can handle his BIG bird-day surprise!?! Get ready for a very special birthday celebration from three-time Caldecott honoree Mo Willems.	Parsons PreK
Learning with Llama Llama. Feelings (Llama Llama)	Morrow, J.T	Series	Lower Elementary	Endearing stories in rhyme about Llama Llama growing up and learning fun things to do!	Parsons PreK

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Llama Llama Graduation Day!	Dewdney, Anna	Series	Lower Elementary	The school year is coming to end, which means it's time for graduation! Llama Llama has learned so much this year, but he isn't so sure he's ready to say goodbye to his teacher or classmates. Change can be scary, but with the help of his friends and family, Llama Llama remembers that it can also be good.	Parsons PreK
Llama Llama loves his teacher (Llama Llama)	Dewdney, Anna	Series	Lower Elementary	Go through the school day with Llama Llama as he recalls all the things he learns, but more importantly, all the things he loves about his teacher!	Parsons PreK
More or Less	Hughes, Alison	3	Lower Elementary	A child discovers ways to have less material things and more emotional reward in life	Parsons PreK
Mrs. Wishy-Washy's farm	Cowley, Jo	4	Lower Elementary	Tired of being washed by Mrs. Wishy-Washy, a cow, pig, and duck leave her farm and head for the city.	Parsons PreK
My favorite color	Becker, Aaron	3	Lower Elementary	On die-cut board pages. "I can only pick one? Aaron Becker, a Caldecott Honor-winning author-illustrator, explores a child's journey beyond the colors of the rainbow in this luminous follow-up to 'You Are Light'"	Parsons PreK
Next stop, Christmas! (Goodnight, Goodnight, Construction Site)	Rinker, Sheeri Duskey	2 (Series)	Lower Elementary	In this book with rhyming text, the dream train sets off with cheer, spreading joy and gifts far and near, with carols, treats, and light, bringing sweet dreams on Christmas night.	Parsons PreK
No es un perro	Matinez, Claudia Guadalupe	2 (English)	Lower Elementary	Learn about the endangered Mexican prairie dog. Includes back matter with Spanish vocabulary and an author's note about conservation effort	Parsons PreK
Oh dear, look what I got!	Rosen, Michael	4	Lower Elementary	As a hapless boy goes from shop to shop, requesting a series of perfectly reasonable items--a hat, a coat, a cake, a chair--he finds himself thwarted at every turn, amassing instead a growing menagerie of animals who happily follow him on his errands. It's not until he finally asks for a cup that he's proffered a wriggly creature that solves his dilemma . . . or does it?	Parsons PreK
Over and under the coral reef	Messner, Kate	1 (Series)	Lower Elementary	Includes bibliographical references. "Takes readers on a journey into the . . . coral reef of Grand Cayman in the Caribbean. Over the reef, terns circle and frigate birds soar. Sea turtles paddle and balloonfish float through the sparkling waves. But under thereef's arms, where nurse sharks prowl the seafloor and octopuses slip away into shadows, there waits a living rainbow of peacock flounders and blue damselfish, pink anemones and creamy conch shells. Discover the . . . world just beneath the waves--over and under the coral reef"	Parsons PreK
Pequena excavadora	Dewdney, Anna	5 (English)	Lower Elementary	Little Excavator wants to help the big rigs transform a vacant lot into a neighborhood park, but he is too small to get the job done! That is, until he finds a job that is a perfect Little E-sized task	Parsons PreK
Pete the Cat's cool new ride (Pete the Cat)	Dean, Kim	1 (Series)	Lower Elementary	Pete the Cat just got some new wheels. Beep, beep, beep! And as he's grooving down the street, he bumps into one friend, two friends, three! When they pile up in the car, Pete can't keep count and wonders if there is room for everyone. In his fifteenth hardcover picture book, Pete the Cat learns that there's always more room for friends	Parsons PreK
Rainbow Bear	Martin, Bill	2	Lower Elementary	Young readers can learn the names of every color of the rainbow while following Little Bear as he wakes up from his hibernation and fills his hungry belly with berries!	Parsons PreK
Ten Little Caterpillars	Matin, Bill	6	Lower Elementary	Rhythmic text and dynamic, colorful illustrations make this an easy read for little ones who are learning the basics of counting. And a glossary filled with information about all the different kinds of caterpillars featured throughout will surely make this book a favorite for kids and parents fascinated by the colorful crawlers and their metamorphosis cycle.	Parsons PreK
This is orange : a field trip through color	Poliquin, Rachel	5	Lower Elementary	Ranging through time and circumnavigating the globe . . . explores color through surprising social, historical, cultural, and artistic lenses. With more than thirty . . . examples and a gentle introduction to color theory, this . . . .voyage into the heart of orange is a clever appeal to experience other colors--and the world at large--with an open and expansive mind	Parsons PreK
To see an owl	Cordell, Matthew	5	Lower Elementary	An endearing story about a girl's efforts to spot an owl from the Caldecott Medal winning creator of Wolf in the Snow. This gorgeous picture book that encourages patience and perseverance will resonate with readers of all ages who have longed to see one of these elusive creatures in the natural world.	Parsons PreK
Turkeys in disguise	Platt, Cynthia	4	Lower Elementary	"A . . . fun read-aloud picture book where children think quickly and creatively to disguise a group of turkeys and save them from becoming Thanksgiving dinner	Parsons PreK
Up in the garden and down in the dirt (Over and Under)	Messner, Kate	Series	Lower Elementary	Up in the garden, the world is full of green leaves and sprouts, growing vegetables, ripening fruit. But down in the dirt exists a busy world where earthworms dig, snakes hunt, and skunks burrow. In this book . . . explore the hidden world and many lives of a garden through the course of a year.	Parsons PreK
We share this earth : a community book (Community Books)	Saks, Dan	2	Lower Elementary	A rhyming, heartfelt celebration of the worldwide community and the vital role it plays in young children's lives.	Parsons PreK

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
When things get tough : overcoming obstacles (Social and Emotional Learning)	Krekelberg, Alyssa	2 NF	Lower Elementary	Includes bibliographical references (page 23) and index. Simple text and illustrations look at kids solving problems for frustrating situations.	Parsons PreK
Yummy in my tummy : learn about healthy eating with Sesame Street (Sesame Street Self-Care)	Reed, Charlotte	1 NF	Lower Elementary	Young readers join their friends from Sesame Street in discovering the importance of eating healthy foods. Learn fun ways to fill your plate and keep your mind and body strong, so you can grow, play, and learn every day!	Parsons PreK
A snow day for Dog	Mayer, Mercer	Series, 1	Lower Elementary	Little Critter and Little Sister are ready to enjoy a day of play in the blanket of freshly fallen snow, but as soon as they head outdoors, a gust of wind blows Little Critter's hat off his head. Dog, who chases the hat, gets stuck in the deep snow, and thus begins a series of challenges to free Dog and retrieve the hat.	Keeley
Aircraft carriers	Beltowski, Grace	NF, 1	Lower Elementary	Young readers are introduced to various vehicles in these brief but colorful volumes. In addition to descriptions of the vehicles there is information on their purpose and the people who operate them. The narratives are clear and appropriate for the targeted grade levels. Diagrams are featured in each volume.	Keeley
Animals of Africa	Humphrey, Natalie	NF, 1	Upper Elementary	Introduces more than 20 animals from the featured continent. Two or three sentences provide introductory information on each animal, often covering size, diet, and appearance, with inset boxes adding an extra fact in some cases. Every profile includes a clear photograph showing the animal in its environment. Readers learn a little bit about a lot of animals and get a sense of the diverse environments of the seven continents.	Keeley
Animals of Antarctica	Humphrey, Natalie	NF, 1	Upper Elementary	Introduces more than 20 animals from the featured continent. Two or three sentences provide introductory information on each animal, often covering size, diet, and appearance, with inset boxes adding an extra fact in some cases. Every profile includes a clear photograph showing the animal in its environment. Readers learn a little bit about a lot of animals and get a sense of the diverse environments of the seven continents.	Keeley
Animals of Asia	Humphrey, Natalie	NF, 1	Upper Elementary	Introduces more than 20 animals from the featured continent. Two or three sentences provide introductory information on each animal, often covering size, diet, and appearance, with inset boxes adding an extra fact in some cases. Every profile includes a clear photograph showing the animal in its environment. Readers learn a little bit about a lot of animals and get a sense of the diverse environments of the seven continents.	Keeley
Animals of Australia	Humphrey, Natalie	NF, 1	Upper Elementary	Introduces more than 20 animals from the featured continent. Two or three sentences provide introductory information on each animal, often covering size, diet, and appearance, with inset boxes adding an extra fact in some cases. Every profile includes a clear photograph showing the animal in its environment. Readers learn a little bit about a lot of animals and get a sense of the diverse environments of the seven continents.	Keeley
Animals of Europe	Humphrey, Natalie	NF, 1	Upper Elementary	Introduces more than 20 animals from the featured continent. Two or three sentences provide introductory information on each animal, often covering size, diet, and appearance, with inset boxes adding an extra fact in some cases. Every profile includes a clear photograph showing the animal in its environment. Readers learn a little bit about a lot of animals and get a sense of the diverse environments of the seven continents.	Keeley
Animals of North America	Humphrey, Natalie	NF, 1	Upper Elementary	Introduces more than 20 animals from the featured continent. Two or three sentences provide introductory information on each animal, often covering size, diet, and appearance, with inset boxes adding an extra fact in some cases. Every profile includes a clear photograph showing the animal in its environment. Readers learn a little bit about a lot of animals and get a sense of the diverse environments of the seven continents.	Keeley
Animals of South America	Humphrey, Natalie	NF, 1	Upper Elementary	Introduces more than 20 animals from the featured continent. Two or three sentences provide introductory information on each animal, often covering size, diet, and appearance, with inset boxes adding an extra fact in some cases. Every profile includes a clear photograph showing the animal in its environment. Readers learn a little bit about a lot of animals and get a sense of the diverse environments of the seven continents.	Keeley
Argentina	Olson, Jason	NF, 1	Lower Elementary	Led by soccer giants like Diego Maradona and Lionel Messi, Argentina won three FIFA World Cups. This upper-elementary title follows 'La Albiceleste' as they 'tango' their way to soccer fame	Keeley
Baby diplodocus	Abery, Julie	NF	Lower Elementary	Long-necked baby diplodocuses hatch and explore their prehistoric world in this sturdy board book. The four young dinosaurs will have to stick together to stay safe from bigger dinosaurs and find the herd	Keeley
Baby pterosaur	Abery, Julie	NF, 2	Lower Elementary	In this lyrical, fast-paced board book, a young pterosaur gathers courage to leap off a cliff and take flight. Abery's rhyming text captures both the thrill and trepidation of first flight, while Scott's expressive illustrations bring prehistoric skies to life.	Keeley
Battleships	Riggs, Kate	NF, 1	Lower Elementary	Young readers are introduced to various vehicles in these brief but colorful volumes. In addition to descriptions of the vehicles there is information on their purpose and the people who operate them. The narratives are clear and appropriate for the targeted grade levels. Diagrams are featured in each volume.	Keeley

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Big rigs	Arnold, Quinn M	NF	Lower Elementary	An . . . introduction to big rigs, this transportation book for beginning readers features . . . photographs, captions, and basic facts about the freight-carrying trucks	Keeley
Bitty and Bub. Best buds	Trasler, Janee	3	Lower Elementary	Trasler crafts a collection of five humorous short stories in graphic novel format, perfect for beginning and reluctant readers. Bitty, a know-it-all bunny, and Bub, a squirrel with big feelings, are two friends who are playful and a little silly. The friends find themselves in situations where they often misunderstand each other or disagree, ending with a funny resolution.	Keeley
Bombers	Beltowski, Grace	NF, 1	Lower Elementary	Young readers are introduced to various vehicles in these brief but colorful volumes. In addition to descriptions of the vehicles there is information on their purpose and the people who operate them. The narratives are clear and appropriate for the targeted grade levels. Diagrams are featured in each volume.	Keeley
Border collies	Murray, Julie	NF	Lower Elementary	Get to know the Border collie from the tip of its wet nose to the end of its wagging tail! Young readers will enjoy learning about the history, personality, grooming practices, and talents of this adorable dog. Complete with a More Facts section and bolded glossary terms.	Keeley
Boston terriers	Murray, Julie	NF	Lower Elementary	Get to know the Boston terrier from the tip of its wet nose to the end of its wagging tail! Young readers will enjoy learning about the history, personality, grooming practices, and talents of this adorable dog. Complete with a More Facts section and bolded glossary terms.	Keeley
Brazil	Barry, James	NF, 1	Lower Elementary	This series introduces young readers to national soccer teams from around the world, offering a friendly and accessible entry point to the sport. Each book opens with background on the team's country of origin before moving into its World Cup history, memorable matches, and standout players.	Keeley
Bush vipers	Mattern, Joanne	NF	Lower Elementary	Bush vipers are colorful snakes. These predators ambush prey in their African homes. Vibrant images bring these snakes to life on the page in this engaging title. Leveled text explores the snakes' bodies, favorite foods, and more. Special features highlight the range, diet, and conservation status of bush vipers.	Keeley
Camp Monster	Messner, Kate	2	Upper Elementary	Tasha and her parents-yetis themselves-live in a world full of friendly monsters. When Tasha's parents decide to reopen Camp Yeti, they quickly pivot due to a lack of interest (or perhaps a lack of other Yetis) and instead open Camp Monster. Once everyone arrives, there's plenty of adjusting to do as campers learn to get along, face their fears, and work together. And work together they must when the threat of humans discovering their existence puts the camp's safety at risk.	Keeley
Caracals	Anderson, Shannon	NF	Lower Elementary	Caracals can jump over six feet high! In this fun title, young readers will learn more about the lives of these agile cats. Leveled text and colorful photos introduce caracals' body parts and behaviors, while special features map their range, call out conservation status, and highlight their population in the wild.	Keeley
Ceecee : Underground Railroad Cinderella	Keller, Shana	4	Lower Elementary	Based on: Cinderella / Charles Perrault. In this retelling of Cinderella, enslaved girl CeeCee is helped by the house cook to make her way to escape via the Underground Railroad where she encounters Harriet Tubman; includes a note about Harriet Tubman and names during slavery.	Keeley
Cheetahs	Riggs, Kate	NF	Lower Elementary	Describes the appearance, behavior, and habitat of cheetahs and features a folktale that explains why cheetahs have tear lines.	Keeley
Diary of a nature nerd	Everett, Tiffany	3	Upper Elementary	"Nine-year-old Brooke is a nomad, traveling from National Park to National Park with her botanist mom, and she documents her adventures in her nature diary. But this trip is different! Brooke's mom just married Terrence, who happens to be the father of Brooke's best friend, Jayla, which means Brooke and Jayla are BFFs turned sisters! While camping at North Cascades National Park, Brooke has her heart set on seeing a moose -- the #1 animal she's been longing to see	Keeley
Eek, amphibians!	Ransom, Candice F	NF, 1	Lower Elementary	Each title in this series provides a few interesting facts about five or six animals. The creepiness of the creatures usually stems from their appearance or their dangerous qualities, and sometimes both. The main text wraps up with a reminder that most animals that appear scary are actually harmless.	Keeley
Elvis & Romeo go to dog school	Soman, David	2	Lower Elementary	"Elvis and Romeo are at their first day of dog school! Romeo already knows how to chase. Elvis already knows how to stay and sit. They both still have a lot to learn, but they will do it together!"-	Keeley
England	Olson, Jason	NF, 1	Lower Elementary	This series introduces young readers to national soccer teams from around the world, offering a friendly and accessible entry point to the sport. Each book opens with background on the team's country of origin before moving into its World Cup history, memorable matches, and standout players.	Keeley
Escape from a deadly hug	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Escape from a death roll	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Escape from jaws of death	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Escape from killer claws	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Escape from razor teeth	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Escape from talons of terror	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Escape from the bone eater	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Escape from the howling hunters	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Escape from the ice prowler	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Escape from the spotted assasin	Lundgren, Julie K	NF, 1	Lower Elementary	An intriguing twist on the animal battles genre gives equal time to both predator and prey, climaxing with a lively clash. The hunting animal is introduced first in four engaging spreads with most information relating directly to its hunting abilities. Two or three subsequent spreads describe the hunted animal, highlighting its defensive features. The last section uses panels and alternating perspectives to narrate the hunt and eventual clash	Keeley
Ew, reptiles!	James, India	NF, 1	Lower Elementary	Each title in this series provides a few interesting facts about five or six animals. The creepiness of the creatures usually stems from their appearance or their dangerous qualities, and sometimes both. The main text wraps up with a reminder that most animals that appear scary are actually harmless.	Keeley
Fantastic Frog and the Amazing Tad Lad	Reese, Brandon	NF, 3	Upper Elementary	Fantastic Frog and his sidekick Tad Lad battle Hater Gator, but aren't entirely sure why. In a series of plot beats that will be familiar to video game lovers, the super-powered amphibians eventually defeat the robot gator and gain access to an underground headquarters that holds the answers to their questions and their favorite snack: cat kibble. Fantastic Frog and Tad Lad are assigned a mission to save the swamp and set out on a comic and chaotic adventure.	Keeley
Fighter jets	Murray, Laura K	NF, 1	Lower Elementary	Young readers are introduced to various vehicles in these brief but colorful volumes. In addition to descriptions of the vehicles there is information on their purpose and the people who operate them. The narratives are clear and appropriate for the targeted grade levels. Diagrams are featured in each volume.	Keeley
Fossa	Murray, Julie	NF	Lower Elementary		Keeley
Germany	Olson, Jason	NF, 1	Lower Elementary	This series introduces young readers to national soccer teams from around the world, offering a friendly and accessible entry point to the sport. Each book opens with background on the team's country of origin before moving into its World Cup history, memorable matches, and standout players.	Keeley
Giraffes	Riggs, Kate	NF	Lower Elementary	"An . . . introduction to giraffes that features photographs and fun facts about this African animal"	Keeley
Goldilocks and the three bears and other stories	Cousins, Lucy	3	Lower Elementary	Lucy Cousins retells three favorite fairy tales, Goldilocks and the three bears -- Three Billy Goats Gruff -- Little red hen. Simple text and bold illustrations tell three classic fairy tales.	Keeley

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Greatness	Bethencourt, Regis	3	Lower Elementary	"A grandmother introduces her grandchildren to famous Black figures and important snapshots in Black history, and the children begin to imagine themselves in these moments"	Keeley
How to be an Aztec warrior	Yomtov, Nel	NF, 1	Lower Elementary	"Journey back in time to an ancient civilization and become an Aztec warrior! Learn about the weapons, motivations, and tactics of these fearsome fighters	Keeley
Hurricanes	Ruby, Rex	NF, 1	Lower Elementary	What happens when a strong storm with whipping winds and pounding rains forms over the ocean? It's a hurricane! Learn all about what causes this disaster, when it might strike, and how to stay safe from harm. Carefully leveled text paired with engaging photos guides the reader from beginning to end of this disaster warning.	Keeley
I spy a soccer ball	Marzollo, Dan	NF, 1	Lower Elementary	"A sports-themed seek-and-find book"	Keeley
If I built a town	Van Dusen, Chris	Series, 1	Lower Elementary	"A boy imagines all the things he would include if he were creating a perfect town"-	Keeley
Invulnerability	Davies, Monika	NF	Upper Elementary		Keeley
Italy	Barry, James	NF, 1	Lower Elementary	This series introduces young readers to national soccer teams from around the world, offering a friendly and accessible entry point to the sport. Each book opens with background on the team's country of origin before moving into its World Cup history, memorable matches, and standout players.	Keeley
Jeepers, sea creatures!	James, India	NF, 1	Lower Elementary	Each title in this series provides a few interesting facts about five or six animals. The creepiness of the creatures usually stems from their appearance or their dangerous qualities, and sometimes both. The main text wraps up with a reminder that most animals that appear scary are actually harmless.	Keeley
Karate	Ridge, Yolanda	NF, 1	Lower Elementary	Introduces karate, covering clothing, technique, competitions, and more.	Keeley
King cobras	Nguyen, Suzane	NF	Lower Elementary	King of snakes -- Snake eaters -- On their own. Introduces the body parts, behaviors, habitats, and babies of king cobras.	Keeley
Lion prides	Koestler-Grack, Rachel A	NF, 1	Lower Elementary	Books about how group dynamics provide safety, instruction, and comfort. Short, informative sentences offer young learners a clear understanding of what the titular animals look like, how and what they eat, how they communicate, mate, hunt, raise their young, and more.	Keeley
Max, a little axolotl : an original graphic novel	Spiotto, Joey	3	Upper Elementary	It's Max's first day at Coral Elementary school. The school is filled with marine animals, like dolphins, crabs, and octopus. But none of the other students have ever seen an axolotl before... and they have SO MANY QUESTIONS. Where did Max live before? Is it true he can regrow any of his limbs? What happened to his old friends? This is too much attention for Max! Hiccup! Uh-oh... Max gets the hiccups when he's nervous. Can this little axolotl adjust to his new underwater school or will the pressure just be too much? This silly and sweet graphic novel explores themes of friendship, nature conservation, and so much more!	Keeley
Miniature Schnauzers	Murray, Julie	NF	Lower Elementary	Get to know the Miniature Schnauzer from the tip of its wet nose to the end of its wagging tail! Young readers will enjoy learning about the history, personality, grooming practices, and talents of this adorable dog. Complete with a More Facts section and bolded glossary terms.	Keeley
Monster trucks	Arnold, Quinn M	NF	Lower Elementary	Young readers are introduced to various vehicles in these brief but colorful volumes. In addition to descriptions of the vehicles there is information on their purpose and the people who operate them. The narratives are clear and appropriate for the targeted grade levels. Diagrams are featured in each volume.	Keeley
Night light	Emberley, Michael	2	Lower Elementary	Parent and child share a bedtime story when a city-wide blackout hits. A plaintive "too dark" leads the parent to gather all the stars from the sky to fill their child's room as night lights. When the moon cries out, bereft and afraid, the young hero finds courage to give the stars back.	Keeley
Oh my, mammals!	Ransom, Candice F	2	Lower Elementary	Each title in this series provides a few interesting facts about five or six animals. The creepiness of the creatures usually stems from their appearance or their dangerous qualities, and sometimes both. The main text wraps up with a reminder that most animals that appear scary are actually harmless.	Keeley
Pete the Cat's cool new ride	Dean, Kim	2	Lower Elementary	Pete the Cat just got some new wheels. Beep, beep, beep! And as he's grooving down the street, he bumps into one friend, two friends, three! When they pile up in the car, Pete can't keep count and wonders if there is room for everyone.	Keeley
Rat snakes	Mattern, Joanne	NF	Lower Elementary	Meet the rat snake -- Hunting and squeezing -- From babies to adults. "Relevant images match informative text in this introduction to rat snakes.	Keeley
Regeneration	Davies, Monika	NF	Upper Elementary	From fixing broken limbs to fixing broken hearts, only a handful of animals share the rare superpower of regeneration. This hi-lo book introduces animals that have adapted to regrow or repair body parts!	Keeley
Rewriting the rules : how Dr. Kathleen Friel created new possibilities for brain research and disability	Zeiger, Danna	2	Lower Elementary	"As someone with cerebral palsy who runs a lab to help others with cerebral palsy, Dr. Kathleen Friel is rewriting the rules, defying expectations, and opening up new possibilities for herself and others"	Keeley

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Rodeo Hawkins and the Daughters of Mayhem	Bemis, John Claude	2	Upper Elementary	"When Sidney Poblocki runs away from his troubled home life, he winds up in a whole new world of trouble. Why are interdimensional assassins after him along with every other kid named Sidney Poblocki throughout the multiverse? . . . And what the heck is the deal with Rodeo Hawkins and her ragtag gang of mischief-making girls, the Daughters of Mayhem? They claim they're trying to keep him safe, but Sidney isn't so certain 'safe' is even in their vocabulary"-	Keeley
Sea snakes	Mattern, Joanne	NF	Lower Elementary		Keeley
Sea turtles	Arnold, Quinn M	NF	Lower Elementary		Keeley
Sew Much Trouble	Green, John Patrick	Series	Upper Elementary	Someone has stolen the Notorious P.I.G. food truck, and with it, Piggy Smalls's special BBQ sauce! But before Bongo and Marsha can solve the case, they need to solve the problems they're having with each other. To help them realize what a great team they truly are, General Inspector decides to split them up. He assigns Marsha to work with Cilantro on a super-secret pilot program, and Bongo to work with Sven on a not so-secret reality competition: "Sew You Think You Can Sew!"	Keeley
Shapeshifting	Davies, Monika	NF	Upper Elementary	Nicknamed the punk rocker, the mutable rainfrog can change its skin from smooth to spiky! This hi-lo title introduces this texture-changing frog and three other shapeshifting animals.	Keeley
Spain	Olson, Jason	NF, 1	Lower Elementary	This series introduces young readers to national soccer teams from around the world, offering a friendly and accessible entry point to the sport. Each book opens with background on the team's country of origin before moving into its World Cup history, memorable matches, and standout players.	Keeley
Spectacular space	Singer, Warren	NF, 1	Upper Elementary	In this volume, readers identify some of these well-known and lesser-known space objects. They also learn about where exactly these objects--including Earth--came from and are traveling to as our solar system continues to hurtle through space.	Keeley
Sun bear	Murray, Julie	NF	Lower Elementary		Keeley
Super Healing	Davies, Monika	NF	Upper Elementary		Keeley
Super speed	Davies, Monika	NF	Upper Elementary	From the sprinting cheetah to the swimming sailfish, this hi-lo title introduces some of the fastest animals in the world! In this book, leveled text shares the adaptations of these animals while vivid photos support the text and label important animal parts. Profiles share each animal's life span and conservation status. Other special features share fun facts. A detailed diagram shows the superpower in action!	Keeley
Super strength	Davies, Monika	NF	Upper Elementary	Some animals have adapted to be heavy lifters. Their strength allows them to hunt, move their food, and more! In this hi-lo title, leveled text shares the secrets of four powerful animals and their superpower! Reluctant readers will gain confidence with support from colorful photos and clear labels. Some features share additional facts about these animals. Others show how they use their superpower in the wild!	Keeley
The Baby-sitters Club. 18,Jessi Ramsey, pet-sitter	Crenshaw, Ellen T	NF	Upper Elementary	With snakes on the loose and sick hamsters, Jessi's got plenty of pet-sitting troubles, and things don't get any easier when she and her friends get into a big fight. Will Jessi be able to handle her pet-sitting job when things are going wrong with the baby-sitters, too?	Keeley
The Friendship Train : a true story of helping and healing after World War II	Levy, Debbie	4	Lower Elementary	A true story about the kindness of strangers around the world following World War II.	Keeley
The Princess and the Grain of Rice	Cho, Tina	2	Lower Elementary	A sweet, funny Korean Princess and the Pea retelling, written by critically acclaimed Korean American author Tina Cho.	Keeley
The story of the World Cup	Berne, Emma Carlson	NF, 1	Lower Elementary	Who competes in the soccer World Cup, and why is it held every four years? Learn about the men's and women's World Cups, and discover some of the best moments from the competition.	Keeley
The unlikely heroes club	Foster, Kate	2	Upper Elementary	Five dog-loving autistic kids have a mission to accomplish--and a mystery to solve--in a delightful ode to idiosyncrasies "Eleven-year-old Oli is spending his school holidays at Heroes Club, where kids can build friendships and learn about their emotions, but Oli just wants to be home. . .where it's familiar, not-so-boring and he can play his favorite game. But when Oli and the other kids at the club see a stray dog who keeps disappearing into a soon-to-be-demolished building across the street, Oli and his four fellow heroes hatch a daring rescue plan to save the dog before it's too late. It's going to take bravery, some seriously smart teamwork. . . and a few broken rules"	Keeley
This is not a small voice : poems by Black poets		2	Upper Elementary	An illustrated collection of over one hundred poems by Black poets including, Langston Hughes, Maya Angelou, Amanda Gorman, and others.	Keeley

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Tornadoes	Ruby, Rex	NF, 1	Lower Elementary	In each volume, the disaster's name and an aid to its pronunciation appear in a yellow box over a photo of the disaster. Onomatopoeic words enhance dramatic effects, for example, "Swoosh!" represents blustery winds. Each weather condition is defined succinctly and accurately and includes an explanation as to why it's considered a "disaster." Dramatic cover and interior photos allow readers to interpret different conditions and their effects. The ways in which neighbors and workers collaborate on clean-up efforts during and afterward is highlighted. Clear, reassuring instructions are given about how to prepare for extreme weather conditions. Information about staying safe is also provided.	Keeley
Ugh, bugs!	James, India	NF, 1	Lower Elementary	Each title in this series provides a few interesting facts about five or six animals. The creepiness of the creatures usually stems from their appearance or their dangerous qualities, and sometimes both. The main text wraps up with a reminder that most animals that appear scary are actually harmless.	Keeley
Unfairies A Graphic Novel	Aaron, Huw	3	Upper Elementary	A lowly fairy travels from the bottom to the top of their massive oak tree in this fantasy graphic novel. Young, green, work-averse fairy Pip has landed a job in the Root Stores, where a whole tree's worth of fairy food is set aside for the winter. When Pip discovers the stash covered in moldy mushrooms, their simple job gets a whole lot harder. Pip must carry a report up the tree's vast interior to inform the literal higher-ups that Oakhold is on the verge of crisis.	Keeley
Uranus	Dittmer, Lori	NF	Lower Elementary		Keeley
Uruguay	Barry, James	NF, 1	Lower Elementary	This series introduces young readers to national soccer teams from around the world, offering a friendly and accessible entry point to the sport. Each book opens with background on the team's country of origin before moving into its World Cup history, memorable matches, and standout players.	Keeley
Venus	Dittmer, Lori	NF	Lower Elementary		Keeley
Venus! Fierce and Fabulous	McAnulty, Stacy	2	Lower Elementary	Prepare for a dazzling encounter with the solar system's most glamorous resident in VENUS!--the latest stellar "autobiography" in the OUR UNIVERSE series from the dynamic duo of Stacy McAnulty and Stevie Lewis!	Keeley
What fish are saying : strange sounds in the ocean	Pendreigh, Kirsten	2	Lower Elementary	"Let's float out on a clear, calm day. What sounds can we hear far away? Today, scientists use special equipment to listen to the sounds fish make in he ocean, including boops, chirps, drums, and barks. In this book about chatter in the sea, discover the many ways fish talk to each other, what they are saying, and why"	Keeley
Wings of fire. The graphic novel.Legends, Darkstalker	Deutsch, Barry	Series, 1	Upper Elementary	In the SeaWing kingdom, a young prince learns he is an animus--capable of wonderful magic that comes with a terrible price. In the mind of a NightWing dragonet, a thousand futures unfold--and almost all of them, she knows, lead to disaster and destruction. And under three full moons and the watchful eyes of his NightWing mother and IceWing father, the most powerful dragon Pyrhhia will ever know is clawing his way out of his egg: Darkstalker, the dragon who will change the world forever"	Keeley
Wolf packs	Koestler-Grack, Rachel A	NF, 1	Lower Elementary	Books about how group dynamics provide safety, instruction, and comfort. Short, informative sentences offer young learners a clear understanding of what the titular animals look like, how and what they eat, how they communicate, mate, hunt, raise their young, and more.	Keeley
World Series	Cho, Alan	NF	Upper Elementary	Offers a brief history of the World Series, describing how the sporting event has evolved, how baseball teams qualify to play in the Series, what the game's rules are, and who the most memorable players have been.	Keeley
World's top soccer leagues	Krenn, Cara	NF, 1	Lower Elementary	Readers learn about the best players, thrilling rivalries, and exhilarating matchups from leagues across the globe.	Keeley
Yikes, birds!	Ransom, Candice F	NF, 1	Lower Elementary	Each title in this series provides a few interesting facts about five or six animals. The creepiness of the creatures usually stems from their appearance or their dangerous qualities, and sometimes both. The main text wraps up with a reminder that most animals that appear scary are actually harmless.	Keeley
Yorkshire terriers	Murray, Julie	NF	Lower Elementary	Get to know the Yorkshire terrier from the tip of its wet nose to the end of its wagging tail! Young readers will enjoy learning about the history, personality, grooming practices, and talents of this adorable dog. Complete with a More Facts section and bolded glossary terms.	Keeley
Abyssinians	Storm, Marysa	NF	Lower Elementary	Beginning readers will fall in love with Abyssinian cats as they explore the breed's unique features, playful personality, and pet care through closely leveled text, engaging designs, and playful, vibrant photography	Keeley
American shorthairs	Storm, Marysa	NF	Lower Elementary		Keeley
Argentina National Soccer Teams --Ultimate Fan Guide	Stabler, David	NF	Upper Elementary	Soccer is a way of life in Argentina. Fans go wild over the country's national teams. From Maradona to Messi, Argentina has produced some of the greatest soccer players in history. Learn more about Argentina's rise to power in men's soccer and how the women's national team is rapidly growing in popularity.	Keeley
Bengals	Doty, Abby	NF	Upper Elementary		Keeley
Cat	Nugent, Samantha	NF, 1	Lower Elementary	Attractive photographs and basic information provide young children with a look at the challenges and rewards of pet ownership	Keeley

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Cats	Phillips-Bartlett, Rebecca	NF	Lower Elementary		Keeley
Cutest Cats of All Time	Bolte, Mari	NF	Lower Elementary		Keeley
Devon rexes	Doty, Abby	NF	Upper Elementary		Keeley
England National Soccer Teams --Ultimate Fan Guide	Scheffer, Janie	NF	Upper Elementary		Keeley
Exotic shorthairs	Doty, Abby	NF	Upper Elementary		Keeley
Japan National Soccer Teams --Ultimate Fan Guide	Stabler, David	NF	Upper Elementary		Keeley
Maine coons	Doty, Abby	NF	Upper Elementary		Keeley
Maine coons	Storm, Marysa	NF	Lower Elementary		Keeley
Mexico National Soccer Teams --Ultimate Fan Guide	Greenberg, Keith Elliot	NF	Upper Elementary		Keeley
Netherlands National Soccer Teams --Ultimate Fan Guide	Scheffer, Janie	NF	Upper Elementary		Keeley
Pizzasaurus	Sauer, Tammi	2	Lower Elementary	In their first collaboration, Sauer (Mary Had a Little Glam) and Beckett (How the North Pole Works) deliver a joyous introduction to a pizza-obsessed dinosaur Pizzasaurus. The narrator describes the incredible qualities of this lesser-known species, while the other dinosaurs insert humorous comments about pizza and their own best features. Just as the original dinosaurs are beginning to feel left out, Pizzasaurus expands his spotlight to include all his friends in a pizza party.	Keeley
Ragdolls	Doty, Abby	NF	Upper Elementary		Keeley
Ragdolls	Storm, Marysa	NF	Lower Elementary		Keeley
Scottish folds	Doty, Abby	NF	Upper Elementary		Keeley
Siamese cats	Doty, Abby	NF	Upper Elementary		Keeley
Sphynx	Storm, Marysa	NF	Lower Elementary	In three highly visual chapters, this work introduces the sphynx cat breed, shares its common personality traits and country of origin, and relays advice on best care practices for this naked noodle of a cat.	Keeley
Sphynxes	Doty, Abby	NF	Upper Elementary		Keeley
The World Almanac 2,501 incredible facts for kids on World Cup soccer	Dolbear, Emily J	NF, 1	Upper Elementary	-Built more for established soccer fans than newbies exploring the sport, this is packed with photos and snackable information on rules of the game, pivotal matches through history, and star players from men's and women's teams.	Keeley
The World's Best Soccer Book --Everything You Need to Know		NF, 1	Upper Elementary	This illustrated encyclopedia covers everything from the basic rules of play to the best players and teams, and even includes comics featuring a ragtag squad of soccer-playing animals!	Keeley
Us National Soccer Teams --Ultimate Fan Guide	Greenberg, Keith Elliot	NF	Upper Elementary	Discover impressive moments and victories from both teams and learn how soccer is becoming more popular in the US every year.	Keeley
World Cup Close-Up Men's Soccer on the Biggest Stage	Waldendorf, Kurt	NF	Upper Elementary	Readers can explore a crash course on soccer's biggest event. When did it start, and how has it changed over the years? How are teams from 215 nations whittled down to the final 48? Explore stadiums, meet players, and take a seat in front of the world's greatest stage!	Keeley
Your cat	Phillips-Bartlett, Rebecca	NF, 1	Lower Elementary	Kids who are considering pet ownership will find some useful general information in this series. Coverage includes homes, diet, health concerns, and other key areas, with tips, cautions, and a generally encouraging tone.	Keeley
100 dinosaur words and prehistoric words to know		NF	Lower Elementary		Bullock
3 2 1 to the Moon! : a counting book	McAnulty, Stacy	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
ABCD . . . Earth! an Alphabet Book	McAnulty, Stacy	NF	Lower Elementary		Bullock
ABCs of artificial intelligence	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of biology	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of economics	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of engineering	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of geography	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of mathematics	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of oceanography	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of physics	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of science	Ferrie, Chris	NF	Lower Elementary		Bullock
ABCs of space	Ferrie, Chris	NF	Lower Elementary		Bullock
Animales.		NF	Lower Elementary		Bullock
Animals.		NF	Lower Elementary		Bullock
Arctic animals	McDonald, Jill	NF	Lower Elementary		Bullock
Around the world with Cantinflas = Alrededor del mundo con Cantinflas : a bilingual geography book	Rodriguez, Patty	NF	Lower Elementary		Bullock
Artificial intelligence for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Arts = Artes	Ochoa, Ellen	NF	Lower Elementary		Bullock
Astrophysics for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Baby animals	McDonald, Jill	NF	Lower Elementary		Bullock
Baby animals.		NF	Lower Elementary		Bullock
Backyard bugs	McDonald, Jill	NF	Lower Elementary		Bullock
Baking	McDonald, Jill	NF	Lower Elementary		Bullock
Bedtime	McDonald, Jill	NF	Lower Elementary		Bullock
Before & after	Musgrave, Ruth	NF	Lower Elementary		Bullock
Bicycles	Gibbons, Gail	NF	Lower Elementary		Bullock
Birds	McDonald, Jill	NF	Lower Elementary		Bullock
Blockchain for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Boat book	Gibbons, Gail	NF	Lower Elementary		Bullock
Bunnies	Gibbons, Gail	NF	Lower Elementary		Bullock
Calculus for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Cancion de Navidad	Gil, Carmen	NF	Lower Elementary		Bullock
Cars and trucks	McDonald, Jill	NF	Lower Elementary		Bullock
El cascanueces : un cuento de Navidad	McArdle, Lily	NF	Lower Elementary		Bullock
La Catrina, numbers = La Catrina, numeros	Rodriguez, Patty	NF	Lower Elementary		Bullock
La catrina, vowels = La catrina, vocales	Rodriguez, Patty	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Chapulin Colorado : sounds = sonidos : a bilingual book of onomatopoeias	Rodriguez, Patty	NF	Lower Elementary		Bullock
Climate change for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Colores.		NF	Lower Elementary		Bullock
Colors!.		NF	Lower Elementary		Bullock
Colors, ABC, numbers.		NF	Lower Elementary		Bullock
Construction site	McDonald, Jill	NF	Lower Elementary		Bullock
Counting with Frida = Contando con Frida : a bilingual counting book	Rodriguez, Patty	NF	Lower Elementary		Bullock
Descubre el espacio	Zolotareva, Lena	NF	Lower Elementary		Bullock
Descubre la naturaleza	Zolotareva, Lena	NF	Lower Elementary		Bullock
Dinosaur roar! The Tyrannosaurus rex	Curtis, Peter	NF	Lower Elementary		Bullock
Dinosaurs	Gibbons, Gail	NF	Lower Elementary		Bullock
Dinosaurs	McDonald, Jill	NF	Lower Elementary		Bullock
Donde esta en Navidad, la oruga muy hambrienta?		NF	Lower Elementary		Bullock
Dr. Seuss's 100 first words = Las primeras 100 palabras de Dr. Seuss	Seuss	NF	Lower Elementary		Bullock
Easter	Gibbons, Gail	NF	Lower Elementary		Bullock
Electromagnetism for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Elephants = Elefantes	Cole, Barry	NF	Lower Elementary		Bullock
Elmo's 101 first words = Las primeras 101 palabras de Elmo	Goldberg, Barry	NF	Lower Elementary		Bullock
Engineering = Ingenieria	Ochoa, Ellen	NF	Lower Elementary		Bullock
Las estaciones	Zito, Francesco	NF	Lower Elementary		Bullock
Evolution for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Farming	Gibbons, Gail	NF	Lower Elementary		Bullock
First 100 animals.		NF	Lower Elementary		Bullock
First 100 animals board book.		NF	Lower Elementary		Bullock
First 100 Christmas.		NF	Lower Elementary		Bullock
First 100 dinosaurs	Rowland, Andy	NF	Lower Elementary		Bullock
First 100 nature words	Claude, Jean	NF	Lower Elementary		Bullock
First 100 trucks and things that go.		NF	Lower Elementary		Bullock
First 100 trucks board book.		NF	Lower Elementary		Bullock
First 100 words board book.		NF	Lower Elementary		Bullock
First book of colors.		NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
First heroes of flight	Feldman, Thea	NF	Lower Elementary		Bullock
First royal words	Passchier, Andy	NF	Lower Elementary		Bullock
First words.		NF	Lower Elementary		Bullock
First Words --New York		NF	Lower Elementary		Bullock
First words of love	Claude, Jean	NF	Lower Elementary		Bullock
First Words --Texas		NF	Lower Elementary		Bullock
Formas.		NF	Lower Elementary		Bullock
From seed to pumpkin	McDonald, Jill	NF	Lower Elementary		Bullock
Garden time	McDonald, Jill	NF	Lower Elementary		Bullock
General relativity for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Germany : a book of opposites	Evanson, Ashley	NF	Lower Elementary		Bullock
Giant pandas	Garnett, Jaye	NF	Lower Elementary		Bullock
Giraffes = Jirafas	Cole, Barry	NF	Lower Elementary		Bullock
La granja	Zito, Francesco	NF	Lower Elementary		Bullock
Granja.		NF	Lower Elementary		Bullock
Happy Thanksgiving.		NF	Lower Elementary		Bullock
Hello, USA : a book of beginner concepts	Evanson, Ashley	NF	Lower Elementary		Bullock
How do apples grow?	McDonald, Jill	NF	Lower Elementary		Bullock
I am a panda	Garnett, Jaye	NF	Lower Elementary		Bullock
I am brave : a little book about Martin Luther King, Jr.	Meltzer, Brad	NF	Lower Elementary		Bullock
I am caring : a little book about Jane Goodall	Meltzer, Brad	NF	Lower Elementary		Bullock
I am curious	Meltzer, Brad	NF	Lower Elementary		Bullock
I am kind : a little book about Abraham Lincoln	Meltzer, Brad	NF	Lower Elementary		Bullock
I am strong : a little book about Rosa Parks	Meltzer, Brad	NF	Lower Elementary		Bullock
I am unstopabble : a little book about Amelia Earhart	Meltzer, Brad	NF	Lower Elementary		Bullock
In my garden	Musgrave, Ruth	NF	Lower Elementary		Bullock
Leaves	Lawrence, Carol	NF	Lower Elementary		Bullock
Let's go camping	McDonald, Jill	NF	Lower Elementary		Bullock
Let's make music	Musgrave, Ruth	NF	Lower Elementary		Bullock
Letras.		NF	Lower Elementary		Bullock
The life of Evelyn = La vida de Evelyn : a bilingual picture book biography	Rodriguez, Patty	NF	Lower Elementary		Bullock
The life of Pura = La vida de Pura : a bilingual picture book biography	Rodriguez, Patty	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The life of Selena = La vida de Selena : a bilingual picture book biography	Rodriguez, Patty	NF	Lower Elementary		Bullock
The life of Valenzuela = La vida de Valenzuela : a bilingual picture book biography	Rodriguez, Patty	NF	Lower Elementary		Bullock
Look outside!	Musgrave, Ruth	NF	Lower Elementary		Bullock
Los Angeles : a book of time	Evanson, Ashley	NF	Lower Elementary		Bullock
Loteria. More first words =Loteria.Mas primeras palabras : a bilingual picture book	Rodriguez, Patty	NF	Lower Elementary		Bullock
Math = Matematicas	Ochoa, Ellen	NF	Lower Elementary		Bullock
Mi primer libro de formas y colores	Zito, Francesco	NF	Lower Elementary		Bullock
Mi primer libro de letras y numeros	Zito, Francesco	NF	Lower Elementary		Bullock
Monarch butterfly	Gibbons, Gail	NF	Lower Elementary		Bullock
Moon landing	McDonald, Jill	NF	Lower Elementary		Bullock
Music	McDonald, Jill	NF	Lower Elementary		Bullock
My body	McDonald, Jill	NF	Lower Elementary		Bullock
Neural networks for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Newtonian physics for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Nuclear physics for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Numbers, colors, shapes board book.		NF	Lower Elementary		Bullock
Ocean life	McDonald, Jill	NF	Lower Elementary		Bullock
On the farm	McDonald, Jill	NF	Lower Elementary		Bullock
Opposites!.		NF	Lower Elementary		Bullock
Optical physics for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Organic chemistry for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Our solar system! : a stellar neighborhood	McAnulty, Stacy	NF	Lower Elementary		Bullock
Palabras.		NF	Lower Elementary		Bullock
Pandas	Gibbons, Gail	NF	Lower Elementary		Bullock
Patterns!		NF	Lower Elementary		Bullock
Penguins	Gibbons, Gail	NF	Lower Elementary		Bullock
Pets	McDonald, Jill	NF	Lower Elementary		Bullock
Pets	Musgrave, Ruth	NF	Lower Elementary		Bullock
Planes	Gibbons, Gail	NF	Lower Elementary		Bullock
Planes and other flying machines	McDonald, Jill	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Planet Earth	McDonald, Jill	NF	Lower Elementary		Bullock
Primeras 100 palabras = First 100 words.		NF	Lower Elementary		Bullock
Pumpkins	Gibbons, Gail	NF	Lower Elementary		Bullock
Pythagorean theorem for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Quantum computing for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Quantum entanglement for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Quantum information for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Quantum physics for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Rainforest animals	McDonald, Jill	NF	Lower Elementary		Bullock
El reno grunon : un cuento de Navidad sobre la generosidad	Wilson, Clare	NF	Lower Elementary		Bullock
Reptiles	McDonald, Jill	NF	Lower Elementary		Bullock
Robotics for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Rocket science for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Rockets and other space machines	McDonald, Jill	NF	Lower Elementary		Bullock
Rocks and minerals	McDonald, Jill	NF	Lower Elementary		Bullock
Rome : a book of days	Evanson, Ashley	NF	Lower Elementary		Bullock
Same and different.		NF	Lower Elementary		Bullock
School day	McDonald, Jill	NF	Lower Elementary		Bullock
Seed to plant	Gibbons, Gail	NF	Lower Elementary		Bullock
Selva.		NF	Lower Elementary		Bullock
Shapes!.		NF	Lower Elementary		Bullock
Sharks	Gibbons, Gail	NF	Lower Elementary		Bullock
Sharks : teeth to tail	Garnett, Jaye	NF	Lower Elementary		Bullock
Snow	McDonald, Jill	NF	Lower Elementary		Bullock
Solar system	McDonald, Jill	NF	Lower Elementary		Bullock
The solar system with Ellen = El sistema solar con Ellen : a bilingual astronomy book	Rodriguez, Patty	NF	Lower Elementary		Bullock
Space	Musgrave, Ruth	NF	Lower Elementary		Bullock
Statistical physics for babies	Ferrie, Chris	NF	Lower Elementary		Bullock
Sun! : one in a billion	McAnulty, Stacy	NF	Lower Elementary		Bullock
T. Rex	Garnett, Jaye	NF	Lower Elementary		Bullock
Technology = Tecnologia	Ochoa, Ellen	NF	Lower Elementary		Bullock
Tool book	Gibbons, Gail	NF	Lower Elementary		Bullock
Trains	Gibbons, Gail	NF	Lower Elementary		Bullock
Transportes.		NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Triceratops	Garnett, Jaye	NF	Lower Elementary		Bullock
Trucks	Gibbons, Gail	NF	Lower Elementary		Bullock
Trucks.		NF	Lower Elementary		Bullock
Vamonos a Lima	Rodriguez, Patty	NF	Lower Elementary		Bullock
Vamonos a Los Angeles	Rodriguez, Patty	NF	Lower Elementary		Bullock
Vamonos a New York City	Rodriguez, Patty	NF	Lower Elementary		Bullock
Vamonos a San Salvador = Let's go to San Salvador	Rodriguez, Patty	NF	Lower Elementary		Bullock
Vamonos a Tegucigalpa = Let's go to Tegucigalpa	Rodriguez, Patty	NF	Lower Elementary		Bullock
Vamos a cazar un oso Veronica Uribe.	Rosen, Michael	NF	Lower Elementary		Bullock
Venus! Fierce and Fabulous	McAnulty, Stacy	NF	Lower Elementary		Bullock
The Very Hungry Caterpillar's 100 first words primeras palabras : a bilingual book	Carle, Eric	NF	Lower Elementary		Bullock
Water	Lawrence, Carol	NF	Lower Elementary		Bullock
Weather	McDonald, Jill	NF	Lower Elementary		Bullock
Where is?/Donde esta? el Chavo : a bilingual hide-and-seek book	Rodriguez, Patty	NF	Lower Elementary		Bullock
Wild animal sounds	Musgrave, Ruth	NF	Lower Elementary		Bullock
A fake moon landing, alien life secrets, and more conspiracy theories about space	Hunter, Nick	NF	Upper Elementary		Bullock
A friend for Eddy	Kim Ha, Ann	4	Lower Elementary		Bullock
A Minecraft movie. Welcome to the Overworld!	Shealy, Dennis R	series	Lower Elementary		Bullock
A perfect fit : how Lena "Lane" Bryant changed the shape of fashion	Rockliff, Mara	3	Lower Elementary		Bullock
A place to hang the moon	Albus, Kate	4	Upper Elementary		Bullock
A voice named Aretha	Russell-Brown, Katheryn	4	Lower Elementary		Bullock
Acadia National Park	Leaf, Christina	1	Upper Elementary		Bullock
Across the sea	Homberg, Ruth	series	Lower Elementary		Bullock
Action figures	Bowman, Chris	NF	Upper Elementary		Bullock
Afghanistan	Langdo, Bryan	NF	Lower Elementary		Bullock
Alabama	Perish, Patrick	NF	Upper Elementary		Bullock
Alaska	Sexton, Colleen A	NF	Upper Elementary		Bullock
Alligator vs. python	Pallotta, Jerry	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Amazing Batman crafts and projects	Halvorsen, Layne	NF	Upper Elementary		Bullock
American Girl	Murray, Julie	NF	Lower Elementary		Bullock
American Girl dolls	Neuenfeldt, Elizabeth	NF	Upper Elementary		Bullock
Among us	Rathburn, Betsy	NF	Upper Elementary		Bullock
Amy Wu and the ribbon dance	Zhang, Kat	1, series	Lower Elementary		Bullock
Andre : Andre Leon Talley--a fabulously fashionable fairy tale	Weatherford, Carole Boston	4	Lower Elementary		Bullock
Animal crossing	Rathburn, Betsy	NF	Upper Elementary		Bullock
Ano Nuevo Chino	Dittmer, Lori	1, NF	Lower Elementary		Bullock
Apocalypse stories to scare your socks off!	Dahl, Michael	1 series	Upper Elementary		Bullock
Apple	Koestler-Grack, Rachel A	1, NF	Lower Elementary		Bullock
Apple	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Aprendiendo a leer	Papp, Lisa	NF	Lower Elementary		Bullock
Argentina	Anderson, Shannon	1, NF	Lower Elementary		Bullock
Arizona	Koestler-Grack, Rachel A	NF	Upper Elementary		Bullock
Arkansas	Perish, Patrick	NF	Upper Elementary		Bullock
Australia	Sabelko, Rebecca	NF	Lower Elementary		Bullock
Austria	Pettiford, Rebecca	1 NF	Lower Elementary		Bullock
Axolotl	Grodzicki, Jenna	NF	Upper Elementary		Bullock
Axolotls	Bowman, Chris	NF	Lower Elementary		Bullock
Bad Bunny	Birdoff, Ariel Factor	NF	Upper Elementary		Bullock
Bad Kitty searching for Santa	Bruel, Nick	3	Lower Elementary		Bullock
Barbara Park's Junie B. Jones and the stupid smelly bus : the graphic novel	Venable, Colleen A. F	4	Lower Elementary		Bullock
Barbie	Koestler-Grack, Rachel A	series	Lower Elementary		Bullock
Barbie	Koestler-Grack, Rachel A	1, NF	Lower Elementary		Bullock
Barbie	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Barbie cooking with besties	Farrow, Joanna	series	Lower Elementary		Bullock
Barbie. Everyone is beautiful!	Nakamura, Mei	1, series	Lower Elementary		Bullock
Basketball	Leaf, Christina	NF	Lower Elementary		Bullock
Be quiet!	Higgins, Ryan T	4	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Beatrice likes the dark	Tucholke, April Genevieve	4	Lower Elementary		Bullock
Beauty woke	Ramos, NoNieqa	3	Lower Elementary		Bullock
Becoming Boba	Ho, Joanna	4	Lower Elementary		Bullock
Belgium	Langdo, Bryan	NF	Lower Elementary		Bullock
Belle's playful puppy	Koster, Amy Sky	series	Lower Elementary		Bullock
Ben & Jerry's	Golkar, Golriz	NF	Upper Elementary		Bullock
Between you and me	Sanders, Rob	5	Lower Elementary		Bullock
Beyonce	Birdoff, Ariel Factor	NF	Upper Elementary		Bullock
Biblioburro : una historia real de Colombia	Winter, Jeanette	6	Lower Elementary		Bullock
Bicycles	Sommer, Nathan	NF	Upper Elementary		Bullock
Big problemas	Medina, Juana	3	Lower Elementary		Bullock
Billie Eilish	Nguyen, Suzane	NF	Upper Elementary		Bullock
Black girl rising	Barnes, Brynne	4	Lower Elementary		Bullock
Blue whale vs. mosquito	Pallotta, Jerry	NF	Lower Elementary		Bullock
Bluey and Bingo's Christmas cookbook.		NF	Lower Elementary		Bullock
Book comes home	Sanders, Rob	3	Lower Elementary		Bullock
Bored panda	Bender, Mike	2	Lower Elementary		Bullock
Bravo! : poemas sobre hispanos extraordinarios	Engle, Margarita	5	Upper Elementary		Bullock
Brazil	Davies, Monika	NF	Lower Elementary		Bullock
Breathe in, breathe out : c calming sensory book	Elys, Dori	1, NF	Lower Elementary		Bullock
Bright star	Morales, Yuyi	5	Lower Elementary		Bullock
Bryce Canyon National Park	Green, Sara	NF	Upper Elementary		Bullock
BTS	Nguyen, Suzane	NF	Upper Elementary		Bullock
Bubbly beautiful Kitty-corn	Hale, Shannon	2	Lower Elementary		Bullock
Buenos modales en la biblioteca = Good manners at the library	Santos, Gloria	NF	Lower Elementary		Bullock
Bug boys. 2,Outside and beyond	Knetzger, Laura	3	Upper Elementary		Bullock
Build a house	Giddens, Rhiannon	5	Upper Elementary		Bullock
Butterflies on the first day of school	Silvestro, Annie	3	Lower Elementary		Bullock
Butterfly or moth?	Zimmerman, Adeline J	1, NF	Lower Elementary		Bullock
California	Oachs, Emily Rose	NF	Upper Elementary		Bullock
Cambodia	Davies, Monika	NF	Lower Elementary		Bullock
Camping Trip! (Disney Stitch)		series	Lower Elementary		Bullock
Canada	Davies, Monika	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Captain Underpants and the attack of the talking toilets	Pilkey, Dav	6	Upper Elementary		Bullock
Captain Underpants and the big, bad battle of the Bionic Booger Boy. Part 1,The night of the nasty nostril nuggets : the sixth epic novel	Pilkey, Dav	3	Upper Elementary		Bullock
Captain Underpants and the big, bad battle of the Bionic Booger Boy. Part 2,The revenge of the ridiculous robo-boogers : the seventh epic novel	Pilkey, Dav	2	Upper Elementary		Bullock
Captain Underpants and the invasion of the incredibly naughty cafeteria ladies from outer space (and the subsequent assault of the equally evil lunchroom zombie nerds)	Pilkey, Dav	4	Upper Elementary		Bullock
Captain Underpants and the perilous plot of Professor Poopypants : the fourth epic novel	Pilkey, Dav	4	Upper Elementary		Bullock
Captain Underpants and the preposterous plight of the purple potty people	Pilkey, Dav	3	Upper Elementary		Bullock
Captain Underpants and the revolting revenge of the Radioactive Robo-Boxers : the tenth epic novel	Pilkey, Dav	3	Upper Elementary		Bullock
Captain Underpants and the sensational saga of Sir Stinks-A-Lot	Pilkey, Dav	4	Upper Elementary		Bullock
Captain Underpants and the terrifying return of Tippy Tinkletrousers	Pilkey, Dav	5	Upper Elementary		Bullock
Captain Underpants and the tyrannical retaliation of the Turbo Toilet 2000	Pilkey, Dav	3	Upper Elementary		Bullock
Captain Underpants and the wrath of the wicked Wedgie Woman : the fifth epic novel	Pilkey, Dav	4	Upper Elementary		Bullock
Carnavales del mundo	Hansen, Grace	NF	Lower Elementary		Bullock
Carnival	Hansen, Grace	1, NF	Lower Elementary		Bullock
Cat origami	Schrader, Zoey	NF	Lower Elementary		Bullock
Chevrolet Corvette Z06	Duling, Kaitlyn	NF	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Chile	Anderson, Shannon	NF	Lower Elementary		Bullock
Chinese cuisine	Pierce, Simon	NF	Lower Elementary		Bullock
Christiana Figueres, friend of the rainforest	Engle, Margarita	4	Lower Elementary		Bullock
Cinco monitos brincando en la cama = Five little monkeys jumping on the bed	Christelow, Eileen	series	Lower Elementary		Bullock
Claudette Colvin refuses to move : courageous kid of the Civil Rights Movement	Wilkins, Ebony	NF	Upper Elementary		Bullock
Clever little witch	Van, Muon	4	Lower Elementary		Bullock
Clic, clac, muu : vacas que escriben a maquina	Cronin, Doreen	series	Lower Elementary		Bullock
Coca-Cola	Green, Sara	NF	Upper Elementary		Bullock
Colombia	Anderson, Shannon	NF	Lower Elementary		Bullock
Colors	Duquennoy, Jacques	1, NF	Lower Elementary		Bullock
Como cuidar a tu abuela	Reagan, Jean	1, series	Lower Elementary		Bullock
Como cuidar a tu abuelo	Reagan, Jean	1, series	Lower Elementary		Bullock
Como cuidar de tu mama	Reagan, Jean	1, series	Lower Elementary		Bullock
Como sorprender a tu papa	Reagan, Jean	1, series	Lower Elementary		Bullock
Con pollo : a bilingual playtime adventure	Fallon, Jimmy	4	Lower Elementary		Bullock
Connecticut	Klepeis, Alicia	1, NF	Upper Elementary		Bullock
Coretta Scott King	Lyons, Kelly Starling	1, NF	Lower Elementary		Bullock
Costa Rica	Anderson, Shannon	NF	Lower Elementary		Bullock
Coyote vs. dingo	Pallotta, Jerry	NF	Lower Elementary		Bullock
Cranky, crabby crow (saves the world)	Tabor, Corey R	5	Lower Elementary		Bullock
Cryptid stories to scare your socks off!		1, series	Upper Elementary		Bullock
Cuba	Anderson, Shannon	1, NF	Lower Elementary		Bullock
Cuyahoga Valley National Park	Green, Sara	NF	Upper Elementary		Bullock
Dancing dumplings for my one and only	Wong Nava, Eva	2	Lower Elementary		Bullock
Daniel Tiger's neighborhood. The official cookbook	Woods, Rebecca	1, NF	Lower Elementary		Bullock
Danny Chung sums it up	Chan, Maisie	3	Upper Elementary		Bullock
Darkness of dragons	Sutherland, Tui	series	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Darth Paper strikes back	Angleberger, Tom	4	Upper Elementary		Bullock
Day of the Dead	Rathburn, Betsy	NF	Lower Elementary		Bullock
Dear deer : a book of homophones	Barretta, Gene	4	Lower Elementary		Bullock
Death Valley National Park	Green, Sara	NF	Upper Elementary		Bullock
Delaware	Sexton, Colleen A	NF	Upper Elementary		Bullock
Denmark	Davies, Monika	NF	Lower Elementary		Bullock
Dia de Accion De Gracias	Dittmer, Lori	NF	Lower Elementary		Bullock
Dia de los Muertos	Dittmer, Lori	NF	Lower Elementary		Bullock
Dia de San Valentin	Dittmer, Lori	NF	Lower Elementary		Bullock
Diana and the island of no return	Saeed, Aisha	2	Upper Elementary		Bullock
Diana: Princess of the Amazons	Hale, Shannon	4	Upper Elementary		Bullock
Dig, dance, dive : how birds move to survive	Kaner, Etta	2	Lower Elementary		Bullock
Dinosaurios : fosiles y plumas	Reed, M. K	NF	Upper Elementary		Bullock
Disney	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Disney	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Disney Christmas cookbook	Howard, Joy	NF	Lower Elementary		Bullock
Disney princess cookbook : 50 delicious recipes!	Littlefield, Cindy A	NF	Lower Elementary		Bullock
Disney princess enchanted character guide	Saunders, Catherine	NF	Lower Elementary		Bullock
Diwali	Nayar, Nandini	NF	Lower Elementary		Bullock
Diwali	Sabelko, Rebecca	NF	Lower Elementary		Bullock
Dog & Hat and the lost polka dots	Shuler, Darin	2	Lower Elementary		Bullock
Dog origami	Schrader, Zoey	NF	Lower Elementary		Bullock
Donkey Kong	Downs, Kieran	NF	Upper Elementary		Bullock
Dragones	Hansen, Grace	NF	Lower Elementary		Bullock
Dungeons & Dragons	Lao-se, Joy	NF	Upper Elementary		Bullock
Easter	Spanier, Kristine	NF	Lower Elementary		Bullock
Echo	Rex, Adam	4	Lower Elementary		Bullock
Ecuador	Barnes, Rachael	NF	Lower Elementary		Bullock
Egypt	Davies, Monika	2	Lower Elementary		Bullock
Eid al-Fitr	Sabelko, Rebecca	NF	Lower Elementary		Bullock
El arbol de los deseos	Applegate, Katherine	5	Upper Elementary		Bullock
El capitan calzoncillos y el diabolico desquite del Inodoro Turbotron 2000	Pilkey, Dav	series	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
El Capitan Calzoncillos y el perverso plan del Profesor Pipicaca : la cuarta novela epica	Pilkey, Dav	series	Upper Elementary		Bullock
El Capitan Calzoncillos y el terrorifico retorno de Cacapipi : la novena novela epica	Pilkey, Dav	series	Upper Elementary		Bullock
El Capitan Calzoncillos y la asquerosa venganza de los robocalzones radioactivos : la decima novela epica	Pilkey, Dav	series	Upper Elementary		Bullock
El Capitan Calzoncillos y la furia de la supermujer macroelastica : la quinta novela epica	Pilkey, Dav	series	Upper Elementary		Bullock
El Capitan Calzoncillos y la ridicula historia de los seres del inodoro morado : la octava novela epica	Pilkey, Dav	series	Upper Elementary		Bullock
El Capitan Calzoncillos y la sensacional saga del Senor Sohediondo	Pilkey, Dav	series	Upper Elementary		Bullock
El cerebro : la gran maquina de pensar	Woollcott, Tory	NF	Upper Elementary		Bullock
El chavo. Emotions =Emociones		1, NF	Lower Elementary		Bullock
El Cumpleanos De Karen (Karen's Birthday)	Martin, Ann M	series	Upper Elementary		Bullock
El primer gato en el espacio comio pizza	Barnett, Mac	series	Upper Elementary		Bullock
El Salvador	Langdo, Bryan	NF	Lower Elementary		Bullock
Eloisa's musical window	Engle, Margarita	5	Lower Elementary		Bullock
Elves	Hansen, Grace	NF	Lower Elementary		Bullock
Emociones a todo color : hazte amigo de tus emociones	Ul'eva, Elena	NF	Lower Elementary		Bullock
Emotions = Emociones : English-Spanish	Billings, Patricia	NF	Lower Elementary		Bullock
England	Davies, Monika	NF	Lower Elementary		Bullock
Es Noche de Brujas!	Sebra, Richard	NF	Lower Elementary		Bullock
Ethiopia	Langdo, Bryan	NF	Lower Elementary		Bullock
Everglades National Park	Leaf, Christina	NF	Upper Elementary		Bullock
Every dog in the neighborhood	Stead, Philip Christian	5	Lower Elementary		Bullock
Explorers of the wild	Atkinson, Cale	5	Lower Elementary		Bullock
Eyes that weave the world's wonders	Ho, Joanna	4	Lower Elementary		Bullock
Facts and opinions	Spanier, Kristine	NF	Lower Elementary		Bullock
Fairies	Hansen, Grace	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Fake birds, flat Earth, and more conspiracy theories about our planet	Simpson, Phillip W	NF	Upper Elementary		Bullock
Falcon vs. hawk	Pallotta, Jerry	NF	Lower Elementary		Bullock
Famous medieval people	Hansen, Grace	NF	Lower Elementary		Bullock
Fantastic Superman crafts and projects	Halvorsen, Layne	NF	Upper Elementary		Bullock
Feathers together	Levis, Caron	3	Lower Elementary		Bullock
Fender	Green, Sara	NF	Upper Elementary		Bullock
FIFA	Bolte, Mari	NF	Upper Elementary		Bullock
Finding information	Spanier, Kristine	NF	Lower Elementary		Bullock
Fish origami	Schrader, Zoey	NF	Lower Elementary		Bullock
Five little bunnies	Dean, Kim	series	Lower Elementary		Bullock
Fix-it familia	Diaz, Lucky	2	Lower Elementary		Bullock
Flower origami	Schrader, Zoey	NF	Lower Elementary		Bullock
Fly guy presents. Castles	Arnold, Tedd	NF	Lower Elementary		Bullock
Fly Guy presents. Insects	Arnold, Tedd	NF	Lower Elementary		Bullock
Fly guy presents. Weather	Arnold, Tedd	NF	Lower Elementary		Bullock
Food origami	Schrader, Zoey	NF	Lower Elementary		Bullock
Football's G.O.A.T. : Jim Brown, Tom Brady, and more	Levit, Joseph	NF	Upper Elementary		Bullock
Ford Mustang Dark Horse	Duling, Kaitlyn	NF	Upper Elementary		Bullock
Ford Mustang Shelby GT500	Duling, Kaitlyn	NF	Upper Elementary		Bullock
Fortnite	Downs, Kieran	NF	Upper Elementary		Bullock
Frida Kahlo and her animalitos	Brown, Monica	6	Lower Elementary		Bullock
Frog or toad?	Rice, Jamie	NF	Lower Elementary		Bullock
Frosty the snowman	Nelson, Steve	4	Lower Elementary		Bullock
Frozen. The holiday party	Posner-Sanchez, Andrea	series	Lower Elementary		Bullock
Garfield	Hansen, Grace	NF	Lower Elementary		Bullock
Georgia	Koestler-Grack, Rachel A	NF	Upper Elementary		Bullock
Germany	Barnes, Rachael	NF	Lower Elementary		Bullock
Ghost stories to scare your socks off!		series	Upper Elementary		Bullock
Ghoulia	Cantini, Barbara	4	Lower Elementary		Bullock
Ghoulia and the doomed manor	Cantini, Barbara	series	Lower Elementary		Bullock
Ghoulia and the ghost with no name	Cantini, Barbara	series	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Ghoulia and the mysterious visitor	Cantini, Barbara	series	Lower Elementary		Bullock
Giant-sized butterflies on my first day of school	Roberts, Justin	3	Lower Elementary		Bullock
Glacier National Park	Bowman, Chris	NF	Upper Elementary		Bullock
Go and get with Rex	LaRochelle, David	4	Lower Elementary		Bullock
Grand Canyon National Park	Leaf, Christina	NF, 1	Upper Elementary		Bullock
Grand Teton National Park	Leaf, Christina	NF, 1	Upper Elementary		Bullock
Great Smoky Mountains National Park	Bowman, Chris	NF, 1	Upper Elementary		Bullock
Greece	Davies, Monika	NF	Lower Elementary		Bullock
Green ants vs. army ants	Pallotta, Jerry	NF	Lower Elementary		Bullock
Griffins	Hansen, Grace	NF	Lower Elementary		Bullock
Hair is amazing	Nakamura, Mei	series	Lower Elementary		Bullock
Haiti	Langdo, Bryan	NF	Lower Elementary		Bullock
Hammerhead vs. bull shark	Pallotta, Jerry	NF	Lower Elementary		Bullock
Hanukkah	Berne, Emma Carlson	1, NF	Lower Elementary		Bullock
Hanukkah	Sabelko, Rebecca	NF	Lower Elementary		Bullock
Harry Styles	Birdoff, Ariel Factor	NF	Upper Elementary		Bullock
Hawai'i Volcanoes National Park	Green, Sara	NF	Upper Elementary		Bullock
Hechos increibles, repugnantes e insolitos de la Edad Media	Bearce, Stephanie	NF	Upper Elementary		Bullock
Hector's hiccups	Jules, Jacqueline	series	Lower Elementary		Bullock
Heroes de la esperanza : mas poemas sobre latinos asombrosos	Engle, Margarita	1, NF	Lower Elementary		Bullock
Hockey's Stanley Cup Finals	Leed, Percy	NF	Lower Elementary		Bullock
Holly jolly Kitty-Corn	Hale, Shannon	2	Lower Elementary		Bullock
Hombre Mosca presenta. Bomberos	Arnold, Tedd	series	Lower Elementary		Bullock
Hombre Mosca y Chica Mosca. Terror nocturno	Arnold, Tedd	series	Lower Elementary		Bullock
Hombre Perro. El despeluzado escarlata	Pilkey, Dav	series, 1	Upper Elementary		Bullock
Hombre Perro. Juan el Grande, el comienzo	Pilkey, Dav	series, 1	Upper Elementary		Bullock
Honduras	Pettiford, Rebecca	1, NF	Lower Elementary		Bullock
Hop on Pop	Seuss	2	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Hopeful heroes : more poems about amazing Latinos	Engle, Margarita	3	Lower Elementary		Bullock
Hornet vs. wasp	Pallotta, Jerry	NF	Lower Elementary		Bullock
How do galaxies form?	MacCarald, Clara	1, NF	Lower Elementary		Bullock
How do oceans help us breathe? : discover the science behind oceanography	Jeffery, Eliza	NF	Lower Elementary		Bullock
How to babysit a grandpa	Reagan, Jean	4	Lower Elementary		Bullock
How to catch a dragon	Wallace, Adam	2	Lower Elementary		Bullock
How to catch a reindeer	Walstead, Alice	series	Lower Elementary		Bullock
How to catch a snowman	Wallace, Adam	series	Lower Elementary		Bullock
How to catch Santa	Reagan, Jean	4	Lower Elementary		Bullock
How to draw manga dinosaurs	Eason, Sarah	NF	Upper Elementary		Bullock
How to draw manga dragons	Eason, Sarah	NF	Upper Elementary		Bullock
How to hug a pufferfish	Peterson, Ellie	2	Lower Elementary		Bullock
How to raise a mom	Reagan, Jean	3	Lower Elementary		Bullock
How to read to a grandma or grandpa	Reagan, Jean	2	Lower Elementary		Bullock
Hungary	Pettiford, Rebecca	1, NF	Lower Elementary		Bullock
Hyena vs. Honey Badger	Pallotta, Jerry	NF	Lower Elementary		Bullock
I am Helen Keller	Meltzer, Brad	NF	Lower Elementary		Bullock
I am I.M. Pei	Meltzer, Brad	2	Lower Elementary		Bullock
I am John Lewis	Meltzer, Brad	1, NF	Lower Elementary		Bullock
I am Marie Curie	Meltzer, Brad	NF	Lower Elementary		Bullock
I am Temple Grandin	Meltzer, Brad	NF	Lower Elementary		Bullock
I am the Lorax	Carbone, Courtney	series	Lower Elementary		Bullock
I am, yo soy	Belt, Gabriela Orozco	2	Lower Elementary		Bullock
I broke my trunk!	Willems, Mo	3	Lower Elementary		Bullock
I love my new toy!	Willems, Mo	4	Lower Elementary		Bullock
I love you like yellow	Beaty, Andrea	3	Lower Elementary		Bullock
I remember : poems and pictures of heritage		5	Upper Elementary		Bullock
I survived the Japanese tsunami, 2011	Ball, Georgia	series	Upper Elementary		Bullock
Iceland	Langdo, Bryan	1	Lower Elementary		Bullock
Idaho	Rathburn, Betsy	NF	Upper Elementary		Bullock
If you give a moose a muffin	Numeroff, Laura Joffe	1, series	Lower Elementary		Bullock
Illinois	Sexton, Colleen A	NF	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Incredible Wonder Woman crafts and projects	Halvorsen, Layne	NF	Upper Elementary		Bullock
Indiana	Rathburn, Betsy	NF	Upper Elementary		Bullock
Indonesia	Anderson, Shannon	NF	Lower Elementary		Bullock
Into the goblin market	VanSickle, Vikki	3	Lower Elementary		Bullock
Iowa	Sommer, Nathan	NF	Upper Elementary		Bullock
Iraq	Sabelko, Rebecca	NF	Lower Elementary		Bullock
Ireland	Davies, Monika	2	Lower Elementary		Bullock
Israel	Barnes, Rachael	1, NF	Lower Elementary		Bullock
It belongs to the world : Frederick Banting and the discovery of insulin	Katzenberger, Lisa	2	Lower Elementary		Bullock
Italian cuisine	Lombardo, Jennifer	NF	Lower Elementary		Bullock
Italy	Sabelko, Rebecca	NF	Lower Elementary		Bullock
Itty-bitty kitty-corn	Hale, Shannon	4	Lower Elementary		Bullock
Ivory Coast	Nguyen, Suzane	NF	Lower Elementary		Bullock
Ivy + Bean bound to be bad	Barrows, Annie	4	Lower Elementary		Bullock
Ivy + Bean doomed to dance	Barrows, Annie	3	Lower Elementary		Bullock
Ivy + Bean get to work!	Barrows, Annie	4	Lower Elementary		Bullock
Ivy + Bean make the rules	Barrows, Annie	3	Lower Elementary		Bullock
Ivy + Bean one big happy family	Barrows, Annie	3	Lower Elementary		Bullock
Ivy + Bean take care of the babysitter	Barrows, Annie	4	Lower Elementary		Bullock
Ivy + Bean take the case	Barrows, Annie	5	Lower Elementary		Bullock
Jaguar vs. skunk	Pallotta, Jerry	NF	Lower Elementary		Bullock
Januca	Dittmer, Lori	1, NF	Lower Elementary		Bullock
Jenna Ortega : protagonista de Scream y de Wednesday	Hansen, Grace	NF	Lower Elementary		Bullock
Jordan	Langdo, Bryan	NF	Lower Elementary		Bullock
Joshua Tree National Park	Leaf, Christina	1, NF	Upper Elementary		Bullock
Juneteenth	Sabelko, Rebecca	1, NF	Lower Elementary		Bullock
Just one wave	Jonker, Travis	2	Lower Elementary		Bullock
Kansas	Klepeis, Alicia	NF	Upper Elementary		Bullock
Karen's Surprise --A Graphic Novel	Grant, Shauna J	NF	Upper Elementary		Bullock
Kentucky	Klepeis, Alicia	NF	Upper Elementary		Bullock
Kid chef bakes : the kids cookbook for aspiring bakers	Huff, Lisa	NF	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Kid chef junior bakes : my first kids' baking cookbook	Mathews, Charity	NF	Upper Elementary		Bullock
Kid chef junior every day : my first easy kids' cookbook	Lvova, Yaffi	NF	Lower Elementary		Bullock
Kirby	Downs, Kieran	NF	Upper Elementary		Bullock
Knitting for dogs	Molk, Laurel	2	Lower Elementary		Bullock
Komodo dragon vs. king cobra	Pallotta, Jerry	NF	Lower Elementary		Bullock
Kwanzaa	Dittmer, Lori	1, NF	Lower Elementary		Bullock
La guitarrista	Diaz, Lucky	4	Lower Elementary		Bullock
La guitarrista	Diaz, Lucky	2	Lower Elementary		Bullock
La maleta de tesoros	Sylvester, Natalia	4	Lower Elementary		Bullock
La nina que pensaba en imagenes : la historia de la Dra. Temple Grandin	Mosca, Julia Finley	NF	Lower Elementary		Bullock
La pelea final de reptiles	Pallotta, Jerry	NF	Lower Elementary		Bullock
La pequena gaticornia nadie es perfecto!	Hale, Shannon	series	Lower Elementary		Bullock
La profecia de Beatryce	DiCamillo, Kate	5	Upper Elementary		Bullock
La senorita Nelson ha desaparecido!	Allard, Harry	2	Lower Elementary		Bullock
Las aventuras del Capitan Calzoncillos : una novela epica	Pilkey, Dav	series, 1	Upper Elementary		Bullock
Las riquisimas recetas repulsivas de Roald Dahl		NF	Upper Elementary		Bullock
Learning about privacy	Rustad, Martha E. H	1, NF	Lower Elementary		Bullock
Learning with Llama Llama. Feelings	Morrow, J. T	1, NF	Lower Elementary		Bullock
Learning with Llama Llama. Numbers	Morrow, J. T	1, NF	Lower Elementary		Bullock
Lebanon	Pettiford, Rebecca	1, NF	Lower Elementary		Bullock
Legendary Knights of Medieval Europe	Harper, Benjamin	NF	Upper Elementary		Bullock
Legendary ninja of Feudal Japan	Harper, Benjamin	NF	Upper Elementary		Bullock
Legendary Samurai of Medieval Japan	Harper, Benjamin	NF	Upper Elementary		Bullock
Legendary Vikings of Early Scandinavia	Harper, Benjamin	NF	Upper Elementary		Bullock
Lego	Hansen, Grace	NF	Lower Elementary		Bullock
LEGO	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
LEGO	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
LEGO bricks	Bowman, Chris	NF	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Lemon Bird can help!	Ganucheau, Paulina	4	Lower Elementary		Bullock
Leo + Lea : a Fibonacci friendship	Wesolowska, Monica	2	Lower Elementary		Bullock
Let's do everything and nothing	Kuo, Julia	4	Lower Elementary		Bullock
Library	McDonald, Amy	NF	Lower Elementary		Bullock
Little bird Laila	Yang, Kelly	3	Lower Elementary		Bullock
Little Nobody	Merritt, Kory	series, 1	Upper Elementary		Bullock
Llama Llama loves his teacher	Morrow, J. T	series	Lower Elementary		Bullock
Llama Llama opposites	Morrow, J. T	series	Lower Elementary		Bullock
Llamaphones	Coat, Janik	3	Lower Elementary		Bullock
Lobster vs. crab	Pallotta, Jerry	NF	Lower Elementary		Bullock
Lola	Arenas Valenti, Karla	4	Upper Elementary		Bullock
Lola loves stories	McQuinn, Anna	4	Lower Elementary		Bullock
Lola va a la escuela	McQuinn, Anna	1, series	Lower Elementary		Bullock
Looking for Peppermint, or, Life in the forest	Eaton, Maxwell	5	Lower Elementary		Bullock
Lost in a book	Britt, Chris	2	Lower Elementary		Bullock
Louisiana	Sommer, Nathan	NF	Upper Elementary		Bullock
Love that dog	Creech, Sharon	8	Upper Elementary		Bullock
Lowriders to the center of the Earth	Camper, Cathy	4	Upper Elementary		Bullock
Lucia Villar, habla sin parar	Jones, Christianne C	series	Lower Elementary		Bullock
Madagascar	Davies, Monika	NF	Lower Elementary		Bullock
Madden NFL	Bolte, Mari	NF	Upper Elementary		Bullock
Madeline Finn and the shelter dog	Papp, Lisa	2	Lower Elementary		Bullock
Magic tree house fact trackers graphic novel. Space	Nakamura, Mei	1, series	Lower Elementary		Bullock
Magic tree house. 3, Mummies in the morning, the graphic novel	Laird, Jenny	series	Lower Elementary		Bullock
Magic tree house. 8, Midnight on the moon	Laird, Jenny	series	Lower Elementary		Bullock
Maine	Koestler-Grack, Rachel A	NF	Upper Elementary		Bullock
Malaysia	Pettiford, Rebecca	1, NF	Lower Elementary		Bullock
Manos que bailan : como Teresa Carreno toco el piano para el Presidente Lincoln	Engle, Margarita	5	Lower Elementary		Bullock
Mario Kart	Downs, Kieran	NF	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Mariposas en el primer dia de clases	Silvestro, Annie	3	Lower Elementary		Bullock
Martina y el perro de la protectora : aprendiendo a leer. seguimos?	Papp, Lisa	series	Lower Elementary		Bullock
Marvel super hero adventures. These are the Avengers	West, Alexandra	series	Lower Elementary		Bullock
Maryland	Koestler-Grack, Rachel A	NF	Upper Elementary		Bullock
Massachusetts	Sommer, Nathan	NF	Upper Elementary		Bullock
McDonald's	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Medieval castles	Hansen, Grace	1, NF	Lower Elementary		Bullock
Medieval folklore	Hansen, Grace	NF	Lower Elementary		Bullock
Medieval knights	Hansen, Grace	NF	Lower Elementary		Bullock
Medieval life	Hansen, Grace	NF	Lower Elementary		Bullock
Medieval rulers	Hansen, Grace	NF	Lower Elementary		Bullock
Mexican cuisine	Washburne, Sophie	NF	Lower Elementary		Bullock
Mexico	Davies, Monika	NF	Lower Elementary		Bullock
Michigan	Rathburn, Betsy	NF	Upper Elementary		Bullock
Mickey Mouse	Hansen, Grace	NF	Lower Elementary		Bullock
Microsoft	Lao-se, Joy	NF	Upper Elementary		Bullock
Midwest	Mattern, Joanne	NF	Lower Elementary		Bullock
Miles Morales to the rescue	Fentiman, David	series	Lower Elementary		Bullock
Minecraft	Downs, Kieran	NF	Upper Elementary		Bullock
Minecraft	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Minecraft	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Minecraft. The sky's the limit!	Eliopulos, Nick	1, series	Lower Elementary		Bullock
Minnesota	Zobel, Derek	NF	Upper Elementary		Bullock
Mississippi	Sexton, Colleen A	NF	Upper Elementary		Bullock
Missouri	Koestler-Grack, Rachel A	NF	Upper Elementary		Bullock
Misty Copeland : ballet star	Howden, Sarah	NF	Lower Elementary		Bullock
Moana 2. Birthday treasure hunt!	Johnson, Nicole	series	Lower Elementary		Bullock
Moldylocks and the three beards	Jones, Noah	2	Lower Elementary		Bullock
Monster boogie	Berkner, Laurie	3	Lower Elementary		Bullock
Monster stories to scare your socks off!		series	Upper Elementary		Bullock
Montana	Klepeis, Alicia	NF	Upper Elementary		Bullock
Montanas rusas	Hansen, Grace	1, NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Monti and Leo. A newcomer in Pocketville	Kantorovitz, Sylvie	5	Lower Elementary		Bullock
Moon rising	Sutherland, Tui	1, series	Upper Elementary		Bullock
More than peach : "changing the world... one crayon at a time!"	Woodard, Bellen	2	Lower Elementary		Bullock
Morocco	Davies, Monika	NF	Lower Elementary		Bullock
Mr. Fox's game of "No!"	LaRochelle, David	3	Lower Elementary		Bullock
Mulan and the Lantern Festival	Johnson, Nicole	1, series	Lower Elementary		Bullock
Music is a rainbow	Collier, Bryan	5	Lower Elementary		Bullock
Mutant stories to scare your socks off!		series	Upper Elementary		Bullock
My big book of outdoors	Hopgood, Tim	2	Upper Elementary		Bullock
My daddy is a cowboy	Seales, Stephanie	5	Lower Elementary		Bullock
My first emotions	Alber, Diane	NF	Lower Elementary		Bullock
My first space : let's zoom up to the stars!		NF	Lower Elementary		Bullock
My hands tell a story	Lyons, Kelly Starling	3	Lower Elementary		Bullock
My indigo world : a true story of the color blue	Chang, Rosa Sung Ji	3	Lower Elementary		Bullock
My life at the bottom : the story of a lonesome axolotl	Bondestam, Linda	1, NF	Lower Elementary		Bullock
My Little Pony	Murray, Julie	series	Lower Elementary		Bullock
Mystery of the midnight rider	Keene, Carolyn	1, series	Upper Elementary		Bullock
Navidad	Dittmer, Lori	1, NF	Lower Elementary		Bullock
NBA 2K	Downs, Kieran	NF	Upper Elementary		Bullock
Nebraska	Koestler-Grack, Rachel A	NF	Upper Elementary		Bullock
Netflix	Koestler-Grack, Rachel A	1, NF	Lower Elementary		Bullock
Netflix	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Nevada	Sexton, Colleen A	NF	Upper Elementary		Bullock
New Hampshire	Sexton, Colleen A	NF	Upper Elementary		Bullock
New Jersey	Koestler-Grack, Rachel A	NF	Upper Elementary		Bullock
New Mexico	Klepeis, Alicia	NF	Upper Elementary		Bullock
New York	Klepeis, Alicia	NF	Upper Elementary		Bullock
New Zealand	Langdo, Bryan	NF	Lower Elementary		Bullock
Nickelodeon	Lao-se, Joy	NF	Upper Elementary		Bullock
Nico Bravo and the trial of Vulcan	Cavallaro, Michael	2	Upper Elementary		Bullock
Nigeria	Langdo, Bryan	NF	Lower Elementary		Bullock
Nike	Green, Sara	1, NF	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Nike	Koestler-Grack, Rachel A	1, NF	Lower Elementary		Bullock
Nike	Koestler-Grack, Rachel A	1, NF	Lower Elementary		Bullock
Ninja!	Chung, Arree	7	Lower Elementary		Bullock
Nino wrestles the world	Morales, Yuyi	10	Lower Elementary		Bullock
Nintendo	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Nintendo	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Nintendo	Polinsky, Paige V	1, NF	Upper Elementary		Bullock
No bunnies here!	Sauer, Tammi	4	Lower Elementary		Bullock
Noche de Brujas	Dittmer, Lori	1, NF	Lower Elementary		Bullock
North Carolina	Sommer, Nathan	NF	Upper Elementary		Bullock
North Dakota	Perish, Patrick	NF	Upper Elementary		Bullock
Northeast	Mattern, Joanne	NF	Lower Elementary		Bullock
Norway	Barnes, Rachael	NF	Lower Elementary		Bullock
Not a monster	Martinez, Claudia Guadalupe	3	Lower Elementary		Bullock
Numbers	Duquennoy, Jacques	1, NF	Lower Elementary		Bullock
Odder	Applegate, Katherine	6	Upper Elementary		Bullock
Off to see the sea	Grimes, Nikki	5	Lower Elementary		Bullock
Ohio	Rathburn, Betsy	NF	Upper Elementary		Bullock
Oklahoma	Sexton, Colleen A	NF	Upper Elementary		Bullock
Olympic National Park	Leaf, Christina	1, NF	Upper Elementary		Bullock
One day at a time : a story about healing from divorce	Ip, Rachel	3	Lower Elementary		Bullock
Opal Lee and what it means to be free : the true story of the grandmother of Juneteenth	Duncan, Alice Faye	3	Lower Elementary		Bullock
Opposites	Duquennoy, Jacques	2	Lower Elementary		Bullock
Oregon	Perish, Patrick	NF	Upper Elementary		Bullock
Outdoor farm, indoor farm	Metcalf, Lindsay H	2	Lower Elementary		Bullock
Pakistan	Anderson, Shannon	NF	Lower Elementary		Bullock
Paranormal stories to scare your socks off!		series,1	Upper Elementary		Bullock
Party hearty kitty-corn	Hale, Shannon	series	Lower Elementary		Bullock
Pencil & Eraser New Friends Rule!	Alvarado, Jenny	1, series	Lower Elementary		Bullock
Pencil & Eraser. 1,We have a dull-emma!	Alvarado, Jenny	2	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Pencil & Eraser. 2,Lost and frown!	Alvarado, Jenny	2	Lower Elementary		Bullock
Penguin trouble! ; Flash forward!	Marsham, Liz	series	Lower Elementary		Bullock
Pennsylvania	Sabelko, Rebecca	NF	Upper Elementary		Bullock
Peppa's Yummy Cookbook --Full of Fun, Scrumptious, Recipes!		NF	Lower Elementary		Bullock
Perfect	Amato, Max	4	Lower Elementary		Bullock
Perros : de depredadores a protectores	Hirsch, Andy	NF	Upper Elementary		Bullock
Peru	Davies, Monika	1, NF	Lower Elementary		Bullock
Pete the Cat falling for autumn	Dean, James	series	Lower Elementary		Bullock
Pete the cat's 100 first words	Dean, Kim	series	Lower Elementary		Bullock
Pete the cat's 12 groovy days of Christmas	Dean, Kim	2	Lower Elementary		Bullock
Pete the Cat's Mars mission	Dean, Kim	1, series	Lower Elementary		Bullock
Pikachu	Hansen, Grace	NF	Lower Elementary		Bullock
Pilu of the woods	Nguyen, Mai K	4	Grades 2-5		Bullock
Pizza	Mattern, Joanne	1, NF	Lower Elementary		Bullock
Pizza and Taco Go Viral!	Shaskan, Stephen	series	Lower Elementary		Bullock
Pizza and Taco. 3, Super-awesome comic!	Shaskan, Stephen	series	Lower Elementary		Bullock
Pizza and Taco. 4,Too cool for school	Shaskan, Stephen	1, series	Lower Elementary		Bullock
Pizza and Taco. 5,Rock out!	Shaskan, Stephen	series	Lower Elementary		Bullock
Pizza and Taco. 7, Wrestling mania!	Shaskan, Stephen	series	Lower Elementary		Bullock
Pizza and Taco. 8,Best Christmas ever!	Shaskan, Stephen	1, series	Lower Elementary		Bullock
Pizza and Taco. 9, Coolest club ever!	Shaskan, Stephen	series	Lower Elementary		Bullock
Pizza party!	Spaziante, Patrick	series	Lower Elementary		Bullock
Pizza y Taco. 1,Quien es el mejor?	Shaskan, Stephen	series	Lower Elementary		Bullock
Plagas : la batalla microscopica	Koch, Falynn	NF	Upper Elementary		Bullock
Play-doh	Hansen, Grace	NF	Lower Elementary		Bullock
Pluto! : not a planet? not a problem!	McAnulty, Stacy	2	Lower Elementary		Bullock
Pokemon	Downs, Kieran	NF	Upper Elementary		Bullock
Polar bear vs. grizzly bear	Pallotta, Jerry	NF	Lower Elementary		Bullock
Polar bear's underwear		3	Lower Elementary		Bullock
Poor Puppy and Bad Kitty	Bruel, Nick	5	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Porcupine vs. pangolin	Pallotta, Jerry	NF	Lower Elementary		Bullock
Portugal	Davies, Monika	NF	Lower Elementary		Bullock
Potato Head	Hansen, Grace	NF	Lower Elementary		Bullock
Potato Head	Hansen, Grace	NF	Lower Elementary		Bullock
Pretty perfect kitty-corn	Hale, Shannon	2	Lower Elementary		Bullock
Princess story collection : a collection of five early readers.		series	Lower Elementary		Bullock
Puerto Rico	Klepeis, Alicia	NF	Upper Elementary		Bullock
Pura Belpre	Medina, Meg	NF	Lower Elementary		Bullock
Pura Belpre	Medina, Meg	NF	Lower Elementary		Bullock
Que son los medios?	Lopez, Elizabeth Anderson	NF	Lower Elementary		Bullock
Rabbit or hare?	Rice, Jamie	1, NF	Lower Elementary		Bullock
Ragweed & Poppy	Avi	2	Upper Elementary		Bullock
Ramadan	Dittmer, Lori	1, NF	Lower Elementary		Bullock
Rattlesnake vs. secretary bird	Pallotta, Jerry	NF	Lower Elementary		Bullock
Ready to fly : how Sylvia Townsend became the bookmobile ballerina	Lyon, Lea	4	Lower Elementary		Bullock
Ready, steady, sloth!	Anderson, Justin	2	Lower Elementary		Bullock
Red and green and blue and white	Wind, Lee	5	Lower Elementary		Bullock
Remote control cars	Neuenfeldt, Elizabeth	NF	Upper Elementary		Bullock
Rhino vs. hippo	Pallotta, Jerry	NF	Lower Elementary		Bullock
Rhode Island	Rathburn, Betsy	NF	Upper Elementary		Bullock
Ricky Ricotta's mighty robot	Pilkey, Dav	9	Lower Elementary		Bullock
Ricky Ricotta's mighty robot vs. the naughty nightcrawlers from Neptune	Pilkey, Dav	series	Lower Elementary		Bullock
Ricky Ricotta's mighty robot vs. the stupid stinkbugs from Saturn	Pilkey, Dav	4	Lower Elementary		Bullock
Ricky Ricotta's mighty robot vs. the unpleasant penguins from Pluto	Pilkey, Dav	1, series	Lower Elementary		Bullock
Ricky Ricotta's mighty robot vs. the video vultures from Venus	Pilkey, Dav	4	Lower Elementary		Bullock
Rihanna	Birdoff, Ariel Factor	NF	Upper Elementary		Bullock
Rise of the Teenage Mutant Ninja Turtles. Pizza patrol!	Webster, Christy	series	Lower Elementary		Bullock
Roblox	Green, Sara	NF	Upper Elementary		Bullock
Roblox	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Roblox	Koestler-Grack, Rachel A	1, NF	Lower Elementary		Bullock
Roblox	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
Rocky Mountain National Park	Leaf, Christina	1, NF	Upper Elementary		Bullock
Rudolph the red-nosed reindeer. The Christmas rescue	Depken, Kristen L	series	Lower Elementary		Bullock
Russia	Sabelko, Rebecca	NF	Lower Elementary		Bullock
Saudi Arabia	Langdo, Bryan	NF	Lower Elementary		Bullock
Say my name	Ho, Joanna	4	Lower Elementary		Bullock
Scholastic book of world records, 2026	Bouza, Blythe	NF	Upper Elementary		Bullock
School of phantoms	Merritt, Kory	2	Upper Elementary		Bullock
Scooby-Doo	Hansen, Grace	NF	Lower Elementary		Bullock
Scotland	Langdo, Bryan	NF	Lower Elementary		Bullock
Search for the Snowy Wolf (Minecraft)	Shawish Dutka, Nada	series	Lower Elementary		Bullock
Selena Gomez : cantante, actriz y empresaria	Hansen, Grace	NF	Lower Elementary		Bullock
Selena Gomez : mental health advocate	Neuenfeldt, Elizabeth	1, NF	Lower Elementary		Bullock
Shakira	Birdoff, Ariel Factor	NF	Upper Elementary		Bullock
Shining star : Vera Rubin discovers dark matter	Slade, Suzanne	2	Upper Elementary		Bullock
Sideways stories from Wayside School	Sachar, Louis	1, series	Upper Elementary		Bullock
Singapore	Nguyen, Suzane	NF	Lower Elementary		Bullock
Sisters : Venus & Serena Williams	Winter, Jeanette	3	Lower Elementary		Bullock
Sisters save the day!	Evans, Lois	series	Lower Elementary		Bullock
Skateboard star	Torres, Jennifer	series	Lower Elementary		Bullock
Skater Cielo	Katstaller, Rachel	4	Lower Elementary		Bullock
Sloths	Scheffer, Janie	NF	Lower Elementary		Bullock
Smartphones	Dickmann, Nancy	NF	Upper Elementary		Bullock
Snail crossing	Tabor, Corey R	5	Lower Elementary		Bullock
Snoopy	Hansen, Grace	NF	Lower Elementary		Bullock
Sobrevivi al tornado de Joplin, 2011 (I Survived the Joplin Tornado, 2011 -- Spanish Edition)	Tarshis, Lauren	series	Upper Elementary		Bullock
Sobrevivi la Guerra de Independencia de Estados Unidos, 1776	Ball, Georgia	series	Upper Elementary		Bullock
Soccer's World Cup	Leed, Percy	NF	Lower Elementary		Bullock
Sofia's party shoes	Jules, Jacqueline	series	Lower Elementary		Bullock
Sonic the Hedgehog	Downs, Kieran	NF	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Sorcery stories to scare your socks off!		series	Upper Elementary		Bullock
South Africa	Langdo, Bryan	NF	Lower Elementary		Bullock
South Carolina	Oachs, Emily Rose	NF	Upper Elementary		Bullock
South Dakota	Rathburn, Betsy	NF	Upper Elementary		Bullock
South Sudan	Davies, Monika	1, NF	Lower Elementary		Bullock
Southeast	Mattern, Joanne	NF	Lower Elementary		Bullock
Southwest	Mattern, Joanne	NF	Lower Elementary		Bullock
Southwest sunrise	Grimes, Nikki	5	Lower Elementary		Bullock
Soy Leonardo da Vinci	Meltzer, Brad	series	Lower Elementary		Bullock
Spidey and his amazing friends. Super hero hiccups	Behling, Steve	NF	Lower Elementary		Bullock
Spotify	Golkar, Golriz	NF	Upper Elementary		Bullock
Star origami	Schrader, Zoey	NF	Lower Elementary		Bullock
Star wars	Murray, Julie	NF	Lower Elementary		Bullock
Star Wars	Polinsky, Paige V	1, NF	Upper Elementary		Bullock
Star Wars. Meet the galactic villains	Juhlin, Emeli	series	Lower Elementary		Bullock
Star wars. Resistance heroes	Siglain, Michael	series	Lower Elementary		Bullock
Star Wars. The Padawan cookbook :kid-friendly recipes from a galaxy far, far away	Fujikawa, Jenn	1, NF	Upper Elementary		Bullock
Star Wars. This is Luke	Millici, Nate	series	Lower Elementary		Bullock
Star Wars. This is Rey	Juhlin, Emeli	series	Lower Elementary		Bullock
Starbucks	Golkar, Golriz	NF	Upper Elementary		Bullock
Stardew Valley	Downs, Kieran	NF	Upper Elementary		Bullock
Staying safe online	Spanier, Kristine	1, NF	Lower Elementary		Bullock
Stelaluna	Cannon, Janell	5	Lower Elementary		Bullock
Stitch. Spring fever!	Murphy, Virgina	1, series	Lower Elementary		Bullock
Strangers on a train	Keene, Carolyn	1, series	Upper Elementary		Bullock
Stuck with you	Burnell, Heather Ayris	series	Lower Elementary		Bullock
Suni Lee	Hansen, Grace	NF	Lower Elementary		Bullock
Super Mario	Bolte, Mari	NF	Upper Elementary		Bullock
Super Mario Bros.	Downs, Kieran	NF	Upper Elementary		Bullock
Super Smash Bros	Downs, Kieran	NF	Upper Elementary		Bullock
Super Soakers	Polinsky, Paige V	1, NF	Upper Elementary		Bullock
Surely surely Marisol Rainey	Kelly, Erin Entrada	5	Upper Elementary		Bullock
Sweden	Anderson, Shannon	1, NF	Lower Elementary		Bullock
Switzerland	Anderson, Shannon	NF	Lower Elementary		Bullock
Tacos	Mattern, Joanne	2	Lower Elementary		Bullock
Tae kwon do	Helt, Julianna	2	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Taiwan	Pettiford, Rebecca	1, NF	Lower Elementary		Bullock
Talons of Power	Sutherland, Tui T	series	Upper Elementary		Bullock
Taylor Swift	Nguyen, Suzane	NF	Upper Elementary		Bullock
Tennessee	Sommer, Nathan	NF	Upper Elementary		Bullock
Terrific DC super-villains crafts and projects	Halvorsen, Layne	NF	Upper Elementary		Bullock
Tetris	Downs, Kieran	NF	Upper Elementary		Bullock
Texas	Perish, Patrick	NF	Upper Elementary		Bullock
Thailand	Davies, Monika	1, NF	Lower Elementary		Bullock
Thanksgiving	Rathburn, Betsy	NF	Lower Elementary		Bullock
Thanksgiving	Spanier, Kristine	2	Lower Elementary		Bullock
The ABCs of Black history	Cortez, Rio	3	Lower Elementary		Bullock
The adventures of Captain Underpants	Pilkey, Dav	7	Upper Elementary		Bullock
The Afghanistan War	Winter, Max	1, NF	Upper Elementary		Bullock
The ants go marching	Burris, Priscilla	1, series	Lower Elementary		Bullock
The Batman	Lewman, David	series	Lower Elementary		Bullock
The Berlin Wall comes crashing down	Biskup, Agnieszka	1, series	Upper Elementary		Bullock
The boldest white : a story of hijab and community	Muhammad, Ibtihaj	3	Lower Elementary		Bullock
The Boy Who Cried Robots!	Britt, Chris	2	Lower Elementary		Bullock
The carbon cycle	Ipcizade, Catherine	NF	Lower Elementary		Bullock
The Cold War	Stratton, Connor	1, NF	Upper Elementary		Bullock
The crayons go back to school	Daywalt, Drew	2	Lower Elementary		Bullock
The crayons' book of feelings	Daywalt, Drew	series	Lower Elementary		Bullock
The day Saida arrived	Gomez Redondo, Susana	4	Lower Elementary		Bullock
The day the books disappeared	Ho, Joanna	4	Lower Elementary		Bullock
The day the crayons made friends	Daywalt, Drew	2	Lower Elementary		Bullock
The depth of the lake and the height of the sky	Kim, Jihyun	4	Lower Elementary		Bullock
The Dominican Republic	Barnes, Rachael	2	Lower Elementary		Bullock
The flames of hope	Sutherland, Tui	series	Upper Elementary		Bullock
The good egg	John, Jory	5	Lower Elementary		Bullock
The Gulf War	Yasuda, Anita	1, NF	Upper Elementary		Bullock
The humble pie	John, Jory	series	Lower Elementary		Bullock
The Internet	Dickmann, Nancy	NF	Upper Elementary		Bullock
The Korean War	Rossiter, Brienna	1, NF	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Korean War	Streissguth, Thomas	1, NF	Upper Elementary		Bullock
The Legend of Zelda	Goerwitz, Jariya	NF	Upper Elementary		Bullock
The lost heir	Sutherland, Tui	5	Upper Elementary		Bullock
The moon rabbit : a celebration of the mid-autumn festival	Wong Nava, Eva	4	Lower Elementary		Bullock
The Netherlands	Langdo, Bryan	NF	Lower Elementary		Bullock
The one and only Bob	Applegate, Katherine	5	Upper Elementary		Bullock
The people remember	Zoboi, Ibi Aanu	5	Lower Elementary		Bullock
The Petes go marching	Dean, James	1, series	Lower Elementary		Bullock
The Philippines	Anderson, Shannon	NF	Lower Elementary		Bullock
The proudest blue : a story of hijab and family	Muhammad, Ibtihaj	4	Lower Elementary		Bullock
The recipe-a-day kids cookbook		1, NF	Upper Elementary		Bullock
The rock in my throat	Yang, Kao Kalia	5	Lower Elementary		Bullock
The strange case of Origami Yoda	Angleberger, Tom	6	Upper Elementary		Bullock
The super jump between worlds!	Flintham, Thomas	series	Lower Elementary		Bullock
The Super Mario Bros. movie. Mario's big adventure	Man-Kong, Mary	series	Lower Elementary		Bullock
The unofficial Minecraft cookbook : 30 recipes inspired by your favorite video game	Lalbaltry, Juliette	NF	Upper Elementary		Bullock
The Vietnam War	Rebman, Nick	2	Upper Elementary		Bullock
The Vietnam War	Streissguth, Thomas	1, NF	Upper Elementary		Bullock
The wild robot on the island	Brown, Peter	3	Lower Elementary		Bullock
There was a cold lady who swallowed some snow!	Colandro, Lucille	2	Lower Elementary		Bullock
There was an old lady who swallowed a rose!	Colandro, Lucille	series	Lower Elementary		Bullock
There was an old lady who swallowed some leaves!	Colandro, Lucille	series	Lower Elementary		Bullock
This is Captain Marvel	Sullivan, Kelsey	series	Lower Elementary		Bullock
Tiana's cookbook	Howard, Joy	1, NF	Upper Elementary		Bullock
TikTok	Green, Sara	1, NF	Upper Elementary		Bullock
Tiny T. Rex and the first-day oopsies : a back-to-school book	Stutzman, Jonathan	3	Lower Elementary		Bullock
Tiny T. Rex and the impossible hug	Stutzman, Jonathan	4	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Tiny T. Rex and the perfect valentine	Stutzman, Jonathan	3	Lower Elementary		Bullock
Tiny T. Rex and the tricks of treating	Stutzman, Jonathan	2	Lower Elementary		Bullock
Tiny T. Rex and the very dark dark	Stutzman, Jonathan	3	Lower Elementary		Bullock
Tortoise and Hare : a fairy tale to help you find balance	Verde, Susan	1, NF	Lower Elementary		Bullock
Transformers	Murray, Julie	NF	Lower Elementary		Bullock
Transformers, EarthSpark. Trio of Terrans!	Le, Maria	series	Lower Elementary		Bullock
Triceratops vs. Spinosaurus	Pallotta, Jerry	NF	Lower Elementary		Bullock
Turkey	Davies, Monika	NF	Lower Elementary		Bullock
Turtle or tortoise?	Rice, Jamie	1, NF	Lower Elementary		Bullock
Two dogs	Falconer, Ian	2	Lower Elementary		Bullock
Tyrannosaurus rex vs. velociraptor	Pallotta, Jerry	NF	Lower Elementary		Bullock
Ukraine	Davies, Monika	NF, 1	Lower Elementary		Bullock
Ultimate bug rumble	Pallotta, Jerry	NF	Lower Elementary		Bullock
Ultimate jungle rumble	Pallotta, Jerry	NF	Lower Elementary		Bullock
Ultimate ocean rumble	Pallotta, Jerry	NF	Lower Elementary		Bullock
Ultimate Pterosaur rumble	Pallotta, Jerry	NF	Lower Elementary		Bullock
Ultimate small shark rumble	Pallotta, Jerry	NF	Lower Elementary		Bullock
Un dia una senora se trago unos libros!	Colandro, Lucille	series	Lower Elementary		Bullock
Under my hijab	Khan, Hena	4	Lower Elementary		Bullock
Urban legends to scare your socks off!		series	Upper Elementary		Bullock
Utah	Oachs, Emily Rose	NF	Upper Elementary		Bullock
Vampire stories to scare your socks off!		series, 1	Upper Elementary		Bullock
Venezuela	Davies, Monika	NF	Lower Elementary		Bullock
Vermont	Sexton, Colleen A	NF	Upper Elementary		Bullock
Veterans Day	Rathburn, Betsy	1, NF	Lower Elementary		Bullock
Video games	Neuenfeldt, Elizabeth	NF	Upper Elementary		Bullock
Virginia	Koestler-Grack, Rachel A	NF	Upper Elementary		Bullock
Walrus vs. elephant seal	Pallotta, Jerry	NF	Lower Elementary		Bullock
Washington	Sabelko, Rebecca	NF	Upper Elementary		Bullock
Washington, D.C.	Sexton, Colleen A	NF	Upper Elementary		Bullock
Wayside School is falling down	Sachar, Louis	3	Upper Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
We are a class	Sanders, Rob	3	Lower Elementary		Bullock
We are definitely human	Fang, X	3	Lower Elementary		Bullock
We are Thing One and Thing Two	Holm, Astrid	series	Lower Elementary		Bullock
We who produce pearls : an anthem for Asian America	Ho, Joanna	4	Lower Elementary		Bullock
We're going on a bear hunt	Rosen, Michael	4	Lower Elementary		Bullock
Werewolves	Hansen, Grace	1, NF, series	Lower Elementary		Bullock
West	Mattern, Joanne	1, NF	Lower Elementary		Bullock
West Virginia	Rathburn, Betsy	1, NF	Upper Elementary		Bullock
What are exoplanets?	MacCarald, Clara	1, NF	Lower Elementary		Bullock
What causes a supernova?	MacCarald, Clara	1, NF	Lower Elementary		Bullock
What is media?	Lopez, Elizabeth Anderson	1, NF	Lower Elementary		Bullock
What we saw : a thriller	Hahn, Mary Downing	3	Upper Elementary		Bullock
Where do asteroids come from?	MacCarald, Clara	1, NF	Lower Elementary		Bullock
Where do black holes go?	MacCarald, Clara	1, NF	Lower Elementary		Bullock
Willodeen	Applegate, Katherine	5	Upper Elementary		Bullock
Wings of fire. The graphic novel.Legends, Darkstalker	Deutsch, Barry	series, 1	Upper Elementary		Bullock
Winnie the Pooh	Hansen, Grace	1, NF	Lower Elementary		Bullock
Wisconsin	Sommer, Nathan	NF	Upper Elementary		Bullock
Wizards	Hansen, Grace	1, NF	Lower Elementary		Bullock
Wolf in the snow	Cordell, Matthew	5	Lower Elementary		Bullock
Wolverine vs. Tasmanian devil	Pallotta, Jerry	NF	Lower Elementary		Bullock
World War II	Adamson, Thomas K	1, NF	Upper Elementary		Bullock
Wyoming	Leaf, Christina	NF	Upper Elementary		Bullock
Yasmin la detective	Faruqi, Saadia	series	Lower Elementary		Bullock
Yasmin la doctora	Faruqi, Saadia	series	Lower Elementary		Bullock
Yasmin the doctor	Faruqi, Saadia	series	Lower Elementary		Bullock
Yellowstone National Park	Bowman, Chris	2	Upper Elementary		Bullock
Yosef's dream	Rouss, Sylvia A	2	Lower Elementary		Bullock
Yosemite National Park	Leaf, Christina	1, NF	Upper Elementary		Bullock
YouTube	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock
YouTube	Koestler-Grack, Rachel A	NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Zara's rules for finding hidden treasure	Khan, Hena	1, series	Upper Elementary		Bullock
Zion National Park	Bowman, Chris	1, NF	Upper Elementary		Bullock
Zombie stories to scare your socks off!		series	Upper Elementary		Bullock
Zootopia 2. Better together	Bouchard, Natasha	series	Lower Elementary		Bullock
Zootopia 2. Zoo crew	Bouchard, Natasha	series	Lower Elementary		Bullock
Al agua Tila!	Pupe	2	Lower Elementary	Renata is a very curious little girl who tries to unravel the mysteries surrounding cats and bath time. Her beloved cat Tila is very smelly, but Renata doesn't understand why mom says Tila shouldn't take a bath.	Cisneros PreK
Al escondite	NA	2	Lower Elementary	A new title in the collection dedicated to the game of hide and seek. Behind each flap there is an animal that children must discover, and on the last page they will find a final surprise! The book features textures to touch, feel and explore, and it also includes a mirror.	Cisneros PreK
Aprende con tus mascotas	Sara Agostini	2	Lower Elementary	A groundhog named Carolta and a chick named Martin teach young readers about different life skills.	Cisneros PreK
El atrapasuenos	Verdad, Marcelo	2	Lower Elementary	"A Mexican child who works selling dream catchers alongside his abuelito learns that treasuring the present moment is as important as chasing one's hopes and dreams for the future"	Cisneros PreK
The dream catcher	Verdad, Marcelo	2	Lower Elementary	"A Mexican child who works selling dream catchers alongside his abuelito learns that treasuring the present moment is as important as chasing one's hopes and dreams for the future"	Cisneros PreK
El autobus de pan	Qiao, Waynue	2	Lower Elementary	Winter is over, and everything is turning green again. Tomorrow, the festive spring market will take place. It smells delicious in baker Beaver's workshop! He's busy trying to get everything ready in time. But . . . how will he get all the goodies to the market?	Cisneros PreK
Bluey. Campamento y otros cuentos =Camping and other stories	NA	English review	Lower Elementary	Bluey and his family go on an camping adventure	Cisneros PreK
Bluey. Escuela de nado = Bluey.Swim school	NA	English Review	Lower Elementary	"Bluey and her family are playing Swim School! But their swimming lessons are proving to be difficult. Can Mum, Dad, and Bingo pass without dobbing on each other	Cisneros PreK
Buenas noches, todos a dormir	Battuz, Christine	2	Lower Elementary	Buenas noches, todos a dormir is a board book bedtime story for little hands. The story includes a moon that lights up for 30 seconds when pressed. Thus, it generates a warm atmosphere, ideal for going to sleep. The illustrations allow the little ones to clearly recognize the different animals: bears, frogs, rabbits, foxes, squirrels, birds, mice, and an owl.	Cisneros PreK
La casa de pajarito	Benegas,Mar	2	Lower Elementary	different houses for all different animals(etc. .. frogs, birds,	Cisneros PreK
La casa de rana	Benegas,Mar	2	Lower Elementary	different houses for all different animals(etc. .. frogs, birds,	
Cocomelon. Buenas noches, JJ	Le, Maria	English reviews	Lower Elementary	Good night, JJ. "It's bedtime and JJ has to get ready. There is a lot to do! JJ has to brush his teeth, take a bath, put on his pajamas and listen to his mother read him a story"	Cisneros PreK
Cocomelon. La fiesta!	Le, Maria	English reviews	Lower Elementary	"Join Nina and her friends and family as they celebrate and take turns hitting a pinata. Hit it once, twice, three times! Who will be the one to break the Pinata?	Cisneros PreK
Crocodiles need friends, too!	Toro, Tom	4	Lower Elementary	Croc isn't like other crocodiles. She is a reptilian ballerina! An aquatic architect! A croc 'n' roll STAR! She is creative, cool, and fun. But the other animals only notice her sharp teeth and scary eyes. It's lonely when nobody sees who you are deep down.	Cisneros PreK
Cleo's Numbers (Bilingual Spanish & English)	Blackstone, Stella	English Reviews	Lower Elementary	Cleo learns about numbers and how they are used	Cisneros PreK
Los colores del amor	Eliot, Hannah	2	Lower Elementary	From the team behind Happy Heart, this rainbow-shaped board book with glitter offers a sweet take on the colors of the rainbow!	Cisneros PreK
Con Carino De Snoopy (Love from Snoopy)	Schultz, Charles	English review	Lower Elementary	Snoopy es un sabueso con un corazon de oro. Incluso cuando surca los cielos o se divierte con sus travesuras, quiere muchisimo al resto de la pandilla de Peanuts. Demuestra a tus seres queridos cuanto los quieres con la ayuda del mejor amigo de Charlie Brown!	Cisneros PreK
The daddy book = El libro de los papas	Parr, Todd	English review	Lower Elementary	A book about all kinds of daddies Portrays a variety of fathers, with lots of hair and little hair, making cookies and buying doughnuts, camping out and taking naps, and hugging and kissing their children.	Cisneros PreK

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
El Elefante Grandulon / the Big Elephant	Londono, Margarita	English Review	Lower Elementary	Ernesto wants to be small... but he will discover that the magic isn't in changing, but in being himself.	Cisneros PreK
La Escuela Esta Llena De Superheroes	Dahl, Michael	English Reviews	Lower Elementary	A principal leads their school toward a common goal, just like Aquaman commands his schools of sea life. A teacher demonstrates compassion with the same energy as the Amazon Princess, Wonder Woman. School custodians clean classrooms with the lightning-quick speed of The Flash	Cisneros PreK
Granja	NA	English review	Lower Elementary	Words and pictures introduce children to things found on a farm.	Cisneros PreK
Nothing ever happens = Nunca pasa nada	McKinnon, Heidi	2	Lower Elementary	Nothing ever happens. Two bored fish go on an adventure and get more than they bargained for.	Cisneros PreK
Floof	McKinnon, Heidi	2	Lower Elementary	, the cutest, floofiest cat has a very busy, very mischievous day	Cisneros PreK
Shmoof	McKinnon, Heidi	2	Lower Elementary	Today is a very special day because it's when Shmoof meets Floof! But Floof isn't ready to be best friends. They don't have anything in common. Until...their fear of a very scary household item is the only thing they can agree on!	Cisneros PreK
Fish don't go to schoo	Pilutti, Deb	2	Lower Elementary	Henry feels a bit nervous on his first day of school, so he chooses to wear his favorite fish costume to give him courage.	Cisneros PreK
En El Bosque	Clima, Gabriele	2	Lower Elementary	No summary was found	Cisneros PreK
En el Jardin	Baruzzi, Agnese	2	Lower Elementary	A book to discover the forest, to look at, touch, and play with puzzles of the animals that live there"	Cisneros PreK
I'm bored! = Estoy aburrido!	Angela Dominguez	English review	Lower Elementary	hen Lolo gets bored, Birdie suggests fun activities to do together. But Lolo isn't interested in anything! They try everything from baking cookies, to swimming, to putting on a play, but nothing excites Lolo.	Cisneros PreK
Los libros no son para los osos	Barry Mark	English review	Lower Elementary	Bear learns to read from a book he finds in the woods, so, hoping for more, he sets out for the city, but people tell him that books are not for bears and chase him away--except for the librarian, who understands.	Cisneros PreK
Maisy Va Al Dentista	Cousin, Lucy	English review	Lower Elementary	On his first trip to the dentist, Charley gets lots of moral support from Maisy and friends in a full-length story readers will be eager to sink their teeth into.	Cisneros PreK
La noche antes de ir al colegio	Alegria, Irene	English review	Lower Elementary	The night before the first day of school has arrived, and Toni is feeling nervous.	Cisneros PreK
El huevo perfecto	Gardner, Hazel	English review	Lower Elementary	he perfect egg. Meet Penguin: he's thoughtful, kind and loyal. He can be a bit cautious with new things, and he's very sensible. Pup, on the other hand, is a fun-loving whirlwind! She always thinks big and sometimes gets a bit carried away.	Cisneros PreK
Pig in jeans = Cerdito en jeans	Li, Brenda	English review	Lower Elementary	Pig in jeans. Brian the pig wears jeans everywhere (even in the bath sometimes) and none of his friends or neighbors understand why.	Cisneros PreK
Piccolo	Yaccarino, Dan	2	Lower Elementary	Piccolo the stylish shrew is a list maker. On his list are all the favorite places he is eager to visit. As his day begins he runs into his pal Mr. Rosso who needs help carrying his artwork to the museum	Cisneros PreK
A traves de nuestros pequenos ojos	Ortiz, Emilio	2	Lower Elementary	Cross is a four-month-old puppy, and Dario is a five-year-old "human pup." Cross has joined Dario's family to learn how to become a guide dog. Together, they navigate training and share fun adventures, each with their own unique perspective.	Cisneros PreK
Pepe y la pinata	Kyle, Tracy	2	Lower Elementary	"Join Pepe as he celebrates his Mexican-American heritage by participating in a celebration of Hispanic Christmas traditions"	Cisneros PreK
Bears	Steele-Saccio, Eva	NF	Lower Elementary		Bullock
Bugs	Steele-Saccio, Eva	NF	Lower Elementary		Bullock
Dogs	Steele-Saccio, Eva	NF	Lower Elementary		Bullock
Things that go	Steele-Saccio, Eva	NF	Lower Elementary		Bullock
Butterflies and moths	Tinarelli, Beatrice	NF	Lower Elementary		Bullock
Trains : then and now	Tinarelli, Beatrice	NF	Lower Elementary		Bullock
Fisher-Price First Animal Words (Primeras Palabras De Animales)	Mattel	NF	Lower Elementary		Bullock
Numeros.		NF	Lower Elementary		Bullock

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
D is for dinosaur : a prehistoric alphabet adventure	Acampora, Courtney	NF	Lower Elementary		Bullock
My first book of dinosaurs	Baranowski, Grace	NF	Lower Elementary		Bullock
Descubre Los Vehiculos (Discover Vehicles)	Byinosova, Elizaveta	NF	Lower Elementary		Bullock
My first words = Mis primeras palabras	Emberley, Rebecca	NF	Lower Elementary		Bullock
Halloween at the zoo	Engels, Christine	NF	Lower Elementary		Bullock
Lunchtime at the zoo	Engels, Christine	NF	Lower Elementary		Bullock
My first space words in English & Spanish	Hernandez, Zaida	NF	Lower Elementary		Bullock
Caterpillar to butterfly	Hughes, Catherine D	NF	Lower Elementary		Bullock
Dig	Hughes, Catherine D	NF	Lower Elementary		Bullock
Farm animals	Hughes, Catherine D	NF	Lower Elementary		Bullock
Ocean creatures	Hughes, Catherine D	NF	Lower Elementary		Bullock
Descubre los animales	Kukhtina, Margarita	NF	Lower Elementary		Bullock
Dora Feliz Navidad!	Lagonegro, Melissa	NF	Lower Elementary		Bullock
Planets and the solar system	Murphy, Patricia J	NF	Lower Elementary		Bullock
African animals	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Becoming a butterfly	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Big cats	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Birds	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Birds	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Dinosaurs	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Frogs	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Insects	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Ocean	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Seed, sprout, grow!	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Things that go	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Trucks	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Weather	Musgrave, Ruth A	NF	Lower Elementary		Bullock
Marya Khan and the Abominable Ski Trip	Faruqi, Saadia	series	Lower Elementary		Dorsey
The Mystery at Emerald Pond	Winkler, Henry	series	Lower Elementary		Dorsey
Beware of the Dino-Snake	Tan, Susan	series	Lower Elementary		Dorsey
The Case of teh Heartbreak Heist	Curran-Bauer, Christee	series	Lower Elementary		Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Talking Drum	Ezomoghene, Sophia	series	Lower Elementary		Dorsey
Whatever After The Graphic Novel: If the Shoe Fits	Mlynowski, Sarah	series	Upper Elementary		Dorsey
Wings of fire. The graphic novel.Legends, Darkstalker	Sutherland, Tui T.	series	upper Elementary		Dorsey
Besties Set Sail	Miller, Kayla	series	upper Elementary		Dorsey
Mr. Lemoncello's Library Olympics, The Graphic Novel	Grabenstein, Chris	series	upper Elementary		Dorsey
A Waffle Lot of Love!	Clanton, Ben	series (NYP 12/30/2025)	Lower Elementary		Dorsey
Pug the Unicorn	May, Kate	series (NYP 12/30/2025)	Lower Elementary		Dorsey
Skandar and the Spirit War	Steadman, A.F.	series	upper Elementary		Dorsey
Dawn of the Dragons	Mancusi, Mari	series	upper Elementary		Dorsey
Outside	Holm, Jennifer L.	3	Grades 4-7		Dorsey
Harmless	San Miguel, Samantha	series	upper Elementary		Dorsey
Scepter of Memories	Ortega, Claribel S.	series	upper Elementary		Dorsey
Ava and the Owl-Witch	Lopez, Diana	series	upper Elementary		Dorsey
Busted	Gemeinhart, Dan	4	upper Elementary		Dorsey
Museum Mayhem	Baptiste, Tracey	series	upper Elementary		Dorsey
Forever Ripley	Hoyle, McCall	3	upper Elementary		Dorsey
The Book of Anansi	Thomas, Angie	series	upper Elementary		Dorsey
The Last Kids on Earth and teh Destructor's Lair	Brallier, Max	series	upper Elementary		Dorsey
Soccer Spacetastrophe	Savage, J. Scott	series	upper Elementary		Dorsey
Bundle Up, Penelope Rex!	Higgins, Ryan T.	series	Lower Elementary		Dorsey
Thing One and Thing Two Have Homework to Do	Baltazar, Art	series	Lower Elementary		Dorsey
Never Let a Unicorn Meet a Reindeer!	Alber, Diane	series	Lower Elementary		Dorsey
Never Let a Unicorn Make Slime	Alber, Diane	series	Lower Elementary		Dorsey
Wings of Fire. The Graphic Novel. Talons of Power	Sutherland, Tui T.	series (NYP 12/30/25)	upper Elementary		Dorsey
Hurricane Heist	Ponti, James	series	Gr 4-8		Dorsey
A Sea Monster Conundrum	Yee, Lisa	series (NYP 1/26/2026)	upper Elementary		Dorsey
I Survived the California Wildfires 2018 Graphic Novel	Tarshis, Lauren	series (NYP 2/3/2026)	upper Elementary		Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Sew Much Trouble (Investigators, Agents of S.U.I.T.)	Green, John Patrick	series (NYP 2/17/2026)	upper Elementary		Dorsey
Amari and the Metalwork Menace	Alston, B. B.	series (NYP 2/24/2026)	upper Elementary		Dorsey
Opal Watson: A Case Most Fowl	Thurman, Britney J.	series (NYP 2/10/2026)	upper Elementary		Dorsey
Forever Rogue	McMann, Lisa	series (NYP 2/10/2026)	upper Elementary		Dorsey
The Lair of the Owl King	Yi, Susie	series (NYP 2/24/2026)	upper Elementary		Dorsey
Unsettling Salad	Reynolds, Aaron	series (NYP 2/3/2026)	Lower Elementary		Dorsey
The Hybrid Prince	Sutherland, Tui T.	series (NYP 3/3/2026)	upper Elementary		Dorsey
Ape Escape	Gibbs, Stuart	series (NYP 3/24/2026)	Grades 3-7		Dorsey
Shermy and Shake, the Not-So-Bossy Best Friend	Larson, Kirby	series (NYP 3/3/2026)	Lower Elementary		Dorsey
Pete the Kitty and the Beanstalk	Dean, James	series (NYP 2/10/2026)	Lower Elementary		Dorsey
Butt or Face: Ador-A-Butts	Lavelle, Kari	series (NYP 3/3/2026)	Lower Elementary		Dorsey
A Secret Escape	Gerber, Alyson	series (NYP 4/7/2026)	upper Elementary		Dorsey
Skyshattered	Kagawa, Julie	series (NYP 4/7/2026)	upper Elementary		Dorsey
Across the Doodleverse	Brallier, Max	series (NYP 4/28/2026)	upper Elementary		Dorsey
How to Catch a Garden Gnome	Walstead, Alice	series (NYP 5/5/2026)	Lower Elementary		Dorsey
Karen's Surprise A Graphic Novel	Grant, Shauna J	series (NYP 5/5/2026)	upper Elementary		Dorsey
Legend of the Sea Dragon	Elliott, Rebecca	series (NYP 5/5/2026)	Lower Elementary		Dorsey
Sol Goes for Goal!	Anta, Julio	series (NYP 6/9/2026)	upper Elementary		Dorsey
The Paragon Games	Clayton, Dhonielle	series (NYP 8/25/2026)	upper Elementary		Dorsey
Dawn of the Axolotl	Tan, Susan	series (NYP 8/4/2026)	Lower Elementary		Dorsey
Battle of the Super Rabbit Boys	Flintham, Thomas	series (NYP 8/4/2026)	Lower Elementary		Dorsey
A tree for Emmy	Rodman, Mary Ann	4	Lower Elementary		Dorsey
Ali el Grande y el error sobre el dinosaurio	Faruqi, Saadia	Series	Lower Elementary		Dorsey
Ali el Grande y el fracaso del avion de papel	Faruqi, Saadia	Series	Lower Elementary		Dorsey

Elementary					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Ali el Grande y el percance del mercado	Faruqi, Saadia	Series	Lower Elementary		Dorsey
Ali el Grande y la sorpresa de la fiesta de Eid	Faruqi, Saadia	Series	Lower Elementary		Dorsey
Apple pie picnic	Duran, Alicia	2	Lower Elementary		Dorsey
Ayudo	Cepeda, Joe	Series	Lower Elementary		Dorsey
Bitsy Murcielago, estrella escolar	Windness, Kaz	Series	Lower Elementary		Dorsey
Cascarones: an Easter surprise	Salazar, Alicia	2	Lower Elementary		Dorsey
El punto	Reynolds, Peter H	2	Lower Elementary		Dorsey
Grandma's hair is ankle length	Camacho-Church, Adriana	2	Lower Elementary		Dorsey
I help	Cepeda, Joe	2	Lower Elementary		Dorsey
I like my car	Robertson, Michael	3	Lower Elementary		Dorsey
La gata Jet... : ...no es una gata?!	Crede, Phaea	Series	Lower Elementary		Dorsey
Me gusta mi carro	Robertson, Michael	Series	Lower Elementary		Dorsey
Mis dias con papa	David, Elias	2	Lower Elementary		Dorsey
My cousin, the quinceanera	Mora, Julissa	Series	Lower Elementary		Dorsey
Pancho conejo y el coyote : la fabula de un migrante	Tonatiuh, Duncan	Series	Lower Elementary		Dorsey
Pepita meets bebita	Behar, Ruth	2	Lower Elementary		Dorsey
Perla and the pirate	Allende, Isabel	2	Lower Elementary		Dorsey
Perla y el pirata	Allende, Isabel	Series	Lower Elementary		Dorsey
Popo el xolo	Lopez, Paloma Angelina	3	Lower Elementary		Dorsey
Popo the xolo	Lopez, Paloma Angelina	3	Lower Elementary		Dorsey
Salto	Cepeda, Joe	Series	Lower Elementary		Dorsey
See me play	Meisel, Paul	3	Lower Elementary		Dorsey
The wild ones	Lacera, Megan	3	Lower Elementary		Dorsey
Un arbol para Emmy	Rodman, Mary Ann	Series	Lower Elementary		Dorsey

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Dungeons and drama	Boyce, Kristy	4	Young Adult	Musical lover Riley has big aspirations to become a director on Broadway...but when Riley takes her mom's car without permission, she's grounded and stuck with the worst punishment: spending her after-school hours working at her dad's game shop. Riley can't waste her time working...so she convinces Nathan--a nerdy teen employee--to cover her shifts and, in exchange, she'll flirt with him to make his gamer-girl crush jealous...Soon, Riley starts to think that flirting with Nathan doesn't require as much acting as she would've thought--Provided by publisher.	IRC
Silent sister	Davidhizar, Megan	2	Young Adult	Grace and Maddy are sisters who have nothing in common--until they both disappear on a class trip. Days later, Grace is found, injured and disoriented, with no memory of what happened--and no clue where her sister is. Everyone thinks she's lying. It's hard not to look guilty with Maddy's blood on her clothes. With nothing but Maddy's journal as her guide, Grace must piece together what happened to clear her name and find her sister. But she is about to discover that her own secrets could be the most terrifying of all. Part stunning story about fractured sisterhood, part pulse pounding mystery, Silent Sister will completely keep you guessing until the last page with an ending you won't be able to stay silent about.	IRC
The space between here & now	Suk, Sarah	3	young adult	Seventeen-year-old Aimee Roh has Sensory Time Warp Syndrome, a rare condition that causes her to time travel to a moment in her life when she smells something linked to that memory. . . . Aimee's fear of vanishing at random has kept her from living a normal life. When Aimee disappears for nine hours into a memory of her estranged mom . . . she becomes distraught. Not only was this her longest disappearance yet, but the memory doesn't match up with the story of how her mom left, at least, not the version she's always heard from her dad. Desperate for answers, Aimee travels to Korea, where she unravels the mystery of her memories, the truth about her mother, and the reason she keeps returning to certain moments in her life"	IRC
A curious kind of magic	Rutherford, Mara	4	young adult	Seventeen-year-old Willow Stokes gets by selling fraudulent charms and magical items at her father's shoppe, but when outlander Brianna unintentionally turns her fake wares real, the girls' paths intertwine as they search for a missing grimoire and try to break Brianna's curse.	IRC
All the noise at once	Davis, DeAndra	5	young adult	All Aiden has ever wanted to do was play football just like his star quarterback brother, Brandon. An overstimulation meltdown gets in the way of Aiden making the team during summer tryouts, but when the school year starts and a spot unexpectedly needs to be filled, he finally gets a chance to play the game he loves. However, not every player is happy about the new addition to the team, wary of how Aiden's autism will present itself on game day. Tensions rise. A fight breaks out. Cops are called. Brandon interferes on behalf of his brother, but is arrested by the very same cops who, just hours earlier, were chanting his name from the bleachers. When he's wrongly charged for felony assault on an officer, everything Brandon has worked for starts to slip away, and the brothers' relationship is tested. As Brandon's trial inches closer, Aiden is desperate to figure out what really happened that night. Can he clear his brother's name in time?	IRC
Better than revenge	West, Kasie	2	young adult	When seventeen-year-old Finley discovers her boyfriend Jensen used her pitch for their school's podcast team, she plots revenge while unexpectedly discovering her talent for football and a deeper connection with Jensen's rival, Theo.	IRC
Bingsu for Two	Witherspoon, Sujin	3	young adult	eens River and Sarang must fake a relationship online to save Sarang's Korean family cafe from going under.	IRC

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Cope field	Simpson, T. L	2	young adult	A teen baseball star who 'has it all'--looks, wealth, and a pro-MLB father-grapples with an impossible choice: reveal his abuse at the hands of his father and risk being separated from his younger brother in the foster care system, or remain silent and risk his brother experiencing that same abuse-	IRC
Crashing into you	Callen, Rocky	4	young adult	Seventeen-year-old Leti Rivera's love of street racing is put to the test when tragedy strikes her family and threatens to tear her apart from the boy she is falling for--Provided by publisher.	IRC
Darkly : a novel	Pessl, Marisha	4	young adult	When high schooler Arcadia unexpectedly secures the notorious game-maker's internship, she and the other interns become players in the most twisted game yet.	IRC
Death in the cards	Manansala, Mia P	4	young adult	When a high school tarot reader's latest client goes missing after a troubling reading, she must apply everything she has learned from her private investigator mother to solve a case of her own--Provided by publisher.	IRC
Death in the jungle : murder, betrayal, and the lost dream of Jonestown	Fleming, Candace	5	young adult	Includes bibliographical references (pages 339-343) and index. A chronicle of one of American history's most notorious cults, which includes firsthand accounts, that follows Jim Jones from humble origins to "Jonestown" in Guyana, South America, and traces his transformation of Peoples Temple into an experiment in mind control.	IRC
Every Borrowed Beat	Stewart, Erin	4	young adult	Seventeen-year-old Sydney gets a reprieve from death when a donor heart becomes available. Post-surgery, Sydney is grateful for the extension of her life, but she is also aware that in order for her to live, someone else had to die. Although she’s not supposed to, Sydney does some research and decides that her donor was most likely Mia, a girl who lived not too far away. Starting with crashing a birthday memorial service, Sydney becomes involved with Mia’s world, including Clayton, Mia’s best friend, who wants help to decipher and finish Mia’s vision board. The more time she spends with Clayton and the closer they get, the harder it becomes to tell him about the heart donation. She also feels guilty for neglecting her best friend Chloe, who waits for a heart in California and is fading.	IRC
Everything I promised you	Upperman, Katy	3	young adult	What comes after heartbreak? Lia and Beck. Beck and Lia. Despitearmy-brat life orbiting them in and out of each other's worlds, Liaknows they are destined to be together. It's more than their friendship and chemistry. When Lia's mom was a teen, a fortune teller saidher daughter would fall in love with her best friend's son. Lia andBeck were always meant to be. Or so they thought. When tragedy steals Beck away, Lia is devastated. She lived her life by her mom's oldfortune. If she was fated to be with Beck and he is gone, who is she supposed to be? And is there room in her broken heart for life, let alone new love?"	IRC
Fake skating	Painter, Lynn	4	young adult	Excited to return to Minnesota and reconnect with her childhood sweetheart Alec, Dani discovers her nerdy best friend is now a hunky hockey star, and only a fake-dating situation may truly reunite them.	IRC

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Girls like her	Sumrow, Melanie	4	young adult	Sumrow uses her experience as a lawyer with the Dallas Court of Appeals to add sobering authenticity to this gripping legal drama of negligence, abuse, and child prostitution. At its heart is a 15-year-old girl who is both victim and murderer. White teen Ruby Monroe doesn't have much hope that she'll avoid life in prison for murdering a rich, influential businessman. The prosecution intends to make an example of her by having her tried as an adult, and she doesn't see how disclosing traumatic memories to her defense team will make a difference. But with gentle persistence and understanding borne of her own past abuse, social worker Dr. Cadence Ware gradually uncovers Ruby's life story. The truth, however, leads them on a different path. A nonlinear time line and fictionalized materials—newspaper articles, court transcripts, letters, interview notes, and pieces of a torn-up document that foretell a plot twist—add interest and suspense to Ruby's story of falling through the cracks and, unlike so many others, eventually being found.	IRC
Heir of Storms	Murray, Lauryn Hamilton	4	young adult	Blaze, the first Rain Singer in generations, inadvertently unleashed a catastrophic flood when she was born into a prestigious fire-wielding family. They view her gifts as a curse and treat her like a walking omen. But she's done with hiding, so she enters the Choosing Rite, a dangerous competition in which gifted teens fight for elemental thrones. There, she's torn between a charismatic crown prince and a dark, mysterious newcomer.	IRC
Rules for camouflage	Cronn-Mills, Kirstin	4	young adult	During her senior year of high school, neurodivergent Evvie navigates school, friendships, and her first love.	IRC
Sisters in the wind	Boulley, Angeline	5	young adult	Ever since Lucy Smith's father died five years ago, 'home' has been more of an idea than a place. She knows being on the run is better than anything waiting for her as a ward of the state. But when the sharp-eyed and kind Mr. Jameson, a man with an interest in her case comes looking for her, Lucy wonders if hiding from her past will ever truly keep her safe-	IRC
Skipshock	O'Donoghue, Caroline	4	young adult	Margo is a troubled schoolgirl. After the death of her father, she's on her way to a new boarding school in a new city. They never should have met. But when Margo suddenly appears one day on Moon's train, their fates become inextricably linked. If Margo wants to survive, she has to pass as a traveling salesman, too--except it's not that easy. Move north on the train line and time speeds up, a day passing in mere hours. Move south and time slows down--a day can last several weeks"	IRC
The Executioners Three	Dennard, Susan	4	young adult	The year is 1999, and though Lance Bass hasn't been blamed for ritualistic murder before, there's a first time for everything. After all, it was only after Freddie Gellar took possession of the lucky NSYNC keychain she shares with her best friend that she finds herself not just with a crush on a boy from the rival high school, but also applying her chronic Nancy Drew tendencies to the eerie occurrences that are building up in her tiny town after a mysterious hanging. It does take Freddie (who is more Scully than Mulder) time to fully buy into the supernatural element, but once she's convinced, supernatural forces don't stand a chance.	IRC
A Golden Eid Festivals of the World	Khan, Hiba Noor	3	Lower Elementary		Lakeview Centennial
A guide to falling off the map	Arnot, Zanni L	3	Young Adult		Lakeview Centennial
A place for us	Ransome, James	5	Lower Elementary		Lakeview Centennial
A Practical Guide to Dating a Demon	Reynolds, Hannah	3	Young Adult		Lakeview Centennial
A riddle of thorns	Nanua, Sarena	3	Young Adult		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
A witch's life in Mongol. 1	Tomato Supu	2	Young Adult		Lakeview Centennial
Abolition and the African American story	Williams Dockery, Patricia	3	Middle School		Lakeview Centennial
According to Plan	Randall, Christen	2	Young Adult		Lakeview Centennial
Almark. 1	Yamada, Noboru	1; manga	Young Adult		Lakeview Centennial
Amanecer	Meyer, Stephenie	1; Breaking Dawn in Spanish series	Young Adult		Lakeview Centennial
At last she stood : how Joey Guerrero spied, survived, and fought for freedom	Kelly, Erin Entrada	5	Middle School		Lakeview Centennial
Bad Kid (A Graphic Memoir) My Life as a "Troubled Teen"	Szamosi, Sofia	1; NF	Young Adult		Lakeview Centennial
Balancing act	Chase, Paula	3	Young Adult		Lakeview Centennial
Basket Ball The Story of the All-American Game	Nelson, Kadir	2	Upper Elementary		Lakeview Centennial
Beth Is Dead	Bernet, Katie	4	Young Adult		Lakeview Centennial
Better the Devil	Brown, Erik J	3	Young Adult		Lakeview Centennial
Bingsu for Two	Witherspoon, Sujin	3	Young Adult		Lakeview Centennial
Cat + crazy. Volume 1	Nadatani, Wataru	1; manga	Young Adult		Lakeview Centennial
Chernobyl, Life, and Other Disasters : a Graphic Memoir	Nayberg, Yevgenia	1; NF	Upper Elementary		Lakeview Centennial
Crepusculo	Meyer, Stephenie	2	Young Adult		Lakeview Centennial
Decir adios en cubano	Miyares, Daniel	1; English version has 4 reviews	Upper Elementary		Lakeview Centennial
Did you hear what happened in Salem? : the witch trials of 1692	Kennedy, Katie	2	Upper Elementary		Lakeview Centennial
Dragon Quest --The Mark of Erdrick 01	Fujiwara, Kamui	1; SLJ Grade 6+	Adult		Lakeview Centennial
Duet An Artful History of Music	Chan, Eleanor	3	Adult		Lakeview Centennial
Every Last Liar	Francis, Kate	2	Young Adult		Lakeview Centennial
Fall of Iris Henley	Graham, Jennifer	2	Young Adult		Lakeview Centennial
Forgive-Me-Not	Costa, Mari	1; NYP	Young Adult		Lakeview Centennial
Fustuk A Graphic Novel	Apelian, Robert Mgrdich	3	Young Adult		Lakeview Centennial
Gaea-Tima the gigantis. Vol. 01	KENT	1; manga	Young Adult		Lakeview Centennial
Goodbye and Everything After	Coyiuto, Mae	2	Young Adult		Lakeview Centennial
Harriet Tubman, force of nature : a biography in poems	Brewer, Caroline	2	Upper Elementary		Lakeview Centennial
Hear her howl	DeRose, Kim	4	Young Adult		Lakeview Centennial
Heartstopper, Volume 6 --A Graphic Novel	Oseman, Alice	series	Young Adult		Lakeview Centennial
Hello sunshine	Young, Keezy	4	Young Adult		Lakeview Centennial
Her Name in the Sky	Quindlen, Kelly	2	Young Adult		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Heroes de la esperanza : mas poemas sobre latinos asombrosos	Engle, Margarita	1; English version has 3 reviews	Lower Elementary		Lakeview Centennial
Hikaru in the light! 2	Matsuda, Mai	1; series	Upper Elementary		Lakeview Centennial
Hikaru in the Light! Volume 3	Matsuda, Mai	series	Upper Elementary		Lakeview Centennial
Hikaru in the Light! Volume 4	Matsuda, Mai	series	Upper Elementary		Lakeview Centennial
Hopeful heroes : more poems about amazing Latinos	Engle, Margarita	3	Lower Elementary		Lakeview Centennial
How the word is passed : remembering slavery and how it shaped America	Cherry-Paul, Sonja	3	Middle School		Lakeview Centennial
How to say goodbye in Cuban	Miyares, Daniel	5	Upper Elementary		Lakeview Centennial
How we play the game	Nedd, Alexis	4	Young Adult		Lakeview Centennial
Illusions of fire	Sharma, Nisha	2	Young Adult		Lakeview Centennial
Inbetweens	Hicks, Faith Erin	1; NYP	Middle School		Lakeview Centennial
Japanese cooking with kids	Samuels, Debra	2	Adult		Lakeview Centennial
K-Jane	Kang, Lydia	3	Young Adult		Lakeview Centennial
Kendrick Lamar : revolutionary in rhymes	Mooney, Carla	2	Young Adult		Lakeview Centennial
King of Nothing	Lessore, Nathanael	2	Young Adult		Lakeview Centennial
Kingdom. 1	Hara, Yasuhisa	1; manga	Young Adult		Lakeview Centennial
Kingdom. 2	Hara, Yasuhisa	series	Young Adult		Lakeview Centennial
La historia de mi furia	Mendez, Jasminne	English version has 4 reviews	Young Adult		Lakeview Centennial
Lands of mirrors	Medem, Maria	3	Young Adult		Lakeview Centennial
Love in Ruins	Desombre, Auriane	1; NYP	Young Adult		Lakeview Centennial
Lovely One (Adapted for Young Adults)	Jackson, Ketanji Brown	2	Young Adult		Lakeview Centennial
Moriarty the patriot. 10	Takeuchi, Ryosuke	series	Adult		Lakeview Centennial
Moriarty the patriot. 6	Takeuchi, Ryosuke	series	Adult		Lakeview Centennial
Moriarty the patriot. 7	Takeuchi, Ryosuke	series	Adult		Lakeview Centennial
Moriarty the patriot. 8	Takeuchi, Ryosuke	series	Adult		Lakeview Centennial
Moriarty the patriot. 9	Takeuchi, Ryosuke	series	Adult		Lakeview Centennial
Natalie Babbitt's Tuck everlasting : the graphic novel	Woodman-Maynard, K	3	Middle School		Lakeview Centennial
Never silent : a Hiroshima survivor's story	Thurlow, Setsuko	3	Middle School		Lakeview Centennial
Night Terror	Ralph, Vincent	2	Young Adult		Lakeview Centennial
Okchundang candy	Go, Jung-soon	5	Middle School		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Orisha. Volume 1,With great power	Umar, Huzayfa	2	Adult		Lakeview Centennial
Paradise Coast	Young, Suzanne	3	Young Adult		Lakeview Centennial
Phantom Busters, Vol. 2	Neoshoco	series	Young Adult		Lakeview Centennial
Phantom Busters, Vol. 3	Neoshoco	series	Young Adult		Lakeview Centennial
Phantom busters. 1	Shoco	2	Young Adult		Lakeview Centennial
Pizzasaurus	Sauer, Tammi	2	Lower Elementary		Lakeview Centennial
Planetes. Deluxe edition book one	Yukimura, Makoto	2 - BL, NFNT	Young Adult		Lakeview Centennial
Play it forward : how women are changing sports to change the world		2	Adult		Lakeview Centennial
Please pay attention	Sumner, Jamie	5	Middle School		Lakeview Centennial
Putin vs. Zelensky : the Russo-Ukrainian war : why it's happening and how it all got started	Thompson, Ben	4	Middle School		Lakeview Centennial
Ramadan Rain	Thompkins-Bigelow, Jamilah	2	Lower Elementary		Lakeview Centennial
Reasons we break	Deo, Jesmeen Kaur	3	Young Adult		Lakeview Centennial
Room to Breathe	West, Kasie	3	Young Adult		Lakeview Centennial
Ruridragon, Vol. 3	Shindo, Masaoki	series & NYP	Young Adult		Lakeview Centennial
RuriDragon. 1,Actually a dragon	Shindo, Masaoki	1; manga	Young Adult		Lakeview Centennial
RuriDragon. 2,Don't need to be besties	Shindo, Masaoki	series	Young Adult		Lakeview Centennial
Seven all alone	McKay, Kirsty	4	Young Adult		Lakeview Centennial
Six Must Die	Wlosok, Victoria	1; NYP	Young Adult		Lakeview Centennial
Somos Am'rica Pequeos testigos, grandes momentos/We Are AmericaLittle Eyes Big Moments	Calderon, Raynelda A	1; NF	Upper Elementary		Lakeview Centennial
Songs for Ghosts	Kumagai, Clara	3	Young Adult		Lakeview Centennial
Soundtrack A Novel	Reynolds, Jason	1; NYP	Young Adult		Lakeview Centennial
Spacewalking with You	Doronoda, Inuhiko	2; SLJ Grade 7+	Adult		Lakeview Centennial
Split the sky	Arnold, Marie	4	Young Adult		Lakeview Centennial
Star Wars. Path of the lightsaber.01	Ruiz, Kenny	2	Young Adult		Lakeview Centennial
Tall water	Sindu, SJ	3	Young Adult		Lakeview Centennial
Teen Guide to Starting a Business	Streissguth, Tom	NF & NYP	Young Adult		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
That swingin' sound : the musical friendship of Ella Fitzgerald and Louis Armstrong	Rajan, Rekha S	5	Lower Elementary		Lakeview Centennial
The Amazing Generation How to Choose Fun and Freedom in a Screen-Filled World	Haidt, Jonathan	2	Middle School		Lakeview Centennial
The better to eat you with	Mejia, Tehlor Kay	4	Middle School		Lakeview Centennial
The Boyfriend Launcher	Garrett, Raechell	1; NYP	Young Adult		Lakeview Centennial
The Color of the End Mission in the Apocalypse, Vol. 3	Iwamune, Haruo	series	Young Adult		Lakeview Centennial
The color of the end. 1	Iwamune, Haruo	2	Adult		Lakeview Centennial
The color of the end. 2	Iwamune, Haruo	series	Adult		Lakeview Centennial
The Darkness Greeted Her	Ferko, Christina	3	Young Adult		Lakeview Centennial
The Escape Game	Meyer, Marissa	NYP	Young Adult		Lakeview Centennial
The failure at god school. 1	Hyuga, Natsu	2	Young Adult		Lakeview Centennial
The failure at god school. 2	Hyuga, Natsu	series	Young Adult		Lakeview Centennial
The infinite glade	Dashner, James	1; series	Young Adult		Lakeview Centennial
The Oks Are Not Ok	Shim, Grace K	1; NYP	Young Adult		Lakeview Centennial
The resurrectionist	Allen, Kathleen S	4	Young Adult		Lakeview Centennial
The rise of Neptune	Reintgen, Scott	3	Middle School		Lakeview Centennial
The sacred & the divine	Christensen, Kate	4	Young Adult		Lakeview Centennial
The Spiral Key	Day, Kelsey	3	Young Adult		Lakeview Centennial
The Sundown Girls	Stratton, L.s	4	Young Adult		Lakeview Centennial
The taking of Jake Livingston	Douglass, Ryan	2	Young Adult		Lakeview Centennial
The teacher of nomad land : a World War II story	Nayeri, Daniel	4	Upper Elementary		Lakeview Centennial
They Call Her Regret	Desamours, Channelle	4	Young Adult		Lakeview Centennial
This Ain't Our First Rodeo	Tamani, Liara	1; NYP	Young Adult		Lakeview Centennial
To the Death	Tang, Andrea	4	Young Adult		Lakeview Centennial
Two Perfect Lies	Richards, Natalie D	2	Young Adult		Lakeview Centennial
Unread A Memoir	James, Oliver	2	Adult		Lakeview Centennial
We all love	Flett, Julie	1; NYP	Lower Elementary		Lakeview Centennial
We are already haunting here!	Sterer, Gideon	2	Lower Elementary		Lakeview Centennial
We fell apart	Lockhart, E	4	Young Adult		Lakeview Centennial
Welcoming the Lunar New Year Festivals of the World	Lee, Lara	2	Lower Elementary		Lakeview Centennial
What if you fall for me first?	Miller, G. F	2	Middle School		Lakeview Centennial
When I Was Death	Henderson, Alexis	1; NYP	Young Adult		Lakeview Centennial
White House secrets : medical lies and cover-ups	Jarrow, Gail	3	Young Adult		Lakeview Centennial

High School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Women on a mission : the remarkable heroes who put men on the moon	Slade, Suzanne	3	Lower Elementary		Lakeview Centennial
Texas Before the Lone Star	GeorgiAnne Brochstein		High School		Sachse

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Alex Wise vs the Gods of Apocallypse	Benton-Walker, Terry J	NYP, series	3-7	Saving the world is one thing . . . saving the multiverse is another. Alex Wise returns in the third book in this thrilling fantasy series all about finding your inner hero. Alex may have failed to stop the Cosmic Shift, but that doesn't mean he is giving up on saving the world. The only problem is . . . he has no idea what world he's even in. A rip in the multiverse has stranded him and his best friend Loren in a mysterious realm--without his sister Mags, or demi-god crush Liam, or even his kinda cool, kinda annoying stepbrother Nick. Like Earth, this world is at war, and Loren and Alex will have to use all their wits and magic to escape space pirates, an underground rebellion, and advanced technology with terrifying consequences. But even if Alex manages to find a way to return home, it will be nothing like the home he once knew. His nemesis Ezra is stronger than ever and, along with War and Famine, is turning Earth into a violent, chaotic dumpster fire. Alex never asked to be a superhero, but with the weight of not one but TWO worlds resting on his shoulders, that's exactly who he needs to be.	Austin
Alex Wise vs The Cosmic Shift	Benton-Walker, Terry J	Kirkus, series	3-7	No one ever said saving the world would be easy. In the second installment of this thrilling fantasy series all about finding your inner hero, a 12-year-old boy leads the charge against the Horsemen of the Apocalypse. Alex Wise is no superhero. Or at least, he doesn't feel like one. Sure, he vanquished Death and saved his sister Mags-with the help of some new magic powers, his best friend Loren and demi-god Liam. But the apocalypse shows no signs of slowing down. Now, Alex and his friends will have to find new allies and face new dangers-from battling a giant snake in a literal ghost town and infiltrating the Horsemen's new home base on the Vegas Strip...on the back of a dragon. With everyone looking to him for answers, Alex isn't sure he's cut out for this world saving thing. And the closer he gets to Liam, the farther away he feels from Loren and from Mags, who hasn't been the same since she was possessed by Death. How can Alex lead a team if he doesn't even feel like he deserves to be a part of it?	Austin
Ape Escape	Gibbs, Stuart	series	3-7		Austin
The Curse Breaker	Calonita, Jen	NYP, series	4-8		Austin
Europa	Ponti, James	NYP, series	3-7	When Umbra threatens to attack multiple high-level targets across Europe unless Le Fantome is released from prison, the City Spies have to split up and race across the continent solving codes and chasing clues in hopes that they can thwart the attacks and keep Le Fantome from going free.	Austin
Hypergifted	Korman, Gordon	NYP, series	3-7	School has never been a problem for twelve-year-old super-genius Noah Youkilis--at least not until he gets an admission letter to the prestigious Wilderton University. The last thing Noah wants is to go straight from eighth grade into college. Will his life ever just be normal! Meanwhile, Noah's best friend, Donovan, has been looking forward all year to a summer of doing nothing. But when Wilderton allows Noah to bring a friend for the summer term, Donovan's parents jump at the chance. Suddenly, Donovan's summer of slack has turned into hanging with Noah and working as a summer camp counselor for professors' kids. Once they arrive on campus, Noah's determined to fit in--and to him, that means joining the top-secret Society of the Gavel. But becoming a Gaveler is harder than it seems, and it's made all the harder when Noah and Donovon smuggle Wilderton's mascot, a two-hundred-pound pig named Porquette, into their dorm. Now Noah and Donovan must combine all their middle-school smarts to keep their pig-sized secret, fix a haywire AI program before it pretty much ends the world, and keep track of Donovan's campers.	Austin
Kid X	Baptiste, Tracey	NYP, series	5-9	The thrilling sequel to Boy 2.0 , from New York Times bestselling author Tracey Baptiste, perfect for fans of Amari and the Night Brothers and Into the Spiderverse. Win "Coal" Keegan is starting to get the hang of his new life. He's come to love his foster family, the McKays, and is getting more confident with his invisibility powers. Almost too confident. At first, he uses his abilities for small favors. But soon, the favors snowball into bigger asks and messier pranks. And when rumors surface about a "ghost" in the neighborhood, Coal realizes it might be best to keep his talents under wraps. But that gets harder when Coal starts to suspect that someone--or some thing --might be tracking him. And as the evidence stacks up, Coal realizes he's not the only one with powers. Is his pursuer friend or foe? What would it be like to meet someone just like him? As the stakes rise and Coal finds allies and enemies in unexpected places, he'll have to channel a new level of bravery to protect himself, his family, and his world. Packed with themes of technology, race, and justice, this exhilarating follow-up to Boy 2.0 returns readers to the world of their new favorite superhero.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Last Resort 2, The Claiming	Warga, Jasmine	NYP, series, Kirkus	3-7	For the first time, Teddy is actually excited for the school year to start. His new neighbors, Lila and Caleb, are transferring to his school, which means he'll finally have real friends! But Teddy has a secret he's desperate to protect -- one that explains why none of his classmates have spoken to him in years... And that's not all. Despite having sent the fire maiden back through the portal, strange things keep happening at the Castle Hill Inn. Teddy's nightmares are back in a big way, and after getting stuck in the portal herself, Lila seems to be... flickering?! Almost as if something, or someone, is trying to summon her from our world into the next. Teddy will do anything to protect his friends, but he's terrified of repeating the worst mistake of his life. Yet Teddy might be the key to uncovering the fire maiden's evil plans, and in order to stop her, he'll have to face his greatest fears -- the ones he's spent his whole life running from.	Austin
A Scar like a River	Graff, Lisa	NYP, Booklist, Publishers, Kirkus	5-8	Thirteen-year-old Fallon has only ever told one person what really happened on the day she got her scar. Why would she? The truth is dark, and Fallon has much brighter things to focus on, like being cast as the lead in the school play, and hanging out with her two best friends, Trent and Kaia. But when Fallon's uncle Geebie dies, his funeral ignites a wildfire of events that Fallon can't manage to tamp down. The school play is spiraling out of control, Fallon's impossible Aunt Lune comes to live with them, and Trent and Kaia might just be so into each other that there isn't room for Fallon in their friend group any more. And when secrets even worse than the one about Fallon's scar threaten to come to light, Fallon might not have the strength to keep them buried for much longer.	Austin
A Secret Escape	Gerber, Alyson	NYP, seires	4-7	The game starts now. Jack and Weatherby--the newest members of Last Heir, the most powerful secret society in the world--have landed at an exclusive prep school in the Swiss Alps, ready to win big. Last Heir is offering the chance of a lifetime: millions of dollars, a private island, and a powerful spot in the society's inner circle. Not everyone has the same reasons for playing, but with money, power, and influence up for grabs, everyone wants to win. Too bad they're not all playing by the same rules.	Austin
Titanic April 1912	Duey, Kathleen	series	3-7		Austin
Death Valley : California, 1849	Duey, Kathleen	Horn, SLJ	3-6		Austin
Earthquake San Francisco, 1906	Duey, Kathleen	series	3-7		Austin
Chasing Shadows	Hunter, Erin	NYP, series	3-7		Austin
Breakout	Wyman, Christina	NYP, seires	4-7	Breakout is a fresh and funny middle-grade novel about a girl with chronic acne figuring out how to feel good in her own skin. Ellis Starr's chronic acne often resembles the active volcanoes she likes collecting facts about in her journal. But it's not just cosplaying as a pepperoni pizza that has Ellis on the verge of erupting. Her mom's hot-and-cold moods have the two of them butting heads nonstop--especially now that her mom is dating for the first time since her parents' separation. Then there's her best friend, Aggy, whose own life--and skin--seem perfect. And who could forget that Ellis still needs to decide on a research topic for a big school project. With eighth grade proving to be every bit as pesky as a new pimple, Ellis's only bright spot is the time she spends with her aunt Lydia, whose adorable puppy, Rocco, is a natural stress reliever. (And perhaps the perfect subject for her project.) Maybe this season of breakouts can lead to a breakthrough about what Ellis needs to truly feel good in her own skin. Rising star author Christina Wyman takes on a quintessential middle-school experience--acne--with her trademark humor, honesty, and heart. Breakout is a must-read for kids ages 8-12 who love Raina Telgemeier, Terri Libenson, Kelly Yang, Gordon Korman, and other endlessly funny and deeply heartfelt books that tackle big topics and universal coming-of-age experiences alike.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
A Place Between	Probert, Tim	NYP, series	4-7	After surviving a shipwreck on the Fuerre Sea, Cad washes ashore on the shores of Pellidyr. There, he searches for Lorgon, the Water Spirit, but instead finds the other spirits of Irpa who question if their planet can be saved. One of them offers to help Cad and transports him to A Place Between, a strange liminal realm between the living and the dead, where Cad works to uncover the reason Lorgon summoned them to Pellidyr in the first place. Meanwhile, Bea awakens within the walls of the capital city. While Pellidyr's leader has heard the tales of Bea's derring-do and believes her to be a hero with all the answers, she's never felt more uncertain about the future. What she does know is that she can't accomplish anything without her crew. When Bea's escape plan also brings her to A Place Between, she makes a shocking discovery that changes her understanding of everything that came before her…and what could soon follow.	Austin
Shadow of the Bird	Probert, Tim	Kirkus, series	4-7		Austin
The Dark Times	Probert, Tim	series	4-7		Austin
The 169-Story Treehouse : Doppelganger Doom!	Griffiths, Andy	NYP, series	3-6		Austin
Octopus Moon	Pyron, Bobbie	Pubishers, Booklist	5-9	Ten-year-old Pearl loves watching the majestic loggerhead turtles and octopuses glide through the water at the aquarium. Pearl finds it especially easy to identify with the octopuses, who have millions of touch receptors all over their bodies. They feel everything. Sometimes Pearl wishes she was more like a turtle, with a hard outer shell—it hurts too much to feel everything. And the changes at the start of fifth grade don't feel good to Pearl at all. New teachers, lockers, and being in different classes than her friends is unsettling. Pearl tries her best to pretend she's fine, but she starts to struggle with things that used to come easy, like doing schoolwork; laughing and skateboarding with her best friend, Rosie; running; and even sleeping. After a disastrous parent-teacher conference, her parents bring Pearl to Dr. Jill, who diagnoses her with depression. At first Pearl is resistant, ashamed of needing Dr. Jill's help; she doesn't like feeling different, but she also doesn't want to continue feeling so bad all the time. When Dr. Jill asks Pearl to try one Impossible Thing each day, Pearl agrees. For each impossible thing she attempts, Pearl puts a bead on a string. Bead by bead, and with the support of family and friends, Pearl finds her way back to herself.	Austin
The Mysterious Magic of Lighthouse Lane	Stewart, Erin	NYP, SLJ	5-8	Sixth grader Lucy thinks people are seriously overrated. People come with feelings, and Lucy can't escape them because of her so-called "gift" of empathy. She can feel the tension when her parents fight and can't escape the truth of what went wrong in her relationship with her former best friend. So when Lucy's parents suggest spending her summer vacation with her reclusive grandfather at his isolated cabin on Prince Edward Island, she jumps at the chance to get away from people, feelings—all of it. Lucy arrives at her grandfather's with a small suitcase and the only thing she really needs: her camera. From behind the lens, she can watch the world without having to feel any of it. While exploring her new home, Lucy finds her grandmother's old camera and a darkroom that hasn't been used since Nana passed away five years ago. Lucy starts taking pictures of the people in her grandfather's town and developing photos the old-fashioned way. The finished photos reveal everything about the subjects—their deepest fears and hidden desires. Along with a quirky neighbor and her reluctant grandfather, Lucy sets out to get to the bottom of the photographic magic. But can she uncover the truth of her grandmother's legacy and figure out what to do with the magical photos before summer ends?	Austin
Crystal and Gemstone Encyclopedia	Bell, Samantha S	NF, NYP	5-9		Austin
The Beat I Drum	Bowling, Dusti	Booklist, SLJ	5-9		Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
A Hero's Guide to Summer Vacation	Cartaya, Pablo	Booklist, Publishers, Kirkus, SLJ	6-9	Gonzalo Alberto Sánchez García has never considered himself the hero of his own story. He's an observer, quietly snapshotting landscapes and drawing the creatures he imagines emerging from them. Forced to spend the summer with his estranged grandfather, Alberto William García—the very famous reclusive author—Gonzalo doesn't expect to learn that heroes and monsters are not only the stuff of fantasy. But that's precisely what happens when Gonzalo's CEO mother, Veronica, sends Alberto on tour to promote the final book in his fantasy series for children and Gonzalo must tag along, even though he feels no connection to his grandfather or the books. Together, they embark on a cross-country road trip from Mendocino to Miami in a classic 1968 Oldsmobile Cutlass S convertible named Mathilde. Over the course of ten epic days on the highway, they will slay demons, real and imagined; confront old stories to write new ones; and learn what it truly means to show up for your family.	Austin
Where Only Storms Grow	Colman, Alyssa	Booklist, Kirkkus, SLJ	4-7	This gripping middle grade novel is set during one of the most dangerous storms in American history. It's been four years since rain fell on the Oklahoma panhandle and the closeness between the Stanton twins has dried up as much as the land. Howe Stanton has been practicing running away and longs for the family to quit this land of dust where only troubles grow. Despite the scoliosis that causes Joanna Stanton near-constant pain, she isn't ready to give up like her brother. But when Daddy leaves the family behind to find work in California, saving the farm from ruin falls on Howe's unwilling and Joanna's uneven shoulders. To pay the mortgage, Joanna takes a job at the local hospital and discovers purpose in helping others. Howe finds unexpected joy in caring for his father's horse and escapes in a borrowed book. But then a tragedy in town reveals the dust's deadly dangers. With the worst storm of the Dust Bowl bearing down on their home, Howe and Joanna must put aside their differences and work together, or everyone and everything they love will be lost to the dust.	Austin
Shadowed	Deuker, Carl	Kirkus, Publishers, SLJ	6-9	Nate plays soccer, but he doesn't love it. He plays because it's what his family expects. Then Lucas Cawley moves in across the street. Lucas isn't like any of Nate's sports friends—he's poor, his parents are mostly absent, and he's devoted to his sister, Megan, who has a learning disability. Lucas may be an outcast at school, but he and Nate find common ground in their fierce games of one-on-one basketball. It' s not long before Nate realizes that basketball is his sport. But Nate has an ax to grind with star players Colin and Bo, who have disrespected him for years. Nate believes that outplaying those two is the most important thing . . . until he learns that life is about more than getting ready for the next game.	Austin
A Study in Secrest	Florence, Debbi Michiko	Booklist, Publishers, Kirkus, SLJ, Horn	4-7	Ever since her mom passed away, twelve-year-old Megumi "Meg" Mizuno has been spiraling. After too many low grades and cut classes, she's been expelled from school—apparently, everyone else has moved past her grief and expects the same from her. Her dad secures her a spot at the prestigious Leland Chase Academy, a boarding school in middle-of-nowhere New York, called the Last Chance Academy by its student body. If Meg can't make it work there, she'll be forced to live with her horrible aunt. At first, Leland Chase seems like an average, if very strict, boarding school, though Meg tentatively warms up to her roommate and some of their classmates. Then, one night, a mysterious envelope appears under her door, inviting Meg and her roommate to participate in a scavenger hunt. The only rules: don't get caught by faculty or staff and no cheating. The grand prize? A luxury stay at a fancy resort in California. And after learning her dad has plans to sell their family home—with all its memories of Mom—Meg knows she has to win the competition and use the trip's one-on-one time to convince Dad they shouldn't move. Thanks to her mom, who taught her how to solve ciphers, Meg has a knack for puzzles she uses to get ahead in the hunt. But she quickly learns that her classmates seem to have their own sets of skills keeping them in the competition. And as they get deeper in the game, Meg and her fellow competitors realize the anonymous creator has their own agenda…and LCA isn't quite what it seems.	Austin
The Mastermind's Trap	Florence, Debbi Michiko	NYP, seies	4-7	After winning a scavenger hunt with her new friends—Tana, Zane, and Ryan—Meg Mizuno is looking forward to winter break and enjoying their grand prize of an all-expenses paid trip to California. But after learning that their boarding school, Leland Chase Academy (called Last Chance Academy by students), is in danger of shutting down, it's hard to enjoy the sun and surf.	Austin
The Girl Who Kept the Castle	Graudin, Ryan	Publishers Kirkus, SLJ	4-6	Wizard West was dead for nearly an entire day before he noticed. And it is up to Faye, the daughter of West's groundskeeper, to inform the wizard that he is a ghost who has lost all of his magical powers. (But not before the wizard tries transforming her into a cat!) To make matters worse, the enchanted castle of Celurdur—the only home that Faye has ever known—will fall apart at the next full moon if its foundation spells can't be renewed.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The Witch Who Stormed the Palace	Graudin, Ryan	Kirkus, SLJ, series	3-6		Austin
The Freedom Seeker	Gupta, Ruchira	SLJ, Kirkus, Publishers	3-7	Twelve-year-old Simi Singh's life in Northern India is filled with love, family traditions, and ordinary worries about hockey competitions, school exams, and avoiding the snide remarks of her class nemesis. But when a single rock carrying a note crash through their window during their Id celebration, Simi→s life will shatter. Her Sikh father and Muslim mother→s interfaith marriage is becoming a target of violent vigilantes. Faced with rising threats, they must make an impossible choice: stay and risk their lives, or flee their homeland. Simi→s father is the first of them to make the journey to the U.S., but when their petition to be reunited in America is denied, Simi and her mother are left with no choice but to attempt a perilous crossing through the Arizona desert with the help of a smuggler. Throughout her nail-biting journey towards safety and belonging, Simi will face unthinkable danger→ and when Simi and her mother are separated during the crossing, each led to believe the other is dead, she refuses to accept this fate. Alone in an unfamiliar and unforgiving land, she must summon all her courage and resourcefulness to survive, find her mother, and reunite her shattered family.	Austin
Gloam	Mackay, Jack	SLJ, Booklist, Kirkus, Horn	3-7	Gwen doesn't want to admit that everything has been different since her mom died. There's no time for all these feelings now that she has her younger brother and twin sisters to look after. Especially not after the move into their late grandmother's creaky old house on a tiny, damp island where someone—or something—is waiting for them. Esme Laverne. Gwen isn't fooled by the beautiful babysitter with the hungry eyes and too-sharp teeth, even though everyone else is. How does no one notice the sinister threats beneath her sickly sweet words? It quickly becomes clear that if Gwen wants Esme gone, she'll have to handle it herself. In order to protect her family, Gwen will have to fight off terrifying creatures and literal nightmares come to life. But as rot begins to eat away at the house's walls and Esme's power grows, Gwen must face everything she's been running from and embrace what she's truly scared of before she can defeat the monster in her home . . . for good.	Austin
The Extraordinary Orbit of Alex Ramirez	Paulino, Jasmine	Booklist, SLJ, Kirkus, Publishers	5-9	Seventh grader Alex's favorite things to do are watching YouTube videos of rocket launches with his Papi and spending hours on the NASA website reading about astronauts and planets. He even dreams of going to space one day himself, and knows he'll have to study hard in order to get there. But Alex is in his grade's SC (self-contained) classroom, which means doing the same dull worksheets every day and reading books his sister read back in the third grade. Worst of all, being in SC means nobody thinks he's ready to join Ms. Rosef's mainstream science class—the class Alex knows will be the first step on his path to NASA. When his teacher says "not yet" for the millionth time, Alex decides it's time to make a change. Now he's ready to try everything he can to get the people in his life—his teachers, his parents, and the kids at school—to understand that he, Alex Ramirez, is capable of the extraordinary.	Austin
The Experiment	Stead, Rebecca	SLJ, Booklist, Publishers	4-7	Nathan wants to help his people, but first he has to figure out who they are... Nathan never understood what was "fun" about secrets, probably because he's always had to keep a very big one. Although he appears to be a typical sixth-grader (with parents, homework and a best friend, Victor), Nathan learned at an early age that his family is from another planet. Now, their time on Earth may be coming to an end. Nathan, his parents and nine other families are part of an experiment that suddenly seems to be going wrong. Some of the experimenters, including Nathan's first crush, Izzy, are disappearing without a word. After his family is called back to the mothership, Nathan begins to question everything he's been taught to believe about who he is and why he's on Earth. The Experiment is a fast-paced coming-of-age novel that asks universal questions about how we figure out who we want to be, and whether it's ever too late to change.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Junius Leak and the Spiraling Vortex of Doom	Wolf, Alan	Horn, Kirkus, Publishers, SLJ, Booklist	4-7	When thirteen-year-old Junius Leak—expert on waterbodies and creator of the encyclopedic Amazing Waterbodies of the World—steps foot on Uncle Spot's rickety dock on Lake Peigneur, the truth assails him: he may love waterbodies, but that doesn't mean they love him back. The latest in a long line of Junius Leaks, he's the first to be doomed to ten days of awkwardness and boredom on a houseboat with a relative he doesn't know while his parents "work on" their marriage. Delcambre, Louisiana, where Junius was born, is awash with unwelcome surprises. He determines to learn why his mom left town when he was a baby—and to conquer his fear of water at the same time. But the lake has other plans for him, plans tied to a hundred-year-old family feud and a swashbuckling mystery. When disaster strikes, Junius must dive deep within to emerge an unlikely hero. Alternating viewpoints spin the perceptions of a Highly Sensitive Person (HSP)—and the wry voice of a lake with a long memory—into an inventive tale of sunken treasure and buried secrets anchored by a dramatic true event.	Austin
The Vanishing of Lake Peigneur	Wolf, Alan	Kirkus, Booklist, Publishers, SLJ	4-7	Home to catfish and crawdads, shrimp and spoonbills, even a gator or two, Lake Peigneur—pronounced "your pain," only backward—bustles also with human life. Each day, the bean-shaped freshwater lake and its shores hum with folks going about their work: a devoted gardener's apprentice and his dogs, fishermen, oilmen drilling at Well P-20, and the fifty-one miners employed by the Diamond Crystal Salt Mines. For most, November 20, 1980, began as "just another day on the lake." But as the lake itself reflects, humans had, over time, left behind a honeycomb of salt highways deep beneath its surface, and water and salt mix all too well. Bracing, suspenseful, and packed with dramatic illustrations and dense end matter, this story of a catastrophic accident—narrated with the homespun voice of a "tall" tale, but true nonetheless—will amaze science and history buffs alike.	Austin
Kyra, Just for Today	Zarr, Sara	Kirkus, Booklist, SLJ	5-8	Krya has always felt like she's a bit too much. Too tall. Too loud. Too earnest. But she's okay with that, because she's got her mom. Ever since Mom got sober about five years ago, she and Kyra have always been there for each other—something Kyra is thankful for every week when she attends her group meetings with other kids of alcoholics. When Mom is managing her cleaning business and Kyra is taking care of things at home, maybe, she thinks, she's not too much. Maybe, she's just enough. Then seventh grade starts, and everything Kyra used to be able to count on feels unsure. Kyra's best friend, Lu, is hanging out with eighth graders, and Mom is unusually distant. When Mom starts missing work, sleeping in, and forgetting things, Kyra doesn't dare say "relapse." But soon not saying that word means not saying anything at all—to Lu or to her support group. And when Kyra suspects that her worst fears might be real, she starts to question whether being just enough is not enough at all. With sensitivity and candor, acclaimed author Sara Zarr tells a heartfelt, personal story about finding hope in even the most difficult places, and love in even the most complicated relationships.	Austin
Almost Sunset	Algarmi, Wahab	Kirkus, Publishers, SLJ, Booklist	4-7	It's almost sunset, and Hassan has been dreaming about eating since the sun came up. The month of Ramadan has begun, and not eating until sundown intensifies his already busy days full of homework, soccer, and gaming. And since his teachers and friends at school barely understand Ramadan and its traditions, it's easier to just...not mention it. As the month stretches on, Hassan's family and community grow closer together. They wake up before sunrise every morning, feast when the sun goes down, and attend mosque in the evenings. Can Hassan balance it all during the hectic holy month—faith, tradition, school, and fun, too?	Austin
Cassi and the House of Memories	Stuart, Dean	Kirkus, Booklist, SLJ, Publishers	4-7	Cassi loves spending time with her grandfather. His games, songs, and stories have always brought her endless joy. This visit with him, though, is different: Grandpa seems to be losing track of things, including everything from the stories they're sharing to who Cassi herself is. So when he goes missing after wandering off from his own backyard, Cassi knows she has to figure out where he's gone. What she discovers is a world filled with memories, none of them her own. As she leaps from one memory to the next, she knows she's getting closer and closer to finding her grandfather—but only if she can make sure he doesn't slip away forever.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Extra Large	Page, Tyler	Kirkus, Booklist, SLJ, Publishers	4-8	Tyler Page returns with a touching middle grade memoir about a boy dealing with Button Pusher weight gain, bullying, and gendered expectations all while starting a new school year. It's the start of a new school year for Tyler, and with it comes brand-new problems. There are new bullies, new rules, and Tyler's starting to have a new understanding of his body. In the gym locker room, he notices how his body's soft curves contrast with the thin frames and toned muscles of the other boys. And on TV, it seems like someone who looks like Tyler never gets the girl. But is being thin the same thing as being healthy? What's wrong with being fat, anyway? When his dad forces the Page family to start dieting, Tyler discovers the difference between building a body that conforms to society's expectations and one that actually feels good to live in.	Austin
Hikaru in the Light! 1	Matsuda, Mai	Booklist, Publishers, Kirkus, SLJ	4-7	Middle-school student Hikaru Ogino is known as the songbird of her family's bathhouse in Tokyo. Her beautiful singing echoes from room to room as she cleans up after school, but she dreams of holding a microphone, not a mop! When her best friend, Ran -- a former girl group idol -- invites her to try out for a pop star survival camp together, it's the chance of a lifetime to put her talents to the test. Can Hikaru outshine the competition and make her stage debut, or will she fall flat?	Austin
Hikaru in the Light! 2	Matsuda, Mai	series	4-7		Austin
Hikaru in the Light! 3	Matsuda, Mai	series	4-8		Austin
How it All Ends	Hunsinger, Emma	Kirkus, SLJ, Booklist, Horn, Publishers	4-9	Thirteen-year-old Tara lives inside the nonstop adventure of her imagination. It’s far more entertaining than dull, everyday life. But when she’s bumped from seventh grade directly to high school, she gets a dramatic jolt to reality. Tara isn't ready to watch the racy shows the high school kids like, or to listen to the angsty music, or to stop playing make-believe with her younger brother. She’s not ready to change for PE in front of everyone, or for the chaos of the hallways, or for the anarchy of an English class that’s overrun with fourteen-year-old boys. But then there’s Libby. Tara doesn’t know whether she’s ready for Libby. She can’t even explain who Libby is to her because she doesn’t know yet. She just knows that everything’s more fun when she and her new classmate are together. But what will happen next? How will it all end?	Austin
How to Say Goodbye in Cuban	Miyares, Daniel	Booklist, Publishers, SLJ	5-8		Austin
Spy School Secret Service The Graphic Novel	Gibbs, Stuart	series, NYP	3-7		Austin
The New Girl : First Crush : A Graphic Novel	Calin, Cassandra	series, NYP	4-8		Austin
The Enemy's Daughter	Blankman, Anne	SLJ, Booklist, Horn, Publishers	4-7	The year is 1915 and the world is at war. Marta and her father are passengers on the Lusitania, desperately trying to get back home to Germany. While aboard, they must keep their identities hidden or risk being mistaken for enemy spies. Then the Lusitania is attacked by a German submarine. They just make it off the sinking ship, but her father is discovered and detained. Marta suddenly finds herself alone in enemy land. To survive, Marta must draw upon a deep well of bravery she never knew she had. Fortunately, she meets Clare, a young Irish girl who can talk a mile a minute, and her kind family. Believing that Marta is a Dutch refugee, they welcome her into their home. She can't risk letting her new friends know she's actually from Germany—the very nation that the Irish and English are fighting against. But could these people who have shown her nothing but kindness truly be her enemy? Sweeping from the Irish Sea to a cathedral city in England, this story shows us that friendship, especially in times of war, may be the greatest gift of all.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Starry, Starry Heist	Briner, Karen	SLJ, Kirkus	4-7	Sixth-grader Max has it rough between tormentors at school and his sick—ever-worsening—mom at home. But then DZ, a strange, tuxedoed man with one shoe, appears to Max from the future and divulges that Max's mother's fate is somehow entwined with that of Vincent van Gogh's The Starry Night. It's suddenly clear to Max that any problems he already had on his plate have just gotten bigger. DZ explains to Max that someone is after The Starry Night. . . and the thief is not bound by the usual laws of time and space.	Austin
Defanged	Edgmon, H.E.	SLJ, Booklist, Publishers	4-7	To save the only life he's ever known, a tween vampire has to destroy it first in Defanged , a new speculative middle grade from author H.E. Edgmon. Lux Priddy is a regular 12-year-old: he goes to school, hangs out with his best friend, Emma, and loves to pet every dog he sees. Except for one little thing - Lux is a vampire. And even though vampires came out of the coffin and into the public eye before he was even born, not everyone is happy about it. So when a group called Vampirism Sucks develops a cure, most people are thrilled. Lux? Not so much. Humans might think his life is miserable, but he's never known anything else. And he doesn't think he even wants to be human. After all, what makes being a human better than being a vampire? After an epic escape out the window of a Vampirism Sucks facility, Lux finds himself in a secret underground vampire city - one filled with "bad" vampires, the kind his parents have always warned him about. But even though he's been taught to fear them, the people of Nox Urbus are the only ones that seem to understand him. And when the so-called cure stops being optional, Lux is forced to make a choice: go back home and submit to the treatment, or stand up and fight a corrupt system for the right to be himself.	Austin
The Nine Moons of Han Yu and Luli	Glaser, Karina Yan	Kirkus, Publishers, Booklist	4-7	Breathtaking suspense, unforgettable characters, and a pinch of magic combine in the dual stories of two young people—one in 731 China, and one in 1931 Chinatown—on perilous journeys to save their families. An instant classic from the beloved and bestselling author of the Vanderbeekers series.	Austin
How to Free a Jinn	Idil, Raidah Shah	SLJ, Kirkus, Publishers	4-7		Austin
The Better to Eat You With	Mejia, Tehlor Kay	SLJ, Kirkus, Publishers, Booklist	5-9	For twelve-year-old Evan, summertime has always meant carefree days with her family and unlimited time with her best friend, Billie. This year, with her parents on the brink of divorce, she's staying at Billie's summer cabin. But Billie only seems to care about crushes these days, and to make matters worse, Evan's mom's health obsession has climbed to new heights. The more Evan tries to appease her mom and control her hunger, the sharper it seems to get, until it threatens to drag her under. As Evan tries to cling to the good things in her life, a sinister presence in the woods begins to stir. Kids are scared, and adults think everyone should go home. Determined to stay, Evan starts hunting for the creature and begins to wonder—is it just her imagination, or is the monster inside her?	Austin
Smoke and Mirrors	Ransaw, Rosalyn	SLJ, Kirkus, Publishers, Booklist	4-6	An exciting and twisty middle-grade debut mystery novel--perfect for fans of From the Desk of Zoe Washington and The Parker Inheritance-- about the disappearance of a famous magician, and one boy's quest to find the truth With a gripping combination of hidden doors, shocking twists, and deep emotional heart, Smoke & Mirrors asks the question: How much of the truth is what you can get people to believe? Spending the summer with his aunt as the only Black kid in a small Midwestern town was bad enough, but now Andy Carter's summer has been effectively ruined. His dad's parole hearing is postponed, he misses his friends, and--when an old barn burns down--he's stuck taking the blame. Andy is sentenced with helping the barn's owner, a cantankerous old man, renovate his crumbling mansion--a mansion that hides a mystery. It was once owned by the famous magician the Red Knave. In 1954, the Knave was a wanted suspect in the town's most infamous murder before disappearing without a trace. The whole town is sure the Red Knave is guilty, but to Andy, things just don't add up. Investigating a mystery from the '50s isn't the same as spending time with his dad, but Andy can't help but be drawn into the Red Knave's exciting world of magic and illusion. To solve the Knave's final vanishing act, Andy teams up with another boy he doesn't quite trust. Secret by secret, they try to uncover the Red Knave's identity and learn why his last performance came to such a tragic end.	Austin

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Dad Rock Dragon Quest	Reardon, Joan	SLJ, Kirkus, Publishers	4-7	Aspiring rockstar Zadie Drake's world flipped upside-down the moment her mom started dating Lloyd Clutterbuck—a boring risk analyst with an aversion to all things fun. Since Lloyd moved in, he's made it his mission to drain every drop of joy from Zadie's life—putting strict limits on her guitar sessions, nitpicking her every move, and filling the house with his utter dullness. Naturally, when Zadie's daredevil park ranger dad invites Zadie and her older sister to spend the summer at his cabin, Zadie can hardly contain her excitement. But Zadie's joy is short-lived when her mom announces that Lloyd will be tagging along. Soon after arriving at the cabin, Zadie begins to suspect that there's more to her dad's job than meets the eye. Her suspicions are confirmed when family secrets make an explosive entrance in the form of a fire-wielding poacher who kidnaps her dad's best friend—an enormous, ice-breathing dragon. The revelations launch Zadie and her family into a cross-country rescue mission of epic proportions. As tensions spike, tempers flare, and the family's differences become glaringly obvious, Zadie realizes her family's most daunting challenge might not be rescuing the dragon but working together.	Austin
The Tear Collector	Romero, R.M.	SLJ, Kirkus, Publishers, Booklist	4-7	Climate change culminated in the Flood, an enormous wave that wiped out entire countries. Malka and her younger brother Ezra survived and now live with Dr. Jonas Hollman on the Island, the only piece of land left on Earth. Scavenging useful things from the shoreline under the watchful eye of the Island's sinister leader Mr. Gray, Malka and her family get by. Barely.	Austin
Stitch Head	Bass, Guy	SLJ, Kirkus	4-7		Austin
At the edge of lost	Brockenbrough, Martha	2	5-8	Caleb and his dog Ronan are separated after tragedy strikes, and they embark on an impossible journey to reunite, facing dangers and a brewing storm along the way.	Classical Center at Brandenburg
Candace, the universe, and everything	Smith, Sherri L	5	5-8	Thirteen-year-old Candace discovers a portal in her locker that connects her across time and space with two other women who also had the same locker as girls, and the three go on to investigate the origins of the portal	Classical Center at Brandenburg
Creative writing with Miss Mary Mac : a handbook for young and future authors	McInerney, Mary	2	7-10	Authors are artists! But instead of putting paint on a canvas, they put words on a page. Writing coach Mary McInerney (aka Miss Mary Mac) shows the reader how to use words to express themselves. The writing exercises in this book help readers to unlock creativity, find inspiration, and develop their voice	Classical Center at Brandenburg
Cupcake class : 50 fun themes & totally amazing designs for kids to make & share	Howard, Joy	3	3-6	Kids can perfect their cake-decorating skills and develop their creativity with these adorable and delicious cupcake designs.	Classical Center at Brandenburg
Escape from Mr. Lemoncello's library, the graphic novel	Grabenstein, Chris	2	3-6	Twelve-year-old Kyle gets to stay overnight in the new town library, designed by his hero (the famous gamemaker Luigi Lemoncello), with other students but finds that come morning he must work with friends to solve puzzles in order to escape	Classical Center at Brandenburg
Eureka	Chang, Victoria	3	3-6	The year is 1885. San Francisco is dangerous for Chinese immigrants like twelve-year-old Mei Mei. She must venture on her own, without her family or friends, to Eureka, California, where it is supposedly safe. But 300 miles from home, Mei Mei misses her Ma Ma's kindness, helping out in her Ba Ba's store, and playing hide-and-seek with her best friend, Hua Hua. Despite her fear and the increasing violence against her community, she finds hope in an unexpected friend, the giant Redwood trees, and a new dream: learning how to read in English. As the world around her grows more scary, Mei Mei discovers her own power, as well as the joy of found family, the importance of courage, and the nature of freedom.	Classical Center at Brandenburg
Fascinating fungi : nourishers, killers, connectors, and healers	Kenney, Karen Latchana	3	6 +	From helping bread rise to capturing pollutants, fungi can do many incredible and even unexpected things. Explore the world of fungi, including strange sights, medicine, underground webs, and more	Classical Center at Brandenburg

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Meesh the bad demon. 2,The secret of the fang	Lam, Michelle	2	3-6	When Meesh banded together with Fairy Princess Nouna to defend Mount Maga, she never expected she'd have to... save the rest of the world someday! As Meesh grows into her newly discovered destiny as the Guardian of the Underworld, she figured there would be a few minor rescues, maybe some crime-fighting here or there. But in the blink of an eye, her new friend Chai's family is driven out of their home by an evil force that threatens to destroy all of Ponderosa if they dare to stay. Meesh suspects the same masked villain who poisoned Mount Magma is behind everything--but in order to stop them, she'll have to find them first. The clock is ticking. Can Meesh defeat the darkness before it's too late?	Classical Center at Brandenburg
Setting the stage	Champion, Lindsay	3	5-8	As stage manager for the middle school spring musical, eighth-grader Ella struggles to prevent the feud between the cast and crew from derailing the show.	Classical Center at Brandenburg
The queen of Ocean Parkway	Tash, Sarvenaz	4	3-6	Eleven-year-old podcaster-turned-sleuth, Roya, teams up with the new kid in the building, Stefanie, to find their missing neighbor.	Classical Center at Brandenburg
The treasure of Ocean Parkway	Tash, Sarvenaz	3	3-6	Two podcasting sleuths help their neighbor solve a cold case--one that is literally etched into the walls of their Brooklyn apartment building	Classical Center at Brandenburg
Between Two Brothers	Allen, Crystal	2	3-7	Isaiah "Ice" Abernathy has always worshiped his older brother, Seth. For years they've been not just brothers but best friends--and as Seth starts his senior year, Ice is eager to spend as much time with his brother as he can, making memories before Seth goes to college. But when Seth announces he's leaving much earlier than expected, and then he misses an important event--one he'd promised to attend--it causes a major fight. Filled with regret, Ice plans to apologize to Seth later the next day, but later never comes, as he finds out Seth was in an accident--one that leaves him in the hospital. And the doctors say he may never recover.	IRC
Boy 2.0	Baptiste, Tracey	6	5-8	Win "Coal" Keegan has just landed in his latest foster home, with a big, noisy, slightly nosy family named the McKays. They seem eager to welcome Coal, but he's wary of trusting them. So, he doesn't tell them that he went for a walk with chalk in his pocket to cover a nearby street with his art. He doesn't tell them that a neighbor found Coal drawing, pulled a gun on him, and fired it. He doesn't tell them the police chased him. And he definitely doesn't tell them that when everything went down, Coal somehow turned invisible.	IRC
Free throws, friendship, and other things we fouled up	Bishop, Jenn	3	5-8	Cincinnati, Ohio, lives and dies by college basketball, with two elite Division I rivals separated by a mere three miles. Rory's dad just secured a new coaching gig at the University of Cincinnati, so it means yet another school and move for her, only this time to her dad's hometown. Rory's life revolves around basketball; she's never had a close friend outside of it. Could this be a chance for a fresh start?	IRC
The Tenth Mistake of Hank Hooperman	Choldenko, Gennifer	4	5-8	A week after his mother abandoned her children, 11-year-old Hank is trying to cope with little sister Boo and worrying about their dwindling food supply, their lack of money, and the landlord’s threat of eviction. Hank is close to Boo, a bright, affectionate toddler. Missing her mother, whose alcoholism has disrupted their lives once again, Boo clings to her brother, who finds creative ways to distract and amuse her. Eventually, he confides in their deceased grandmother’s friend, Lou Ann, who agrees to let them stay with her for a week and kindly extends the period but eventually calls the child welfare agency. After the kids’ mother returns, Hank learns a hard lesson and painfully realizes that he can’t count on her. Fortunately, he finds a new home in an unlikely way. From the first line of Hank's engaging first-person narrative to the last, he comes across as a reliable, sensible boy who is aware that his options are few and is determined to make the right choices. And when the opportunity comes, he seizes it.	IRC
The no-brainer's guide to decomposition	Cuevas, Adrianna	4	4-7	No one has ever called Frani Gonzalez squeamish. Seriously, whether it's guts (no big deal), bugs (move aside, she's got this), or anything else that you might find at the Central Texas Forensic Anthropology Research Facility, to her and her dad, the university's body farm is just home. Having bodies buried in her backyard doesn't exactly make Frani the most popular kid in school, and the imaginary spider that lives in a web in her brain isn't helping either. Aranita's always to blame for the distracted thoughts weaving through Frani's mind. But when a hand reaches out of the ground and grabs her ankle, Frani realizes that she's got bigger problems.	IRC

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
The mystery of locked rooms	Currie, Lindsay	4	4-6	Twelve-year-old Sarah never really fit in. That is, until she met West and Hannah, the other members of her best-friend group known as the Deltas. Their love of math and escape rooms drew them together, and when Sarah finds out her home is being foreclosed on and she'll have to move away from the only people who've ever understood her, she hopes their shared skills can bail her family out. How? There's a local legend of a treasure hidden in an abandoned funhouse, and Sarah sees that treasure as the answer to all her family's problems. Currie has a light touch with heavy issues, such as coping with a parent who has a chronic illness and financial instability, while also exploring problems such as personal insecurity and the strength needed to be honest and vulnerable with the people you care about.	IRC
The Partition Project	Faruqi, Saadia	5	3-7	Twelve-year-old Maha Raheem is confident, smart, and singularly convinced that nothing matters but facts and journalism. Her comfortable life is turned awry when her Dadi comes from Pakistan to live with her family. Maha has to give up her room and is charged with "babysitting" her grandmother, but this inconvenience soon turns into an opportunity. Dadi's memories of the Partition of India and Pakistan in 1947 spark Maha's interest and turn into a documentary project for her media studies class. Dadi opens up Maha's world to Pakistani cooking, the rituals of Ramzan, and a descriptive picture of her childhood in Ludhiana. The Partition Project packs multiple plot lines, credible character development, and a heap of information about Pakistani Muslim culture and traditions of which Maha had little knowledge. Through Dadi and other South Asian immigrants in the community, Maha learns about her identity and heritage. Meanwhile, she must also learn to be a better friend, sister, and less judgmental classmate.	IRC
Tethered to other stars	Leahy, Elisa Stone	3	3-7	Seventh grader Wendy Toledo knows that black holes and immigration police have one thing in common: they can both make things disappear without a trace. When her family moves to a new all-American neighborhood, Wendy knows the plan: keep her head down, build a telescope that will win the science fair, and stay on her family's safe orbit. But that's easier said than done when there's a woman hiding out from ICE agents in the church across the alley, and making Wendy's parents very nervous. As bullying at school threatens Wendy's friendships and her hopes for the science fair, and her family's secrets start to unravel, Wendy finds herself caught in the middle of far too many gravitational pulls. When someone she loves is detained by ICE, Wendy must find the courage to set her own orbit, and maybe shift the paths of everyone around her.	IRC
Not another banned book	Levy, Dana Alison	2	5-8	No matter what was going on in Molly's life at home, she always had book club at school. . . . But when someone anonymously notifies school boards about a controversial book in the classroom, her favorite teacher Ms. Lewsiton is suspended . . . and book club is banned for the immediate future. With weeks until graduation, Molly . . . knows she needs to do something--anything--to prove to everyone that the books they read with Ms. Lewsiton are more important than the adults may realize. With her group of friends, Molly will fight to save her book club . . . but will she find she is fully ready to make a change for readers just like her?-	IRC
Deer run home	LeZotte, Ann Clare	4	5-9	With a family who refuses to learn sign language, twelve-year-old Effie is mostly cut off from human communication at home, unable to speak of her abusive stepfather or violent father--only her interpreter understands, and Miss Kathy is willing to take Effie's case to court to provide her with a safe home. Told in verse.	IRC
The five impossible tasks of Eden Smith	Llewellyn, Tom	2	5-9	When Eden Smith moves into the bizarre old mansion housing her grandfather, Vulcan Smith, she discovers a strange society of metalworkers whose mastery verges on the magical, and when her grandfather is punished for rebelling against the guild, Eden must complete a series of deadly feats to save him.	IRC
Medusa – Myth of Monsters	Marsh, Katherine	4	4-7	A descendant of Medusa, Ava is sent to the Accademia del Forte in Venice after an altercation with a classmate, where she must learn to control her emotions, especially when she unearths a terrible secret that could change the world forever	IRC
World made of glass	Polonsky, Ami	5	5-9	Iris tries to act normal at school, going through the motions and joking around with her friends. But nothing is normal, and sometimes it feels like she'll never laugh again. How can she, when her dad is dying of a virus that's off-limits to talk about? When she knows that soon all she'll have left of her kind, loving dad are memories, photos, and a binder full of the poems they used to exchange?	IRC
The last dragon on Mars	Reintgen, Scott	4	5-8	Thirteen-year-old Lunar Jones was born on Mars, with every day a struggle, until he stumbles into a restricted military zone where he learns dragons are real and a new dragon has chosen him as a rider--a role he needs to embrace quickly because this dragon could save the Martian colony	IRC

Middle School					
Title of Book	**Author**	**Professional reviews**	**Audience**	**Summary if available**	**Campus**
Kareem between	Safadi, Shifa Saltagi	4	5-8	From failed football tryouts to helping the new Syrian refugee student, seventh-grader Kareem attempts to navigate the social complexities of seventh grade, which are further complicated when his mother is unable to return home from Syria due to an executive order.	IRC
Louder than hunger	Schu, John	4	5-9	Jake volunteers at a nursing home because he likes helping people. He likes skating and singing, playing Bingo and Name That Tune, and reading mysteries and comics aloud to his teachers. He also likes avoiding people his own age . . . and the cruelty of mirrors . . . and food. Jake has read about kids like him in books--the weird one, the outsider--and would do anything not to be that kid, including shrink himself down to nothing. But the less he eats, the bigger he feels. How long can Jake punish himself before he truly disappears? A fictionalized account of the author's experiences and emotions living in residential treatment facilities as a young teen with an eating disorder-	IRC
The Bletchley riddle	Sepetys, Ruta	5	5-8	Two powerhouse authors collaborate on an enormously entertaining, expertly researched WWII novel with broad appeal. The adventure begins when Lizzie, 14, gives her chaperone the slip and sets out to join her brother in London. Jakob, 19, is actually at Bletchley Park. It is May 1940, and he has joined the “most worthwhile game,” the effort to break Germany’s Enigma codes. Time is of the essence if they are to foil Hitler’s invasion of England, but Lizzie needs Jakob’s help to solve a more personal puzzle—finding their mother. Their Jewish British father died nine years earlier, and now their mother, an American, is missing and presumed dead while on an embassy assignment in Poland. Jakob withdraws into his work, while Lizzie throws herself into uncovering the truth.	IRC
Free period	Terese, Ali	3	3-7	Forced to join the school's Community Action Club, troublemaking best friends Helen and Gracie take over the club's campaign for maxi pads in bathrooms and soon find themselves closer to change and deeper in trouble than ever before, forcing them to make a difficult decision-	IRC
Mid-air	Williams, Alicia	5	4-8	Thirteen-year-old Isaiah grapples with the loss of his best friend as he strives to fit into a world that expects him to toughen up, which leads him on a exploration of identity and vulnerability.	IRC
Shark teeth	Winston, Sherri	5	4-7	Seventh-grader Sharkita "Kita" embarks on a tumultuous journey to keep her family together while handling the consequences of her mother's alcoholism.	IRC

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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

Subject: Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 School Year

Consent Agenda

Executive Summary:

This presentation details the budget transfers and amendments proposed for approval and their respective impact on the General Fund, Debt Services Fund and the Student Nutrition Services Fund.

Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Fund Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on February 10, 2026, 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 General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 School Year as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Budget Transfers And Amendments
General Fund
Fiscal Year 2025-2026
February 24, 2026

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	$ 229,990,287	$ 229,991,662	$ -	$ -	$ 229,991,662
58 State Revenue	342,260,284	342,260,284			342,260,284
59 Federal Revenue	8,000,000	8,000,000			8,000,000
Total Revenues	**$ 580,250,571**	**$ 580,251,946**	**$ -**	**$ -**	**$ 580,251,946**
Expenditures					
11 Instruction	$ 359,899,542	$ 358,046,636	$ (140,887)	$ 300,000	$ 358,205,749
12 Instructional Resources and Media Services	8,996,525	8,891,385		200,000	9,091,385
13 Curriculum Development and Instructional Staff Development	15,912,761	15,857,471	54,200	50,667	15,962,338
21 Instructional Leadership	8,994,026	9,137,238	7,000		9,144,238
23 School Leadership	36,516,396	36,320,210	57,650		36,377,860
31 Guidance, Counseling and Evaluation	37,943,725	37,380,484	(104,700)		37,275,784
32 Social Work Services	510,841	587,241			587,241
33 Health Services	10,115,572	9,993,359	(10,000)		9,983,359
34 Student Transportation	23,188,841	23,903,882	(125,000)		23,778,882
35 Food Service	370,812	609,237			609,237
36 Extracurricular Activities	14,186,930	14,073,460	159,637		14,233,097
41 General Administration	20,715,067	20,778,567	100,000		20,878,567
51 Facilities Maintenance & Operations	63,737,518	65,105,181	700		65,105,881
52 Security and Monitoring Services	16,173,422	16,233,990	1,400		16,235,390
53 Data Processing Services	18,051,462	18,240,411			18,240,411
61 Community Services	1,471,512	1,480,292			1,480,292
71 Debt Service - Principal on Long-Term Debt	2,400,144	2,446,344			2,446,344
72 Debt Service Interest on Long-Term Debt	-	-			-
73 Bond Issuance Cost and Fees	-	-			-
81 Facilities Acquisition and Construction	-	4,629			4,629
95 Juvenile Justice Program	35,000	35,000			35,000
99 Other Intergovernmental Charges	1,180,819	1,180,469			1,180,469
Total Expenditures	**$ 640,400,915**	**$ 640,305,486**	**$ -**	**$ 550,667**	**$ 640,856,153**
Excess(Deficiency) Revenues Over(Under) Expenditures	**$ (60,150,344)**	**$ (60,053,540)**	**$ -**	**$ (550,667)**	**$ (60,604,207)**
Other Financing Sources / (Uses)					
7900 Other Financing Sources	$ -	$ -	$ -	$ 550,667	$ 550,667
8900 Other Financing Uses	$ -	$ 1,555,600			$ 1,555,600
Total Other Financing Sources / (Uses)	**$ -**	**$ (1,555,600)**	**$ -**	**$ 550,667**	**$ (1,004,933)**
Net Change to Fund Balance	**$ (60,150,344)**	**$ (61,609,140)**	**$ -**	**$ -**	**$ (61,609,140)**

GARLAND INDEPENDENT SCHOOL DISTRICT

Detail of Budget Transfers And Amendments
General Fund
Fiscal Year 2025-2026
February 24, 2026

Budget Transfers

Expenditures	**Increase**	**Decrease**	**Net**
11 Instruction	$ -	$ 140,887	$ (140,887)
13 Curriculum Development and Instructional Staff Development	54,200		54,200
21 Instructional Leadership	7,000		7,000
23 School Leadership	57,650		57,650
31 Guidance, Counseling and Evaluation		104,700	(104,700)
33 Health Services		10,000	(10,000)
34 Student Transportation		125,000	(125,000)
36 Extracurricular Activities	159,637		159,637
41 General Administration	100,000		100,000
51 Facilities Maintenance & Operations	700		700
52 Security and Monitoring Services	1,400		1,400
Total Expenditures	**$ 380,587**	**$ 380,587**	**$ -**

Notes:
Cross-functional balance neutral transfers.

Budget Amendments

Expenditures	**Increase**	**Decrease**	**Net**
11 Instruction	$ 300,000	$ -	$ 300,000
12 Instructional Resources and Media Services	200,000		200,000
13 Curriculum Development and Instructional Staff Development	50,667		50,667
Total Expenditures	**$ 550,667**	**$ -**	**$ 550,667**

Notes:
Recapture Arbitrage Rebate Installment Payment

Other Financing Sources (Uses)	**Increase**	**Decrease**	**Net**
Other Resources	$ 550,667	$ -	$ 550,667
Total Other Financing Sources (Uses)	**$ 550,667**	**$ -**	**$ 550,667**

Notes:
Transfer In from Fund 651 for Recapture Arbitrage Rebate Installment Payment

GARLAND INDEPENDENT SCHOOL DISTRICT

Budget Transfers And Amendments
Student Nutrition Services Fund
Fiscal Year 2025-2026
February 24, 2026

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	$ 3,035,000	$ 3,035,000	$ -	$ -	$ 3,035,000
58 State Revenue	185,000	185,000			185,000
59 Federal Revenue	36,711,119	36,711,119			36,711,119
Total Revenues	**$ 39,931,119**	**$ 39,931,119**	**$ -**	**$ -**	**$ 39,931,119**
Expenditures					
35 Food Service	$ 44,089,663	$ 44,089,663	$ -	$ -	$ 44,089,663
Total Expenditures	**$ 44,089,663**	**$ 44,089,663**	**$ -**	**$ -**	**$ 44,089,663**
Other Financing Sources / (Uses)					
7900 Other Financing Sources	$ -	$ -	$ -	$ -	$ -
8900 Other Financing Uses	$ -	$ -	$ -	$ -	$ -
Total Other Financing Sources / (Uses)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Net Change to Fund Balance	**$ (4,158,544)**	**$ (4,158,544)**	**$ -**	**$ -**	**$ (4,158,544)**

GARLAND INDEPENDENT SCHOOL DISTRICT

Budget Transfers And Amendments
Debt Service Fund
Fiscal Year 2025-2026
February 24, 2026

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	$ 135,286,739	$ 135,286,739	$ -	$ -	$ 135,286,739
58 State Revenue	13,000,000	13,000,000			13,000,000
59 Federal Revenue	471,994	471,994			471,994
Total Revenues	**$ 148,758,733**	**$ 148,758,733**	**$ -**	**$ -**	**$ 148,758,733**
Expenditures					
71 Debt Service - Principal on Long-Term Debt	$ 99,251,080	$ 99,251,080	$ -	$ -	$ 99,251,080
72 Debt Service Interest on Long-Term Debt	49,407,653	49,407,653			49,407,653
73 Bond Issuance Cost and Fees	100,000	100,000			100,000
Total Expenditures	**$ 148,758,733**	**$ 148,758,733**	**$ -**	**$ -**	**$ 148,758,733**
Other Financing Sources / (Uses)					
7900 Other Financing Sources	$ -	$ -	$ -	$ -	$ -
8900 Other Financing Uses	$ -	$ -	$ -	$ -	$ -
Total Other Financing Sources / (Uses)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Net Change to Fund Balance	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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

Subject: Consider Approval of East Texas A&M University and Garland ISD Teacher Residency Program Agreement

Consent Agenda

Executive Summary:

An agreement between East Texas A&M University and the Garland Independent School District concerning the University Educator Preparation Program (beginning upon the Effective Date of agreement and continues for one (1) year). Each party is responsible for its own costs, risks, and liabilities.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the East Texas A&M University and Garland ISD Teacher Residency Program agreement.

Financial Impact and Funding Source:

N/A

Memorandum of Understanding
For School District Partnerships

This Memorandum of Understanding (MOU) is made and entered into on _____ (the "Effective Date"), by and between East Texas A&M University ("East Texas A&M"), a member of The Texas A&M University System and an agency of the State of Texas, through its College of Education and Human Services (COEHS), and Garland Independent School District (the "ISD"). East Texas A&M and ISD may be referred to individually as a "Party" and collectively as the "Parties".

This MOU consists of two articles. Article 1 is a non-binding portion of this MOU containing the general understandings and intentions of the Parties. Article 2 contains terms to which the Parties agree to be bound. The Parties agree as follows:

Article I

1.1 This Article I is not intended to be legally binding on either Party.

1.2 The Parties desire to collaborate in supporting East Texas A&M preservice teachers during their clinical experiences, in accordance with the LeoTeach Educator Preparation Program ("EPP"). The EPP, together with the definitions applicable to this MOU, are set forth in Exhibit A, attached hereto and incorporated herein by reference. The Parties further intend to provide opportunities for teacher candidates to participate in field-based experiences and clinical placements designed to prepare them for certification.

1.3 East Texas A&M intends to:
1.3.1 Provide preservice teachers with opportunities to be immersed in teaching at appropriate grade levels and content areas.
1.3.2 Place candidates with qualified educators for full clinical experience.
1.3.3 Ensure candidates observe diverse student populations and instructional practices.
1.3.4 Support candidates' development of instructional planning, use of technology, professional relationships, communication, and research-based teaching practices.

1.4 District intends to:
1.4.1 Collaborate with the University to host preservice teachers.
1.4.2 Provide access to classrooms, cooperating teachers, and professional development activities.
1.4.3 Support the preparation of effective and independent educators.
1.4.4 Assist in identifying cooperating/host teachers and school sites suitable for clinical placements.

Article II

2. This Article II is intended to be legally binding on either Party.

2.1 Each Party acknowledges that neither Party will have any legal rights or obligations as to

the understandings and intentions in Article 1, and neither Party should or may take any action or fail to take any action in detrimental reliance on Article 1.

2.2 Each Party shall be responsible for its own costs, risks, and liabilities as a result of its activities under this MOU without expectation of reimbursement from the other Party. There will be no exchange of funds or other resources among the Parties.

2.3 Prior to performing any specific projects or work contemplated by this MOU, the Parties will enter into a separate agreement containing definitive statements of work and associated budgets. Notwithstanding the foregoing, this MOU does not bind the Parties to negotiate or consummate any such later agreement(s).

2.4 East Texas A&M Commitments:

2.4.1 Provide coursework curriculum that aligns with the standards identified for the certification the candidate is seeking and leads to a bachelor's degree. The curriculum includes projects and assignments that align with the early field-based experience requirements.

2.4.2 Collaborate with ISDs to identify cooperating teachers who are qualified and willing to accommodate teacher candidates completing their field-based experience hours as outlined in the definition above.

2.4.3 Ensure that teacher candidates being recommended for clinical teaching/teacher residency placements have met all East Texas A&M and EPP requirements.

2.4.4 Provide the ISD the right to refuse clinical teaching/teacher residency placement for any candidate based on information obtained during the application and interview process that does not meet ISD standards.

2.4.5 Clearly outline and communicate clinical teaching/teacher residency responsibilities and expectations to teacher candidates through the Teacher Candidate Handbook and orientations. The ISD will be provided a copy of all documents, including the handbook, related to clinical experiences.

2.4.6 Assign a high-quality university field supervisor to each clinical teacher/teacher resident and provide training and support to field supervisors related to the T-TESS evaluation process, as well as coaching and giving feedback. The field supervisor will maintain an on-going relationship with the clinical teacher/teacher resident and cooperating teacher/host teacher through the ILT with regular communication and participation in ILT and governance meetings.

2.4.7 Collaborate with ISD to provide training for cooperating teachers/host teachers related to co-teaching models. The ISD will be provided a copy of all documents, including the Cooperating Teacher/Host Teacher Handbook, related to clinical experiences.

2.4.8 Recognize the sensitivity of video capture of lessons by:

2.4.8.1 Centering the clinical teacher/teacher resident as the focal point of the video;

2.4.8.1.1 The camera will be positioned in the classroom to minimize capture of EC-12 student faces;

2.4.8.1.2 Clinical teachers/teacher residents will be directed to determine with campus supervisors the identity of any students that have circumstances forbidding recording, and in such cases, appropriate positioning will be implemented to ensure the student(s) will not be captured in recordings;

2.4.8.2 Handling and storing videos securely by restricting only authorized individuals to access the videos (clinical teachers/teacher residents, cooperating teachers/host teachers, EPP field supervisors, campus and district administration, EPP administration);

2.4.8.3 Training clinical teachers/teacher residents on the use of the secure GoReact FERPA compliant platform;

2.4.8.4 Ensuring the use of videos only for instructional purposes, self-reflection for the clinical teacher/teacher resident, observation and evaluation of the clinical teacher's/teacher resident's instructional skills, program evaluation, and data relevant to instructional competencies of clinical teachers/teacher residents.

2.4.9 Maintain records and reports on clinical experiences in accordance with East Texas A&M policy and TEA requirements.

2.4.10 Plan and facilitate governance meetings between the EPP and ISD.

2.4.11 Use clinical teachers'/teacher residents' assessment data to inform decisions about EPP and curriculum changes and updates to better support teacher candidates' professional growth and development.

2.5 ISD Commitments:

2.5.1 Collaborate with the EPP to identify cooperating teachers who are qualified and willing to host teacher candidates completing their field-based experience hours as outlined in the definition above and with the understanding that 25 of the 50 hours must be active engagement with instructional activities aligned to East Texas A&M coursework. Identification of teachers for field-based experience hours includes providing TEA ID numbers to East Texas A&M for the purpose of verifying the certificate(s) held by the classroom teachers.

2.5.2 Provide clinical teaching/teacher residency placements that align with the certification area and grade span of the clinical teacher/teacher resident.

2.5.3 Collaborate with EPP to select cooperating teachers/host teachers who meet the qualifications outlined in the Cooperating Teacher Qualifications or Host Teacher Qualifications definitions. Selection includes providing the TEA ID number of host teachers and cooperating teachers to East Texas A&M for the purpose of reporting the candidates' clinical experience records to the Texas Education Agency. Selection also includes the completion and submission of host teacher and cooperating teacher qualification verification forms prior to the start date of each candidate's placement.

2.5.4 Allow clinical teachers/teacher residents to attend ISD campus and district professional development, orientations, and trainings.

2.5.5 Allow EPP field supervisors to conduct informal and formal observations of clinical teachers/teacher residents in person, by synchronous virtual technology, or via video capture technology, as approved by the TEA.

2.5.6 Provide clinical teachers/teacher residents with access to ISD resources including, but not limited to, curriculum, online teaching materials, learning management systems (LMS), attendance and grading platforms.

2.5.7 Maintain an on-going relationship with the field supervisor through the ILT with regular communication and participation in ILT and governance meetings. This includes informing field supervisors of clinical teacher/teacher resident progress and notifying the EPP when a clinical teacher/teacher resident fails to meet the requirements of the clinical experience.

2.6 Joint East Texas A&M and ISD Commitments:

2.6.1 Collaborate to identify schools, principals, and teachers to host clinical teachers/teacher residents and support the fidelity of the teacher preparation program.

2.6.2 Select, train, and support cooperating teachers/host teachers.

2.6.3 Representatives from the EPP and ISD will participate in governance meetings to review program-related data and to discuss ISD and EPP needs, as well as teacher candidate progress.

2.6.4 Collaborate to provide appropriate clinical teacher/teacher resident placements to ensure all certification requirements are met.

2.6.5 Dismiss, reassign, or take other appropriate action against a clinical teacher/teacher resident if it is deemed to be in the ISD or EPP's best interest. This includes the establishment of reassignment procedures for teacher residents that result in a maximum of two placements during a yearlong residency experience, with the second placement assigned due only to a legitimate human resource concern or EC-12 certificate area as described in TAC 228.65(b)(1). Reassignment of teacher residents to a third placement will result in their reclassification as a clinical teacher due to residency pathway rules in Texas Administrative Code.

2.6.6 Establish ongoing, open communication between the EPP and ISD to ensure understanding of the expectations and roles of both institutions.

2.7 **Term and Termination.** This MOU will commence on the Effective Date and continues through one (1) year (the "Term"), unless sooner terminated as provided herein. The Term of the MOU may be extended upon mutual written agreement executed by the Parties; provided that the total term of the MOU shall not exceed five (5) years from the Effective Date. Either Party may terminate this MOU effective upon thirty (30) days' written notice to the other Party. Either Party may terminate this MOU effective upon written notice to the other Party if the other Party materially breaches any term of this MOU and fails to cure such breach within ten (10) days after receiving written notice of the breach.

2.8 **Southern Association of Schools and Colleges Commission on Colleges.** East Texas A&M is accredited by the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC), and all East Texas A&M instructors of record for courses in this articulated program are in compliance with criteria as described in SACSCOC Principle 6.2.a. of the SACSCOC Principles of Accreditation. It is understood by both parties that all students receiving a degree from East Texas A&M must comply with SACSCOC Principle Section 9, items 4 and 5 of the Principles of Accreditation. Principle 9.4 requires that "at least 25% of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree" while Principle 9.5 requires "at least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. Additional courses may be required to meet this Principle. Neither East Texas A&M nor other parties to this MOU may use the SACSCOC logo in any of their materials or on websites. Use of the logo is reserved exclusively for the Southern Association of Colleges and Schools Commission on Colleges.

2.9 **Confidential Information.** The Parties anticipate that under this MOU it may be necessary for a Party (the "Disclosing Party") to disclose information of a confidential nature ("Confidential Information") to the other Party (the "Receiving Party"). The Disclosing Party shall clearly identify Confidential Information at the time of disclosure by (i)

appropriate stamp or markings on the document exchanged, or (ii) written notice, with attached listings of all material, copies of all documents, and complete summaries of all oral disclosures (under prior assertion of the confidential nature of the same) to which each notice relates, delivered within thirty (30) days of the disclosure to the Receiving Party. Confidential Information shall include all information, data or other content that East Texas A&M, its affiliates, and their employees, contractors, students, or end-users enter, submit, upload, or otherwise provide to ISD to fulfill the Purpose under this MOU (collectively, the "Member Data").

2.9.1 "Confidential Information" does not include information that: (i) is or becomes publicly known or available other than as a result of a breach of this MOU by the Receiving Party; (ii) was already in the possession of the Receiving Party as the result of disclosure by an individual or entity that was not then obligated to keep that information confidential; (iii) the Disclosing Party had disclosed or discloses to an individual or entity without confidentiality restrictions; or (iv) the Receiving Party had developed or develops independently before or after the Disclosing Party discloses equivalent information to the Receiving Party; provided, however, that the above exclusions do not apply to Member Data that is personally identifiable information or other personal or private data that is protected under applicable laws or regulations.

2.9.2 The Receiving Party shall handle Confidential Information with the same care that the Receiving Party uses to protect its own information of comparable sensitivity, but not less than reasonable care. The Receiving Party may use Confidential Information only for the Purpose under this MOU and may disclose Confidential Information only to the Receiving Party's employees, contractors, agents, and other representatives ("Representatives") having a need to know the Confidential Information to fulfill the Purpose under this MOU; provided that they are subject to confidentiality obligations not less restrictive than those set forth herein, and the Receiving Party remains responsible for its Representatives' compliance with the obligations under this Section.

2.9.3 The Receiving Party shall promptly notify the Disclosing Party of any known unauthorized disclosure, misappropriation, or misuse of Confidential Information and shall take prompt and effective steps to prevent a recurrence of such misappropriation or misuse.

2.9.4 If the Receiving Party is legally required to disclose Confidential Information, the Receiving Party shall, to the extent allowed by law, promptly give the Disclosing Party written notice of the requirement so as to provide the Disclosing Party a reasonable opportunity to pursue appropriate process to prevent or limit the disclosure. If the Receiving Party complies with the terms of this Section, disclosure of that portion of the Confidential Information, which the Receiving Party is legally required to disclose, will not constitute a breach of this MOU.

2.9.5 The Receiving Party shall, upon request of the Disclosing Party, promptly return or destroy all materials embodying Confidential Information other than materials in electronic backup systems or otherwise not reasonably capable of being readily located and segregated without undue burden or expense, except that the Receiving Party may securely retain one (1) copy in its files solely for record purposes; provided that any such Confidential Information shall remain subject to the confidentiality obligations set forth herein. The Receiving Party's obligations as to Confidential Information will survive the termination or expiration of this MOU for a period of one (1) year.

2.10 **Compliance with laws.** Each Party shall conduct all activities in connection with this

MOU in compliance with all applicable federal, state, and local laws, executive orders, rules, and regulations.

2.11 Use of name. Each Party acknowledges that all rights in any trademarks, service marks, slogans, logos, designs, and other similar means of distinction associated with that Party (its "Marks"), including all goodwill pertaining to the Marks, are the sole property of that Party. Neither Party may use the Marks of the other without the advance written consent of that Party, except that each Party may use the name of the other Party in factual statements that, in context, are not misleading. The Parties will mutually agree in advance upon any public announcements, or communications to the media regarding this MOU to be provided pursuant to this MOU.

2.12 Miscellaneous.

2.12.1 Authority to Contract. Each Party represents and warrants that it has full right, power and authority to enter into and perform its obligations under this MOU, and that the person signing this MOU is duly authorized to enter into this MOU on its behalf.

2.12.2 Entire Agreement. This MOU constitutes the entire and only agreement between the Parties relating to the subject matter hereof and supersedes any prior understanding, written or oral agreements between the Parties, or "side deals" which are not described in this MOU. This MOU may be amended only by a subsequent written agreement signed by authorized representatives of both Parties. The express terms hereof control in the event of a conflict with any other documents constituting part of this MOU.

2.12.3 Force Majeure. Neither Party shall be held liable or responsible to the other Party nor be deemed to have defaulted under or breached this MOU for failure or delay in fulfilling or performing any obligation under this MOU if and to the extent such failure or delay is caused by or results from causes beyond the affected Party's reasonable control, including, but not limited to, acts of God, strikes, riots, flood, fire, epidemics, natural disaster, embargoes, war, insurrection, terrorist acts or any other circumstances of like character; provided, however, that the affected Party has not caused such force majeure event(s), shall use reasonable commercial efforts to avoid or remove such causes of nonperformance, and shall continue performance hereunder with reasonable dispatch whenever such causes are removed. Either Party shall provide the other Party with prompt written notice of any delay or failure to perform that occurs by reason of force majeure, including describing the force majeure event(s) and the actions taken to minimize the impact of such event(s).

2.12.4 Independent Contractor. Notwithstanding any provision of this MOU to the contrary, the Parties hereto are independent contractors. No employer-employee, partnership, agency, or joint venture relationship is created by this MOU. Except as specifically required under the terms of this MOU, ISD (and its representatives, agents, employees and subcontractors) will not represent themselves to be an agent or representative of East Texas A&M or the A&M System. . ISD and its employees shall observe and abide by all applicable policies, regulations, rules and procedures of East Texas A&M and A&M System, including those applicable to conduct on its premises.

2.12.5 Governing Law and Venue. The validity of this MOU and all matters pertaining to this MOU, including but not limited to, matters of performance, non performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed

and determined by the Constitution and the laws of the State of Texas.

2.12.6 Non-Assignment. Neither Party shall neither assign its rights nor delegate its duties under this MOU without the prior written consent of the other Party. Any purported assignment in violation of this Section will be void.

2.12.7 Non-Waiver of Privileges and Immunities. East Texas A&M is an agency of the state of Texas and under the Constitution and the laws of the state of Texas possesses certain rights and privileges, is subject to certain limitations and restrictions, and only has authority as is granted to it under the Constitution and the laws of the state of Texas. ISD expressly acknowledges that East Texas A&M is an agency of the state of Texas and nothing in this MOU will be construed as a waiver or relinquishment by East Texas A&M of its right to claim such exemptions, remedies, privileges, and immunities as may be provided by law, including the sovereign immunity of East Texas A&M.

2.12.8 Notices. Any notice required or permitted under this MOU must be in writing, and shall be deemed given: (i) three (3) business days after it is deposited and post-marked with the United States Postal Service, postage prepaid, certified mail, return receipt requested, (ii) the next business day after it is sent by overnight carrier, (iii) on the date sent by email transmission with electronic confirmation of receipt by the party being notified, or (iv) on the date of delivery if delivered personally. East Texas A&M and ISD can change their respective notice address by sending to the other Party a notice of the new address. Notices should be addressed as follows:

East Texas A&M:
2600 S. Neal St.
Commerce, Texas 75428
Attention: Contract Administration
Phone: +1 (903) 886-5620
Email: Contracts@etamu.edu

ISD:
Garland ISD
Address: 501 S. Jupiter Road.
Garland, Texas 75042
Attention: _____
Phone: _____
Email: _____

2.12.9 Severability. In case any one or more of the provisions contained in this MOU 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 hereof, and this MOU shall be construed as if such invalid, illegal, and unenforceable provision had never been contained herein. The Parties agree that any alterations, additions, or deletions to the provisions of the MOU that are required by changes in federal or state law or regulations are automatically incorporated into the MOU without written amendment hereto and shall become effective on the date designated by such law or by regulation.

IN WITNESS WHEREOF, the Parties have entered into this MOU as of the Effective Date.

East Texas A&M:	**ISD:**
By:_____	By:_____
Name:_____	Name: Mr. Darrell Dodds_____
Title: _____	Title: Chief Financial Officer_____
Date: _____	Date: _____

Exhibit A

This clinical experience is required by the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) for teacher certification. The document provides a brief overview

of the East Texas A&M LeoTeach educator preparation program (EPP) and the terms of this agreement.

The LeoTeach Program

The goal of clinical experiences at East Texas A&M is the preparation of effective, skilled, and independent educators. In collaboration with ISDs, East Texas A&M also seeks to support current teachers in their roles as mentors and coaches to preservice teachers to meet the following LeoTeach program learning outcomes:

1. To be immersed in the profession of teaching at the target grade range and content area(s) that allow for a smooth transition from the role of a candidate in the program to that of a classroom teacher
2. To be placed in a classroom with a qualified educator, who has the same credentials as those sought by the candidate, for the full clinical experience
3. To observe the behavior and learning styles of students in a world of diverse cultures and expectations
4. To develop high levels of teaching competence through a guided clinical experience
5. To learn how to create and use effective lesson plans for instruction
6. To become competent in creating and using instructional materials and strategies
7. To effectively use technology for instruction and communication
8. To establish open communication to support and be an asset to the placement campus and teacher education program
9. To become familiar with the organization and programs of the public school
10. To establish professional relationships with fellow teachers, students, administrators, and parents
11. To have an opportunity to demonstrate skills, receive feedback, and incorporate feedback into teaching practice
12. To engage in self-evaluation and professional goal setting
13. To apply research-based practices and teaching strategies in a classroom setting with the support of a classroom teacher and field supervisor

General Definitions:

1. **Candidate** - An individual who has been formally admitted into an Educator Preparation Program.
2. **Center Coordinator** – East Texas A&M faculty member in a leadership role at each field-based center. The Center Coordinator is the primary contact and facilitates collaboration between the field-based center and partner ISDs. Other responsibilities include scheduling interviews for clinical teaching/teacher residency placements, collaborating with ISDs to select cooperating/host teachers, facilitating governance meetings, coordinating seminars, and resolving concerns.
3. **Clinical Experience** – A supervised educator assignment through an Educator Preparation Program (EPP) at a public school accredited by the TEA where candidates demonstrate proficiency in the standards for the certificate sought. **Two separate options** for clinical experience are clinical teaching and residency. Different requirements apply to each kind of clinical experience. A candidate will begin the final year of their program on a track to complete 1 or 2 semesters of clinical teaching OR a track to complete a yearlong residency.

4. **Field-Based Centers** – East Texas A&M sites for coursework and seminars located throughout northeast Texas and DFW. Partner ISDs are connected to field-based center that is located geographically closest to the ISD.
5. **Field-Based Experiences**-Introductory experiences for a classroom teacher certification candidate involving, at the minimum, 50 hours (25 of which are active engagement in educational and instructional activities), and reflection over the experience of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting. The experiences must take place in a variety of instructional settings.
6. **Field Supervisor**- A currently certified educator, hired by the Educator Preparation Program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. Field supervisors receive annual EPP training and TEA-approved field supervisor training at least once every three years. Field supervisors for residency experiences also receive additional annual training as outlined in Texas Administrative Code 228.101(a)(4).
7. **Governance Meetings** - Meetings between the ISD and EPP during which key stakeholders (EPP faculty and staff, campus and district administrators, and other university and district representatives) discuss progress of teacher candidates, share data, and address program updates, questions, and/or concerns. Texas Administrative Code for residency programs requires quarterly governance meetings with campus supervisors present. Impacted campus supervisors would be those with residency candidates currently placed on their campus.
8. **Instructional Leadership Team (ILT)** - The ILT consists of the cooperating or host teacher, teacher candidate, and university field supervisor. ILTs for residency candidates will also include the campus supervisor. The ILT is a major decision-making body for the teacher candidate that adjusts expectations based on the individual circumstances of the placement, and the teacher candidate's strengths and weaknesses.

Clinical Teaching Definitions:

1. **Clinical Teacher** - Pre-service teacher who is assigned to a certified cooperating teacher in an accredited public school.
2. **Clinical Teaching** - One form of the culminating clinical experience in a teacher certification preparation program. In the experience the teacher candidate gradually assumes the teacher role. The assignment must be at a public school accredited by the Texas Education Agency (TEA) that is in the particular category for which a certificate area is being sought. The candidate must log 490 hours in the clinical experience setting. At least 280 of these hours must be in the cooperating teacher's classroom. Up to 210 of these hours may be counted in instructional settings during the school day under the supervision of a different certified educator, or through participation in campus professional development activities and/or meetings. Candidates who complete a successful clinical teaching experience have satisfied a requirement for a Standard teaching

certificate. Clinical teaching may be paid or unpaid depending on the agreement with the partnership district.

3. **Clinical Teaching Semester I** – Clinical Teaching Semester I is the first of two final semesters in the program, consisting of a field placement and seminar coursework. *During the first half* of semester I, students report to their field placement with a single cooperating teacher for two full days each week and attend weekly seminars. *During the second half* of the semester, students report to their field placement for three full days each week and attend a weekly 90-minute seminar, per field-based center design.
4. **Clinical Teaching Semester II** – The final semester of student teaching. During clinical teaching, teacher candidates report to their field placement five full days each week with the exception of eight seminar days scheduled throughout the semester.
5. **Cooperating Teacher (CT)** – For a clinical teacher candidate, an educator who is collaboratively assigned by East Texas A&M and the campus administrator who supports the candidate during the clinical teaching experience.
6. **Cooperating Teacher Qualifications** - The EC-12 classroom teachers in the partner school district who have agreed to have a teacher candidate in their classroom; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training (including co-teaching strategies) by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification area for which the clinical teacher candidate is seeking certification.
7. **Cooperating Teacher Duties** - The certified educator guides, assists, and supports the candidate during their clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The cooperating teacher reports the candidate's progress to that candidate's field supervisor.
8. **POP Cycle (Clinical Teaching)** - The evaluation process used at East Texas A&M. A POP "cycle" consists of (a) a pre-conference to review the teacher candidate's lesson; (b) observation and scripting of the lesson by field supervisor to gather evidence; (c) post-conference meeting with the teacher candidate to review evidence, coach and assign ratings; and (d) uploading portions of lessons for Texas Education Agency documentation as directed by the center coordinator or field supervisor.

Definitions Specific to Texas Teacher Residency:

1. **Campus Supervisor** – A school administrator or designee responsible for the annual performance appraisal of a candidate pursuing a residency certificate. This individual meets with the field supervisor, candidate, and host teacher at least three times each semester of residency to support the candidate's growth and development as a teacher.
2. **Host Teacher** – for a teacher residency candidate, an educator who is jointly assigned by East Texas A&M and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement. Host teachers are jointly selected by the EPP and the school

district. The identification and assignment of host teachers is a joint process that involves specific, co-constructed rubrics and timelines for selection which address the host teacher qualifications outlined below.

3. **Host Teacher Qualifications** – Host teachers are EC-12 classroom teachers in the partner school district who have been selected to host a residency candidate in their classroom. The host teacher has at least three years of teaching experience; ratings of proficient or above on at least 3 of their annual evaluations; demonstrated evidence of positive impact on student learning; and possesses other dispositional criteria determined by East Texas A&M and the partnership district. The host teacher must complete host teacher training (including co-teaching strategies) provided by the EPP within three weeks of being assigned to a resident and again during the second semester of residency. The host teacher must be currently certified in the certification area for which the residency candidate is seeking certification. An individual may not serve as both the host teacher and field supervisor.
4. **Host Teacher Duties** – The host teacher co-teaches with the residency candidate, gradually releasing instructional responsibility and lead instruction time to the candidate. The host teacher guides, assists, gives feedback to, and supports the candidate during the candidate's residency in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The host teacher reports the candidate's progress to that candidate's field supervisor at least monthly and participates in frequent collaborative meetings designed to support the resident's progression through the clinical experience.
5. **Performance Gates –** Performance gates are assessment measures that monitor candidates' performance during the residency, determine progression in the residency experience, and include plans for formal supports and interventions when performance criteria are not met at an established gate. For the residency clinical experience at East Texas A&M, the four POP Cycles (formal observations) serve as performance gates.
6. **POP Cycle (Residency)** - The evaluation process used at East Texas A&M. A POP "cycle" consists of (a) a pre-conference to review the teacher candidate's lesson; (b) observation and scripting of the lesson by field supervisor to gather evidence; (c) post-conference meeting with the teacher candidate to review evidence, coach and assign ratings; and (d) uploading portions of lessons as directed by the center coordinator or field supervisor. The POP Cycle functions as a performance assessment to determine candidate progression of instructional responsibility in the classroom of residency. This is done in collaboration with the ILT and proficiency in specific areas of each POP Cycle are required to satisfactorily complete the residency.
7. **Residency (**selected districts and candidates**) –** One form of the culminating clinical experience in a teacher preparation program. The yearlong residency is a separate classification of clinical experience from traditional clinical teaching. This is a supervised educator assignment for an entire school year through a partnership between East Texas A&M and a public school accredited by the TEA that may lead to completion of an enhanced standard certificate. Candidates in

residency participate in a full range of professional responsibilities. The resident is placed in the classroom of a highly qualified host teacher and the campus supervisor is an additional member of the team supporting the development of the candidate. Teacher residency may be paid or unpaid depending on the agreement with the partnership district. Throughout the duration of the residency, candidates must accrue a minimum of 750 hours, at least 400 of which involve coteaching and leading classroom instruction. There are other additional requirements beyond traditional clinical teaching.

8. **Residency Semester I** – The initial semester of residency. Candidates must attend and begin logging hours in their assignment on the first instructional day of the K-12 district's academic calendar. During residency, teacher candidates report to their field placement for a minimum of 21 hours each week. Candidates must also attend a weekly seminar for university course content.
9. **Residency Semester II** – The final semester of residency. During residency, teacher candidates report to their field placement for a minimum of 21 hours each week. Eight seminar days occur during this semester and are spread out across the semester. The final residency semester ends when the K-12 instructional calendar is over, which in many cases is after the university calendar ends for the semester. Candidates must continue working in their placement until the final K-12 instructional day is over.
10. **Teacher Resident** -- Pre-service teacher who is assigned to a certified host teacher in an accredited public school as part of a Texas teacher residency program.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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

Subject: Consider Approval of HB2 Delayed Compliance Plan for Teacher Certification

Consent Agenda

Executive Summary:

Request Board Approval to submit a formal extension plan in compliance with House Bill 2, postponing foundation curriculum certification requirements to the 2029-2030 academic year.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve HB2 delayed compliance plan for teacher certification.

Financial Impact and Funding Source:

N/A

Application for Delay of Teacher Certification Requirements

Garland Independent School District

Assistant Superintendent-Human Resources: Dr. Gradyne Brown

Current Uncertified Teachers

Below are the foundation/Special Education/Preschool/Bilingual uncertified teacher assignments for the 2025–2026 school year (K–12).

Current Uncertified Foundation Teachers	Grade Level	Subject	Anticipated Certification Date	Standard Certification Date
8	PreK	Self-Contained	3/1/2027	3/1/2029
4	PreK Bilingual	Self-Contained	3/1/2027	3/1/2029
24	Kindergarten	Self-Contained	3/1/2027	3/1/2029
18	1st Grade	Self-Contained	3/1/2027	3/1/2029
16	2nd Grade	Self-Contained	3/1/2027	3/1/2029
18	3rd Grade	Self-Contained	3/1/2027	3/1/2029
16	4th Grade	Self-Contained	3/1/2027	3/1/2029
13	5th Grade	Self-Contained	3/1/2027	3/1/2029
40	K-5	Bilingual Ed	3/1/2027	3/1/2029
1	6th -8th	Bilingual Ed	3/1/2027	3/1/2029
7	6th-8th	ESL Ed	3/1/2027	3/1/2029
3	6th Grade	Science	3/1/2027	3/1/2029
4	6th Grade	Social Studies	3/1/2027	3/1/2029
5	6th	ELAR	3/1/2027	3/1/2029
10	7-8 Grade	ELAR	3/1/2027	3/1/2029
6	6th Grade	Math	3/1/2027	3/1/2029
8	7-8 Grade	Science	3/1/2027	3/1/2029
6	7-8 Grade	Math	3/1/2027	3/1/2029
5	7-8 Grade	Social Studies	3/1/2027	3/1/2029
1	9-12 Grade	ESL Ed	3/1/2027	3/1/2029
6	9-12 Grade	ELAR	3/1/2027	3/1/2029

5	9-12 Grade	Math	3/1/2027	3/1/2029
6	9-12 Grade	Science	3/1/2027	3/1/2029
18	9-12 Grade	Social Studies	3/1/2027	3/1/2029
2	PreK SpEd	Self-Contained	3/1/2027	3/1/2029
23	K-5 SpEd	Self-Contained	3/1/2027	3/1/2029
7	K-5 SpEd	Inclusion	3/1/2027	3/1/2029
6	6-12 SpEd	Self-Contained	3/1/2027	3/1/2029
4	6-12 SpEd	Resource	3/1/2027	3/1/2029
4	6-12 SpEd	Inclusion	3/1/2027	3/1/2029

Foundation curriculum uncertified teachers: 294

Hiring Trends - New Uncertified Hires

Average number of new uncertified teachers hired in each of the last three years.

School Year	New Foundation Hires	New Non-Foundation Hires	Total New Uncertified Hires
2023–2024	**115**	**13**	**128**
2024–2025	**105**	**18**	**123**
2025–2026	**74**	**18**	**92**
Average	**98**	**16.3**	**114.3**

On average, Garland ISD has hired about 114.3 new uncertified teachers per year over the past three years, with the majority serving in foundation curriculum areas. The district is committed to reducing even these limited new uncertified hires by strengthening recruitment, improving certification pathways, and providing robust support systems for current staff.

Educator Preparation Program (EPP) Partners

Garland ISD maintains formal partnerships with Dallas College (supporting Certify and Prepare Educator (CAPE) teacher candidates), ACT Dallas LLC, Region 10, iTeach Texas, ECAP, Etools for Education Web-Centric ACP, Teach US, 240 Certification, and Texas Teachers of Tomorrow. These Educator Preparation Programs (EPPs) provide enrollment, supervision, coursework, and exam preparation for uncertified teachers as they transition into certification.

Progressive Transition Plan

This transition plan outlines Garland ISD's phased approach to reducing the number of uncertified foundation teachers by approximately 25% annually, resulting in full compliance with House Bill 2 (HB2) certification requirements by the 2029–2030 school year.

Transition Plan School Year	Foundation Uncertified (Target)	Key Actions
2025–2026	294(baseline)	Maintain partnerships with Dallas College, ACT Dallas LLC, Region 10, iTeach Texas, ECAP, Etools for Education Web-Centric ACP, Teach US, 240 Certification, and Texas Teachers of Tomorrow. Require all uncertified hires to complete the required 50 hours of observation and submit to their EPP. HR tracks progress in coordination with campus administrators and EPPs.
2026–2027	220.5	Quarterly HR progress checks with EPPs documented in the district certification tracker. New Teacher Academy made available to all new hires. Teaching and Learning/Curriculum Dept. collaborates with instructional coaches for onsite support.
2027–2028	147	Provide resources to support exam preparation and grow-your-own pipelines. Continued EPP supervision.
2028–2029	73.5	Finalize certification for remaining uncertified. Continued resources to support exam preparation. Provide mentoring and release time as needed.

2029–2030	0 (Full Compliance)	Full compliance with HB2 requirements. Sustain recruitment, certification monitoring, and early-intervention systems to prevent future noncompliance

This transition plan outlines Garland ISD's structured approach to achieving full compliance with Texas certification requirements for all foundation classroom teachers in alignment with House Bill 2. Through ongoing collaboration with approved Educator Preparation Programs, systematic progress monitoring, and targeted support, the district will reduce the number of uncertified teachers annually and achieve full compliance by the 2029–2030 school year.

Garland ISD will maintain oversight through documented tracking, quarterly reviews, and coordinated support among Human Resources, Teaching and Learning, and campus leadership. Upon reaching full compliance, the district will sustain recruitment, certification monitoring, and early-intervention practices to ensure continued adherence to state requirements and to support a fully certified instructional workforce.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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

Subject: Consider Approval of Resolution Allowing Compensation for Staff Members Due to Time Missed During Inclement Weather Days

Consent Agenda

Executive Summary:

Safety precautions due to impassable roads and severe cold weather caused Garland ISD to close all campuses and support buildings on January 26, 27, 28, and 29, 2026. Although the District was closed, some categories of essential workers are required to report to work on site during District closure. This resolution requests full compensation for all employees and allows for premium pay, which is the rate of one and one-half times their regular rate of pay for any on-site work done by non-exempt employees who were required to work during the emergency closure, as defined by board policy DEA (Local).

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve resolution allowing compensation for staff members due to time missed during inclement weather on January 26, 27, 28, and 29, 2026.

Financial Impact and Funding Source:

N/A

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, HEREBY DECLARING A PUBLIC PURPOSE FOR THE EXPENDITURE OF DISTRICT FUNDS DUE TO INCLEMENT WEATHER

WHEREAS, the District recognizes the value and benefit of encouraging its employees to be models for students in the District;

WHEREAS, the District maintains the safety of all students and staff as a top priority of the District;

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Garland Independent School District ("Garland ISD" or "District") for purposes necessary in the conduct of the public schools as determined by the Board;

WHEREAS, the Board acknowledges that during an emergency closing due to inclement weather, most District employees are instructed not to report for work;

WHEREAS, the Board finds that a need exists to address wage payments for employees who are idled;

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and

WHEREAS, the Board concludes that continuing wage payments to all designated employees, as identified by the Superintendent or designee —contractual and non-contractual, salaried and non-salaried—who suffer a loss in pay due to an emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen;

WHEREAS, as to non-exempt employees who are called on to work on-site during an emergency closing, the Board further concludes that payment of these employees at premium rate, otherwise defined as premium pay, one and one-half times their regular rate of pay, as provided in this resolution and defined in Board policy DEA (Local), serves the public purposes of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff;

NOW, THEREFORE, BE IT RESOLVED:

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.

2. The Board of Trustees of Garland Independent School District authorizes continued wage payments to all designated employees, as identified by the Superintendent or designee —contractual and non-contractual, salaried and non-salaried—who are instructed not to report to work during an emergency closing.

3. The authority granted by this resolution to continue wage payments to idled employees and to pay a premium rate of time and a half to nonexempt employees who provide emergency-related services is effective for any emergency closure on January 26, 27, 28, and 29, 2026, unless the Board takes action to authorize payment for a longer duration or modify the resolution at a later date.

4. That it is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the Garland ISD Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Garland ISD Board further ratifies, approves and confirms such written notice and posting thereof.

5. This Resolution shall take effect immediately upon its passage and is retroactive to any dates Garland ISD was closed due to inclement weather on January 26, 27, 28, and 29, 2026.

PASSED AND ADOPTED this 24th day of February 2026

By:

_____

Johnny Beach, President
Board of Trustees

ATTEST By:

_____

Daphne Stanley, Secretary
Board of Trustees

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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

Subject: Consider Approval of University of North Texas and Garland ISD Teacher Residency Program Agreement

Consent Agenda

Executive Summary:

An agreement between University of North Texas and the Garland Independent School District concerning the University Teacher Preparation Program (beginning upon the Effective Date of agreement and continues for one (1) year).

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the University of North Texas Teacher Residency Program Agreement.

Financial Impact and Funding Source:

The district will pay up to 5 residents with Title II funds at a minimum salary of $20,000 each.

MEMORANDUM OF AGREEMENT
***by and between**
UNIVERSITY OF NORTH TEXAS
and
GARLAND INDEPENDENT SCHOOL DISTRICT

TEACHER RESIDENCY

This Field Placement Agreement ("Agreement") is entered into this first day of July, 2026, ("Effective Date") by and between the University of North Texas ("UNT"), on behalf of its College of Education, and Garland ISD ("School District") for the purpose of establishing or continuing a Teacher Residency Program.

WHEREAS, the Parties to this Agreement are part of a collaboration between UNT and affiliated school districts committed to advancing the learning of EC-12 students, teacher candidates, and practicing educators, and to improving public education through collaborative research and development;

WHEREAS, the Parties to this Agreement believe that school districts and universities benefit when expertise and resources are shared in collaborative partnership to advance both shared missions and unique characteristics in service of continuous improvement of educator preparation; and

WHEREAS, this Agreement is intended and shall be interpreted to meet the statutory requirements for educator preparation programs adopted by the State Board of Education Certification.

THEREFORE, the Parties mutually agree on the following:

I. Term and Termination

1. The term of this Agreement is one (1) year, beginning upon the Effective Date of this Agreement.

2. This Agreement may be terminated upon thirty (30) days written notice by either party, provided that all teacher candidates in the teacher residency placement at the time of notice of termination is given, shall be permitted to finish their residency placement in accordance with the terms and conditions of this Agreement until completed.

3. This Agreement may be amended by either party upon notice to the other, which must be reduced to writing and signed by both parties.

II. UNT Obligations

UNT will:

1. Establish a residency cadre of up to **5** qualified students to participate as residents through an application and interview process. The selection process will be done in collaboration with both UNT and the school district.

2. UNT will share resident grade level, subject area, and host teacher preferences with school district personnel.

3. Provide UNT Teacher Residents for up to 1 day in the fall and 1 day in the spring for the students to meet weekly with their UNT faculty, staff, and site coordinator at the UNT or school district campus.

4. Coordinate representatives from UNT and the School District to serve on the Governance Committee, which will meet quarterly to review data and recommend any changes for the program. UNT and Garland ISD will collaborate on the application, hiring process, and hiring decisions for UNT students who will become teacher residents as well as the host teachers. UNT and Garland ISD will each appoint a coordinator for the residency program, who will maintain further communication for adjustments and troubleshooting throughout the year.

5. Provide Residency Handbook(s) ("Handbook") for each year of the residency that explains the program for teacher candidates, expectations of UNT and School District personnel who work with teacher candidates, and UNT contact information.

6. Provide a Director of Clinical Experiences ("Director") who provides oversight and coordination of all required clinical practice experiences associated with teacher

education courses. Director responsibilities include coordination with School District administrators, host teachers, UNT faculty, and UNT field supervisors to secure clinical practice placements, develop clinical practice materials and assessments, and train UNT supervisors and host teachers.

7. At the beginning of each school year, UNT will provide an orientation for UNT and district personnel, residents, as well as mentor training for host teachers. The orientation will provide an overview of the teaching residency program and the responsibilities of participants.

8. Designate a site coordinator for the UNT residency program. This leader will serve as an intermediary between the Director and UNT field supervisors. Their duties may include assisting with placements and conducting seminars for teacher candidates and providing professional development for UNT field supervisors. They will also collaborate with the school district to provide quarterly host teacher training. This designation will occur in advance of the start of the resident cadre, if possible.

9. UNT will provide clear expectations for residents, UNT faculty & staff, and host teachers in a timely manner regarding schedules, assignments, and assessments.

10. Assign UNT faculty and staff who will support teacher candidates and host teachers throughout the course of the clinical practice placement.

11. Pursuant to Section 22.0835 of the Texas Education Code, UNT will require each teacher candidate to complete a criminal history background check from the Texas Department of Public Safety. Upon request by the School District, UNT will confirm that each teacher candidate has complied with the criminal history records requirement under Texas Education Code 22.0835.

III. School District:

School District will:

1. Shortly after residents are notified that they have been accepted into a paid teaching residency program, the school district will begin the onboarding process for each resident and may offer a “Letter of Intent” to teach in the district following the conclusion of the UNT residency program.

2. Employ residents as part-time district employees, with hours per week varying across the year, with a schedule agreed upon by the university and district. Residents will co-teach with their host teachers 4 days a week in the fall and 4 days a week in the spring and participate in UNT coursework/seminar/test prep 1 day a week in the fall and 1 day a week in the spring. Residents will be due the normal rights and responsibilities of district employees.

3. Provide funding to pay the residents for the school year at (minimum $20,000) $20,000_ salary plus appropriate fringe benefit amounts, with an expected total of up to ____$20,000_____ for the up to **5** students expected in the residency cadre.

4. Collaborate with UNT to provide quarterly host teacher training or professional development opportunities for all host teachers to address questions, concerns, and improve the co-teaching process.

5. For the residency, the host schools shall be reasonably near to each other geographically.

6. Designate adequate meeting space for facilitating quarterly host teacher trainings and governance meetings.

7. Not recruit teacher residents away from the program as teachers of record prior to their completion of the full teacher education program.

8. Consult with the UNT Director of Clinical Experiences and Site Coordinator before assigning a resident as a full-day substitute.

9. The school district & UNT will select host teachers who are highly qualified and certified in their content area with 3 or more years of experience. The host teachers must be willing to mentor teacher candidates. Residents will co-teach for the entire school year with one host teacher while also having regular opportunities to visit other content teachers within the school district. Host teachers will be in compliance with all applicable national and state accreditation requirements, as well as the criteria for quality established between UNT and the district. Host teachers and school administrators shall be advised of their responsibility to meet with field supervisors from UNT, per the Texas Administrative Code, Chapter 228.

10. Collaborate with UNT in providing orientation activities for residents, host teachers, and UNT personnel.

11. Participate in quarterly governance meetings between school administrators, district administrators, and UNT personnel to discuss the residency program and any concerns.

12. The School District will assist UNT in the assessment and feedback of individual residents and of the residency program by completing assessment forms provided by UNT in a timely manner.

13. A public-school campus may accept a teacher candidate from a university other than UNT. Notwithstanding the preceding sentence, the School District must adhere to the terms of this Agreement, regardless of the presence of another university's teacher candidate on a campus.

IV. Miscellaneous

1. UNT teacher candidates are held to the Code of Ethics and Standard Practices for Texas Educators as printed in the Handbook. Teacher candidates shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

2. The School District will promptly notify UNT in writing of any teacher candidate conduct that may violate the policies of UNT, the School District or the Code of Ethics and Standard Practices for Texas Educators. In the event a teacher candidate is to be suspended or dismissed from any placement, the School District will follow the Procedures for Suspension and Termination in the Handbook and consult with UNT before finalizing such action, unless immediate removal is required by law or to protect the health and safety of minors.

3. Each party agrees to hold student information, including any personally identifiable student information or education records as those terms are defined under federal law ("Confidential Data") in strict confidence and warrants to the other party that it will use reasonable industry practices to establish and maintain adequate procedures to ensure the confidentiality and privacy of such Confidential Data from unauthorized use or disclosure in violation of FERPA and not to use or disclose Confidential Data except as permitted or required by this Agreement, as required by law, or as otherwise authorized by the other party in writing. Each party further agrees not to use Confidential Data for any purpose other than the purpose for which the

disclosure to the party was made. Each party shall continue to maintain the confidentiality and privacy of the Confidential Data after termination, expiration or other conclusion of this Agreement.

4. Nothing herein shall be deemed to create any association, partnership, joint venture, joint enterprise, or agency relationship between the Parties. In providing the foregoing services, the parties shall act as independent contractors.

5. The failure of either party to enforce any provision, to exercise any available remedy, or to demand the prompt performance of any obligation under this Agreement shall not be construed as a waiver or limitation of any right or remedy.

6. This Agreement and the rights and duties hereunder shall not be assigned by either party without the express written consent of the other party.

7. This writing constitutes the entire Agreement by the Parties. No later modification of this Agreement shall have force or effect unless set forth in writing and executed by authorized representatives of both Parties.

8. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas. This Agreement is entered into Denton County and venue for any legal proceeding regarding this Agreement shall be in Denton County.

IN WITNESS WHEREOF, the Parties have caused their duly authorized representatives to execute this Agreement to be effective as of the Effective Date.

UNIVERSITY OF NORTH TEXAS

By: _____

Provost _____

Date: _____

Name of School District

By: _____

Name _____

Title _____

Date: _____

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Dr. Shelley Garrett, Assistant Superintendent of Safety & Operations

Subject: Consider Approval of the Mutual Aid Agreement for Complex Emergency Response and Investigation Planning with Department of Public Safety (DPS) and the Dallas County Sheriff's Office

Consent Agenda

Executive Summary:

The attached Mutual Aid Agreement with DPS and the Dallas County Sheriff's Office is mandated by HB33 (aka, the Uvalde Strong Act) to establish procedures for the provision of resources, personnel, facilities, equipment, and supplies necessary to respond to active attack incidents at Garland ISD primary and secondary school facilities in an integrated manner.

This Agreement establishes the overarching framework for collaboration, communication, and coordination among the parties, and defines their respective responsibilities in carrying out the requirements of HB 33. In particular, the Agreement ensures that Garland ISD is formally included in planning and preparedness efforts, including the following:

1. **Tabletop Exercises:** Participation in a multi-agency tabletop exercise at least once during each odd numbered year. The parties will jointly determine the frequency and specific date(s) of the exercise within each odd-numbered year.

2. **In-Person Drills:** Participation in an in-person drill at least once during each even-numbered year. The parties will jointly determine the frequency and specific date(s) of the drill within each even-numbered year.

3. **Response Protocols:** Collaborative development of procedures, documented in a separate working protocols agreement, governing the provision and coordination of resources, personnel, facilities, equipment, and supplies in response to critical active attack incidents at primary and secondary school facilities within the County, using a vertically integrated response model.

It is both important and noteworthy that all three municipal police departments serving Garland ISD Garland Police Department, Rowlett Police Department, and Sachse Police Department—are parties to this Agreement.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

Provided for your approval.

Recommended Motion for Action Items:

Move to approve the Mutual Aid Agreement for Complex Emergency Response and Investigation Planning between DPS/Dallas County Sheriff's Office and Garland Independent School District as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A

Docusign Envelope ID: F320D2F0-E695-4D6A-AF05-DB3AFB62B1E8

MUTUAL AID AGREEMENT FOR COMPLEX EMERGENCY RESPONSE AND INVESTIGATION PLANNING

I. PARTIES

This Mutual Aid Agreement (Agreement) is between the Department of Public Safety (DPS), the Dallas County Sheriff (Sheriff's Office), and the All First Responder Agenc(ies) for Complex Emergency Response and Investigation Planning related to active attack incidents at primary and secondary school facilities in Dallas County (County).

II. DEFINITIONS

A. For purposes of this Agreement, governmental entities that employ first responders include the following:
   1. A peace officer described by Texas Code of Criminal Procedure Article 2A.001;
   2. An individual included as a fire protection personnel in Texas Government Code Section 419.021; and
   3. An individual included as emergency medical services personnel in Health and Safety Code Section 773.003.

III. BACKGROUND AND PURPOSE

House Bill (H.B.) 33 of the 89th Texas Regular Legislative Session, codified into Texas Government Code Section 772.013, mandates that DPS and certain local governmental entities employing first responders in each County, as identified by the County Sheriff's Office, enter into an agreement that establishes the procedures for the provision of resources, personnel, facilities, equipment, and supplies necessary to respond to active attack incidents at primary and secondary school facilities int the County in a vertically integrated manner.

This Agreement establishes the overall framework for collaboration by the parties and each party's respective duties to carry out the mandates of HB 33. The parties will separately enter into a working protocols agreement that will establish the specific procedures that the parties will follow to ensure the provision of comprehensive resources, personnel, facilities, equipment and supplies necessary for responding to and investigating active attack incidents at primary and secondary school facilities in the County.

IV. STATEMENT OF DUTIES TO BE PERFORMED

A. DPS RESPONSIBILITIES
   1. Consult with the County Sheriff's Office to determine which governmental entities employing first responders are reasonably likely to respond to an active attack incident at the primary and secondary school facilities in the County.
   2. Invite any appropriate federal agencies, as determined by DPS, to participate in the multiagency tabletop exercises and in-person drills.
   3. Invite any appropriate federal agencies, as determined by DPS, to enter into this Agreement as a Party.

Docusign Envelope ID: F320D2F0-E695-4D6A-AF05-DB3AFB62B1E8

B. COUNTY SHERIFF'S OFFICE RESPONSIBILITIES

Provide input to DPS on all the local governmental entities employing first responders that are reasonably likely, in the Sheriff's opinion, to respond to an active attack incident at the primary and secondary school facilities in the County. If the County has more than one school district, the County shall identify, as needed, the different governmental entities likely to respond to the different districts in the County.

C. MUTUAL RESPONSIBILITIES

DPS, the County Sheriff's Office and the signatories to this MOU understand and agree to the following:

1. To participate in a multiagency tabletop exercise at least once each odd-numbered year. The parties will collaboratively determine how often the tabletop exercise will be conducted in each odd-numbered year and the date(s) of the exercise.
2. To participate in an in-person drill at least once each even-numbered year. The parties will collaboratively determine how often the in-person drill will be conducted in each even-numbered year and the date(s) of the exercise.
3. To collaboratively establish procedures in a separate working protocols agreement, incorporated by this reference as an exhibit to this Agreement, for the provision of resources, personnel, facilities, equipment, and supplies in responses to critical active attack incidents at primary and secondary school facilities in the County in a vertically integrated fashion. DPS and the County will determine if more than one working protocols agreement is required if the County has more than one school district.
4. When establishing the procedures, DPS and local law enforcement agencies will:
   a. give priority to establishing the interoperability of communications equipment among the parties to this Agreement;
   b. establish procedures for interagency coordination in activities arising from critical active attack incidents, including evidence collection;
   c. set jurisdictional boundaries; and
   d. determine the capabilities, processes, and expectations among the parties to this Agreement.

V. TERM OF CONTRACT AND AMENDMENTS

This Agreement is effective on the date of the last party to sign. The parties will review the Agreement each year from the date of execution to determine if any amendments need to be made. This Agreement may only be amended by mutual written agreement of the parties.

VI. NO LIABILITY; NO APPARENT AGENCY AUTHORITY

The parties are associated with each other only for the purposes and to the extent set forth in this Agreement.

The parties agree that they shall have no liability for the actions or omissions of the other parties and are solely responsible for their own actions or omissions; however, only to the extent required by Texas law.

The parties do not have authority for or on behalf of the other parties except as provided in this Agreement. No other authority, power, partnership, or rights are granted or implied.

Docusign Envelope ID: F320D2F0-E695-4D6A-AF05-DB3AFB62B1E8

VII. NOTICE

The respective party will provide any required notice as noted in this section. Either party may change its information by giving the other party written notice and the effective date of the change.

If to DPS: TBD; name, title, address, email address, phone, fax

If to County Sheriff's Office: TBD; name, title, address, email address, phone, fax

If to Local Governmental Entity: TBD; name, title, address, email address, phone, fax

If to Federal Agency: TBD; name, title, address, email address, phone, fax

The undersigned signatories have full authority to enter into this Agreement on behalf of the respective Parties.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Consider Approval of the Naming of the Rowlett High School Baseball Concession Stand to Archer's Snack Shack

Consent Agenda

Executive Summary:

This project is a passion project for Matt and Melissa Hill in honor of their late son, Archer Hill, who passed away in the Spring of 2024 after his battle with cancer. The concession stand was Archer's favorite place to be at while watching his brothers play for the Rowlett High School Eagle program. Naming the concession stand in honor of Archer would bring attention to his story and testimony.

Reviewed and approved by David Dunphy, Principal of Rowlett High School, Javier Fernandez, Director of Facilities Planning and Construction Services, Dr. Jennifer DuPlessis, Executive Director of Facilities and Maintenance, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendation:

It is the administration's recommendation to approve the naming of the Rowlett High School Baseball Concession Stand to Archer's Snack Shack.

Recommended Motion for Action Item:

Move to approve the naming of the Rowlett High School Baseball Concession Stand to Archer's Snack Shack.

Financial Impact and Funding Source:

N/A



Naming of the Rowlett High School Baseball Concession Stand

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Rowlett HS 009 – Naming the Baseball Concessions Stand

Justification:
This project is a passion project for Matt & Melissa Hill in honor of their late son Archer Hill who passed away on spring 2024 from a fight with cancer. The concession stand was Archer's favorite place to be at while watching his brothers play for the Rowlett Eagle program. The idea is to name Rowlett HS Baseball concession stand to "Archer's Snack Shack" so it would be a memorial to their son. Along with a memorial plaque talks about Archer Hill.

Ceremony:
Ceremony with invitations to the Hill Family, present staff after installation of signage.

Fund:
The Hill Family will donate Signage and Plaque.

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

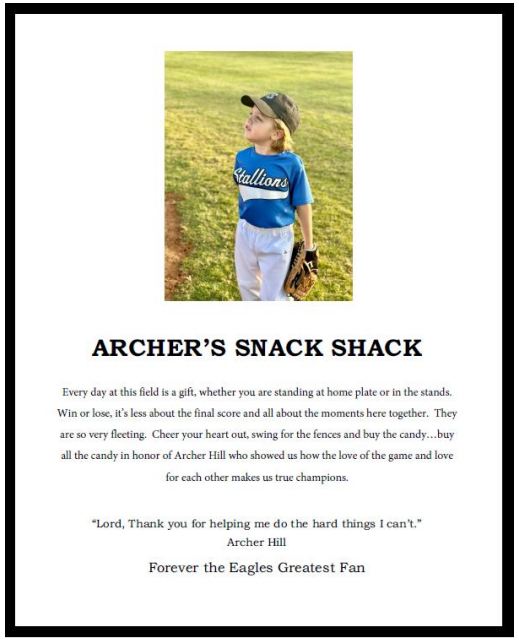
Rowlett HS 009 – Naming the Baseball Concessions Stand

Facility Naming – Overall Proposed Design & Rendering

Size: ***2'X4'***



Size:***16"X20"***





ROWLETT EAGLES BASEBALL

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Rowlett HS 009 – Naming the Baseball Concessions Stand



GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Mark Booker, Executive Director of Purchasing

Subject: Consider Approval of Purchase of Charter Transportation Services (#68-26-02)

Consent Agenda

Executive Summary:

This award will provide district-wide charter transportation services to the District and to all participants of the Educational Purchasing Cooperative of North Texas (EPCNT). Reviewed and approved by Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Charter Transportation Services, from the companies listed on Exhibit A, provide 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#68-26-02 Charter Transportation Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $200,000

199 - General Fund

Exhibit A

RFP 68-26-02 Charter Transportation Services

Awarded Suppliers

Accent Johnston Limousine Inc, dba AJL International

Avalon Motor Coaches LLC

Freedom Charters and Tours LLC

Game Time Transportation LLC

Roadrunner Charters Inc

Transportation Unlimited Incorporated

The District solicited 194 suppliers and received 6 responses

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Mark Booker, Executive Director of Purchasing
Jennifer Miller, Director of Student Nutrition Services (SNS)

Subject: Consider Approval of Purchase of Commodity Processing for Student Nutrition Services (SNS) (#141-27)

Consent Agenda

Executive Summary:

The purpose of the contract is to process raw commodities into a finished product to feed the students in the cafeterias of Garland ISD. Reviewed and approved by Jennifer Miller, Director of Student Nutrition Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Commodity Processing for Student Nutrition Services (SNS) from the companies listed in Exhibit A, provide the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year

Recommended Motion for Action Items:

Move to approve contract#141-27 Commodity Processing for Student Nutrition Services (SNS) as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $7,500,000

240 - National School Breakfast and Lunch Program

Exhibit A

RFP 141-27 Commodity Processing for Student Nutrition Services (SNS)

***Alpha Foods**

Brookwood Farms Incorporated

***Calfed Financial Corporation**

Cargill Kitchen Solutions

Foster Poultry Farms

Gold Creek Foods

Goodman Food Products

High Liner Foods USA INC

***Hormel Foods Sales LLC**

***International Foods Solutions Inc.**

JTM Provisions Co Inc.

Land O Lakes

Lets Do Lunch Inc.

McCain Foods

MCI Foods Inc.

***Michael Foods**

Omnibus Trading Corporation

Out Of The Shell LLC

Peterson Farms Fresh LLC

Pilgrim's Pride Corporation

***Proview Foods LLC**

***Rich Products Corporation**

***Rodriguez Foods LTD**

***Schwans Sales Co Inc**

Simplot Global Food Holdings Inc.

Tasty Brands LLC

Tyson Prepared Foods Inc

The district solicited 629 vendors and received 39 responses

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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

Subject: Consider Approval of Modification to Translation and Interpretation Services (#341-21-01)

Consent Agenda

Executive Summary:

The modification is for the approval of a company name change from Translation & Interpretation Network, LLC, dba TIN, to Lango, LLC. The award amount remains unchanged. Reviewed and approved by Jason Wheeler, Executive Director of Communications, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

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

Change From: Translation & Interpretation Network, LLC, dba TIN

Change To: Lango, LLC

Procurement Method: Request for Proposal

Recommended Motion for Action Items:

Move to approve modification to contract#341-21-01 Translation and Interpretation Services as presented to the Board of Trustees.

Funding Source:

Not to Exceed Amount: $120,000

199 – General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

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

Subject: Consider Approval of Modification to Translation and Interpretation Services (#341-25)

Consent Agenda

Executive Summary:

The modification is for the approval of a company name change from Translation & Interpretation Network, LLC, dba TIN, to Lango, LLC. The award amount remains unchanged. Reviewed and approved by Jason Wheeler, Executive Director of Communications, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

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

Change From: Translation & Interpretation Network, LLC, dba TIN

Change To: Lango, LLC

Procurement Method: Request for Proposal

Recommended Motion for Action Items:

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

Funding Source:

Not to Exceed Amount: $120,000

199 – General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Mark Booker, Executive Director of Purchasing
Jeanine Boyett, Library and Media Services Coordinator

Subject: Consider Approval of Purchase of Library Books and Materials Catalog (#344-26)

Action Item

Executive Summary:

This award will furnish library books and materials for district libraries to support literacy by providing physical books and eBooks to teachers and students. Reviewed and approved by Jeanine Boyett, Library and Media Services Coordinator, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on February 10, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Library Books and Materials Catalog from the company or companies listed on Exhibit A, provide the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Request for Proposal

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

Recommended Motion for Action Items:

Move to approve contract#344-26 Library Books and Materials Catalog as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $750,000

199 - General Fund	85%
461 - Campus Activity Funds	15%

Exhibit A
RFP 344-26 Library Books and Materials Catalog
Awarded Suppliers

Supplier Names	Percentage Range by Vendor
ABDO Publishing Co.	30%
Ad Astra Education LLC /Bellwether Media LLC dba FlutterBee Education Group	30%
Barnes and Noble Booksellers Inc.	20% - 35%
Bound to Stay Bound Books Inc.	5% - 30%
Cengage Learning	10%
Children's Plus, Inc. dba Libraria	30%
Complete Book & Media Supply Inc.	0% -50%
Delaney Educational Enterprises	30%
Earlychildhood LLC / dba Discount School Supply	10%
Follett Content Solutions LLC	45%
Grey House Publishing/dba Salem Press Product Line	15%
Hertzberg New Method Inc. / dba Perma Bound Books	0% - 40%
Hondo Cane Company Inc. / dba La Canastita Books	10%
Literal Technologies Inc.	50%
Mackin Book Company/dba Mackin Educational Resources	0% - 8%
QEP Inc. Professional Books	0% - 35%
Rainbow Books Inc.	0% - 30%
Really Good Stuff	3%
Rosen Publishing	20% - 30%
Scholastic Inc.	25%
Textbook Warehouse LLC	5%

The district solicited 881 vendors and received 25 responses, and 2 non-responsive

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Mark Booker, Executive Director of Purchasing
Jeanine Boyett, Library and Media Services Coordinator

Subject: Consider Approval of Purchase of Library Books and Materials Catalog (#344-26-04)

Action Item

Executive Summary:

This award will furnish library books and materials for district libraries to support literacy by providing physical books and eBooks to teachers and students. Reviewed and approved by Jeanine Boyett, Library and Media Services Coordinator, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Library Books and Material Catalog from the company or companies listed on Exhibit "A", provide the best value to the Garland Independent School District.

New Award- Replacement

Procurement Method: Request for Proposal

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

Recommended Motion for Action Items:

Move to approve contract 344-26-04 Library Books and Material Catalog as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $300,000

199 - General Fund	85%
461 - Campus Activity Funds	15%

Exhibit A

RFP 344-26-04 Library Books and Materials Catalog
Awarded Suppliers

Supplier Names	Percentage by Vendor
*Coughlan Companies LLC / dba Capstone	Confidential
Crabtree Publishing Company	25%
Lerner Publishing Group	25%
MT Library Services LLC / dba Junior Library Guild	5%
Multicultural Books and Videos Inc.	10%

The district solicited 879 vendors and received 9 responses, and 1 non-responsive

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **February 24, 2026**

Presented By: **Lisa Ray**

Subject: **Update 126– Local Policies**

Action Item

Executive Summary:

Update 126 includes revisions to legal framework documents based in large part on changes resulting from the 89th Regular Legislative Session. Corresponding changes to local policies offered for consideration address the following topics:

- Board meetings and public comments
- Prohibition of certain activities by district contractors
- Cybersecurity
- Artificial intelligence
- Threshold for competitive bidding
- Designation of multiple-occupancy private spaces
- Prohibition on personal services performed by administrators
- Employee leave
- Reasons for nonrenewal
- Employee complaints
- Employee conduct
- Instructional plans
- Review of instructional materials
- Special education video/audio monitoring
- Parent-teacher conferences
- Parent portal
- Released time courses
- Epinephrine delivery systems and nonprescription medication
- Notice to staff of threats
- Notification of child abuse/neglect
- Parent/student complaints
- Video/audio monitoring of common areas
- Public complaints

• Weapons on district property

Garland ISD will not be recommending that we adopt TASB's policy revisions to DGBA Local (employee grievances), FNG Local (parent grievances) and GF Local (community grievances), as we will be recommending an exemption through our District of Innovation process.

This exemption allows Garland ISD to do the following:

- Preserve locally established grievance procedures that are already in effect and understood by students, parents, employees, administrators, and the public;
- Maintain local timelines designed to encourage timely filing, prompt investigation, and efficient resolution of concerns close in time to the underlying event or decision;
- Ensure grievances are fully developed at the earliest level of review, supporting efficient and informed decision-making.

The District's grievance policies already provide due-process protections, multiple levels of review, documentation requirements, and safeguards against retaliation. This exemption allows those policies to remain in effect without being superseded by prescriptive statutory procedures. GISD will continue to implement the currently adopted grievance process, including clear grievance procedures, protections against retaliation, clear documentation, due-process expectations, and multiple levels of review. These exemptions were approved by the DEIC Committee as part of the District of Innovation plan which will be approved at the February 24, 2026 Board meeting.

BE(LOCAL): BOARD MEETINGS
BED(LOCAL): BOARD MEETINGS: PUBLIC PARTICIPATION
CJ(LOCAL): CONTRACTED SERVICES
CJA(LOCAL): CONTRACTED SERVICES: BACKGROUND CHECKS AND REQUIRED REPORTING
CLE(LOCAL): BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: REQUIRED DISPLAYS
CQB(LOCAL): TECHNOLOGY RESOURCES: CYBERSECURITY
CQD(LOCAL): TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE
CSA(LOCAL): FACILITY STANDARDS: SAFETY AND SECURITY
CV(LOCAL): FACILITIES CONSTRUCTION
DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST
DEC(LOCAL): COMPENSATION AND BENEFITS: LEAVES AND ABSENCES
DFBB(LOCAL): TERM CONTRACTS: NONRENEWAL
DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT
EEP(LOCAL): INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS
EFA(LOCAL): INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

EHBAF(LOCAL): SPECIAL EDUCATION: VIDEO/AUDIO MONITORING
EIA(LOCAL): ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS
FA(LOCAL): PARENT RIGHTS AND RESPONSIBILITIES
FEF(LOCAL): ATTENDANCE: RELEASED TIME
FFAC(LOCAL): WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT
FFB(LOCAL): STUDENT WELFARE: CRISIS INTERVENTION
FFF(LOCAL): STUDENT WELFARE: STUDENT SAFETY
FFG(LOCAL): STUDENT WELFARE: CHILD ABUSE AND NEGLECT
FO(LOCAL): STUDENT DISCIPLINE
GKA(LOCAL): COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Administrative Recommendations:

First discussion.

Recommended Motion for Action Items:

I move that we approve TASB's recommendation of Update 126 Local policies with the exception of DGBA Local, FNG Local and GF Local. Garland ISD will retain its current grievance policies.

Financial Impact and Funding Source:

N/A

Meeting

Board meetings shall be held during a time that is outside of typical work hours. [See FA(LEGAL)]

A meeting is defined as any meeting that is required to be posted under the Texas Open Meetings Act. [See BE(LEGAL)]

Scheduled Meetings

Scheduled Board meetings shall normally be held at 6:00 p.m. on the fourth Tuesday of each month. Committee meetings shall be held in accordance with policy BDB(LOCAL). When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a scheduled meeting with proper notice.

The Board may post meetings as a whole or a Board workshop/briefing preceding a regularly scheduled Board meeting as needed.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President's discretion or on request by three members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or three members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Deadline

The deadline for submitting items for inclusion on the agenda is the 10th calendar day before scheduled meetings and the 10th calendar day before special meetings.

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings in a timely manner. Any Board member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Board member without that Board member's specific authorization.

Notice to Members

Members of the Board shall be given notice of regular and special meetings at least three business days prior to the scheduled date

of the meeting and at least one hour prior to the time of an emergency meeting.

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business

The order of business for scheduled Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

Record Vote

Voting on any item shall be a record vote by show of hands or roll call, as directed by the Board President. Any member may abstain from voting on an item, and a member's vote or failure to vote shall be recorded in the minutes. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Minutes

Board action shall either be noted by minutes or by recording.

[See CPC regarding retention of records.]

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President

shall not interfere with debate so long as members wish to address themselves to an item under consideration.

Limit on Participation

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment

Public comment shall occur at the beginning of the meeting. [See FA]

Regular Meetings

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed three minutes per meeting.

Meeting Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may adjust the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

Complaints and Concerns

The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA
- Student or parent complaints: FNG
- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

Employment Assistance Prohibited

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees]

Prohibited Classroom Instruction or Activities

A District contractor is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB(LEGAL)]. Violation of this policy shall result in termination of the contract. A District contractor shall be permitted to appeal this action in accordance with this policy.

Prohibition on Diversity, Equity, and Inclusion

A contract is subject to termination if the District contractor intentionally or knowingly:

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

A District contractor shall be permitted to appeal this action in accordance with this policy.

[See BT(LEGAL)]

Vendor and Contractor Complaints

Guiding Principles and Application

The following provisions apply to all complaints or grievances from:

1. All persons, corporations, partnerships, or any other entity that seeks engagement in or has engaged in a contractual relationship with the District to provide goods or services; and
2. All persons, corporations, partnerships, or any other entity that claims to have performed services or provided goods to the District based on any understanding it may have had with any officer, employee, or agent of the District.

The complaints or grievances shall be related to or arising from:

1. The administration or performance of contracts or an alleged contract for goods or services by the District, its agents, its employees, or its contractors; or

2. The acts of the District or any of its employees, officers, agents, or contractors related to a contract or an alleged contract for goods or services, including the alleged negligent or intentional conduct of any District employees, officers, agents, or contractors.

This policy constitutes a contractual adjudication procedure enforceable under Texas Local Government Code 271.154.

This policy shall not apply to persons who are employees of the District or to any complaint or grievance arising from employment in the District.

Definitions

For purposes of this policy, the following definitions shall apply.

Complaint / Grievance

The terms “complaint” and “grievance” shall have the same meaning.

Filing

“Filing” shall mean submitted by certified mail, return receipt request. Filing shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline date.

Days

“Days” shall mean calendar days.

“Business days” shall mean days on which the District’s administrative office is open for business and does not include weekends or holidays.

In calculating timelines under this policy, the day a document is filed, mailed, or otherwise delivered is “day zero;” all deadlines shall be determined by counting the following day or business day, as appropriate, as “day one.”

In calculating timelines under this policy, the day a document is filed, mailed, or otherwise delivered is “day zero;” all deadlines shall be determined by counting the following day or business day, as appropriate, as “day one.”

Response

At Levels One and Two, “response” shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, faxed, or sent by U.S. Mail to the individual’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline and received by the individual or designated representative no more than three business days after the response deadline.

Representative

“Representative” shall mean any person who or organization that is designated by the individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel.

General Provisions

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

Complaints that are not filed in accordance with the timelines shall be dismissed. No administrator shall have the authority to extend a deadline for filing a complaint.

The complainant may appeal the dismissal by seeking review in writing within ten days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

All appeals challenging the determination of timeliness shall be filed in writing and state the reason the complainant believes the complaint was timely filed. For appeals of timeliness only, the complainant shall not be entitled to make a personal presentation at any grievance level on the subject. Rather a determination shall be made solely on the written documentations provided by the complainant in connection with the appeal.

Costs Incurred

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

Failure to Attend Hearing

Failure of the complainant or designated representative to attend a scheduled hearing shall constitute a waiver of the right to relief at that level and shall affirm the decision of the lower level, if applicable. The failure of a complainant or designated representative to attend a scheduled hearing shall also constitute a waiver of the complainant’s right to proceed to any higher grievance level.

Complaint Form

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

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the

individual did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing a complaint.

Relief Granted A complainant shall not be allowed to appeal the decision of a hearing officer at Level One or Level Two when the decision has granted all of the relief requested.

Level One Complaint forms must be filed:

1. Within 90 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall hold a conference with the individual within ten business days after receipt of the written complaint. The administrator shall have ten business days following the conference to provide the individual a written response.

Level Two If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days after receipt of the response or, if no response was received, within ten days of the response deadline at Level One.

The relief available to the complainant at Level Two shall be limited to that requested by the complainant at Level One. New or additional relief requested at Level Two shall not be considered at Level Two except at the discretion of the Superintendent or designee.

The Superintendent or designee shall hold a conference within ten business days after the appeal notice is filed. At the conference, the Superintendent or designee shall consider only the issues and documents presented by the grievant at Level One and identified in

the Level Two appeal notice. The Superintendent or designee shall have ten business days following the conference to provide the individual a written response. The Superintendent or designee may consider District records in reaching a decision.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board. A complainant requesting a Level Three grievance hearing may request the opportunity to make an oral argument before the Board at the meeting where the grievance is to be considered. In the alternative, a complainant may present his or her Level Three grievance to the Board solely in the form of a written petition with supporting evidence. A grievance submitted to the Board in writing only shall be discussed in a closed session unless otherwise required to be discussed in open session under this policy and shall not require the complainant or representative to attend the hearing. If the complainant does not specifically request the opportunity to make an oral argument before the Board, then no oral argument shall be heard and the Board shall only consider the written record.

The appeal notice must be filed in writing, on a form provided by the District, within ten days after receipt of the response or, if no response was received, within ten days of the response deadline at Level Two.

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

The Superintendent or designee shall provide the Board with copies of the complaint form, all responses, all appeal notices, and all written documentation previously submitted by the individual or the administration. The Board shall consider only those issues and documents presented at the preceding levels and identified in the appeal notice.

The Board shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the

presentation by the individual or the individual's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The relief available to the complainant at Level Three shall be limited to that requested by the complainant at Level One or granted to the complainant at Level Two. New or additional relief requested by the complainant at Level Two or Level Three shall not be considered.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. Announcing the Board's decision or announcing the effect of Board inaction in the complainant's presence constitutes communication of the decision. If, for any reason, the Board fails to reach a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Emergencies

In an emergency due to a health or safety concern, a reasonably unforeseeable situation, or other exigent circumstance, the District employee who is in charge of the facility shall be authorized to determine whether an employee of a contracting or subcontracting entity who does not have the required criminal history record information (CHRI) review or who has a disqualifying conviction will be permitted to enter a District facility.

If allowed to enter the facility, the employee of the contracting or subcontracting entity shall be accompanied by a District employee at all times.

The U.S. and Texas flags shall be prominently displayed in each classroom to which a student is assigned during the time that the pledges of allegiance to those flags are recited.

Plan

The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator

The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Texas Cyber Command; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach and Cybersecurity Incident Notifications

Upon discovering or receiving notification of a breach of system security or a cybersecurity incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities and provide any other notices in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the artificial intelligence (AI) training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the AI training requirements.

Use in District

Employees and students shall be permitted to explore AI and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security.

A student shall only use AI tools with teacher permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work. Students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with the Student Code of Conduct and policy. [See EIA(LOCAL), FFH, FFI, and the FO series]

Building Access Control

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

Designation and Use of Private Spaces

The Board shall ensure that the Superintendent, or appropriate staff as determined by the Superintendent, designates private spaces in accordance with law.

The Superintendent shall develop administrative regulations to ensure compliance with law and policy regarding the use of private spaces in District facilities.

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above the competitive purchasing threshold established in law. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above $150,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or the Superintendent prior to any changes being made in the approved plans or the actual construction of the facility.

In this policy, a change order means any change to the contract sum, not to exceed 10 percent of the total contract cost, contract time, or construction documents approved by the Board or the Superintendent.

Construction Contingency Funds

Where a contract includes a construction contingency, the Superintendent may approve an expenditure from the contingency fund not to exceed the greater of an amount expressly delegated to the Superintendent in the underlying contract or amount granted to the Superintendent in policy CH(LOCAL). Where the contract does not delegate to the Superintendent authority to approve expenditures from the construction contingency in terms of a specific dollar amount, the Superintendent's authority to approve an individual contingency expenditure shall be limited to the purchasing authority granted to the Superintendent in policy CH(LOCAL). Contingency expenditures shall be supported by written documentation required in the contract.

Where the contract does not express the minimum documentation requirements, supporting documentation shall include a written explanation of the reason for the contingency expenditure by the design professional, construction manager or contractor, and project manager (if applicable) and such written documentation shall be provided to the Board for review on or before the next regularly scheduled Board meeting following the approval of the contingency expenditure. Where the contract states a specific dollar limitation on the Superintendent's authority to approve a contingency expenditure, the Superintendent shall not have authority to approve a contingency expenditure that exceeds the limits described in this policy, and any such approval shall be void to the extent that it exceeds the limitations set forth herein.

Change Order Procedures

The following guidelines have been established by the Board for the District to implement change orders:

1. The Board has the sole authority to approve change orders and may delegate limited authority to the Superintendent to approve change orders.
    a. The Board may delegate the authority to approve change orders through the approval of Board policy.
    b. The Board may delegate the authority to approve a specific change order that has been presented for the Board's consideration.
    c. The Board may delegate the authority to approve change orders by approving a contract that sets forth the limits of the Superintendent's authority to approve change orders.
2. Where the Board delegates the authority to approve change orders to the Superintendent through the Board's approval of a contract that contains a provision which delegates limited authority to the Superintendent to approve change orders, the dollar limit of the Board's delegation of authority shall be equal to or less than the total dollar amount of the line-item contained of the contract sum identified using the term "contingency" (i.e., "The Owner's Contingency" or "The Construction Manager's Contingency").
3. Where the Board delegates the authority to approve change orders, the maximum amount of authority shall be no greater than the budgeted amount expressly stated in the Board's action.

4. No change order shall be valid and enforceable unless the Board has budgeted for the expenditure prior to execution of the change order by the District.

5. Where the contract does not express the minimum documentation requirements for a change order, supporting documentation shall include a written explanation of the reason for the change order expenditure by the design professional, construction manager or contractor, and project manager (if applicable) and such written documentation shall be provided to the Board for review at the next regularly scheduled Board meeting that follows the date the change order is presented to the District for execution.

6. Where the contract is silent as to the limits of the Superintendent's authority, the Superintendent shall not have the authority to approve a change order that exceeds the amount set forth by law or this policy.

Project Administration

All construction projects shall be administered by the Superintendent.

The Superintendent shall keep the Board informed concerning construction projects and shall also provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board or the Board's designee has accepted the work.

Note: For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB.

Disclosure—General Standard

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Specific Disclosures

Substantial Interest

The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest, as defined by Local Government Code 171.002, shall file an affidavit with the Superintendent; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.

Interest in Property

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

Annual Financial Management Report

The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.

[See BBFA]

Gifts

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, CB, and CBB]

Endorsements

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

Sales

An employee shall not use his or her position with the District to attempt to sell products or services.

Nonschool Employment

An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Private Tutoring

A teacher may tutor students for pay and without submitting a request for approval provided that:

1. The teacher does not receive pay for tutoring students assigned to him or her during the current school term or the preceding or following school year. A teacher may tutor such students for pay during the summer months.
2. Students are granted credit only if:
    a. The students are enrolled in and successfully complete requirements in a regular school class; or
    b. The students comply with policy EHDB, credit by examination with prior instruction.
3. Students tutored during the summer months are not granted credit unless the requirements of item 2, above, are met.
4. Employees who tutor students for pay file the students' names with the principal.

Personal Services Performed by an Administrator

An administrator, as defined in law, shall not receive any financial benefit for the performance of personal services except as permitted by and in accordance with law.

An administrator, other than a Superintendent or an assistant superintendent, who wishes to seek Board approval to perform personal services permitted by law shall submit that request to the Superintendent in accordance with administrative regulations.

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Daily Rate of Pay

The “daily rate” of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee’s annual salary by the number of duty days in the employee’s contract year.

Catastrophic Illness

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family for a prolonged period of time which causes the employee to exhaust all earned accrued leave time and results in loss of compensation from the District. Such conditions typically require the services of a licensed practitioner and/or prolonged hospitalization or recovery or are expected to result in disability or death.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave for the current year available for use at the beginning of the school year. When an employee is present for his or her first duty day of the school year, local leave shall be made available for use at the beginning of the school year. If an employee is not present on his or her first duty day of the school year, local leave shall be made available for use at the beginning of the school year, but the employee shall be subject to earning any local leave taken when the employee returns to work.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or more than three consecutive workdays for illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.
4. The employee requests extended leave for a catastrophic illness.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Request for Leave

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Restrictions

No employee shall be granted discretionary use of state personal leave on days scheduled for state-mandated assessments. Individual supervisors may also restrict the use of state personal leave for discretionary purposes on other days. These restrictions shall be communicated by individual supervisors to their employees.

Local Leave

Each employee shall earn five paid local leave days per school year in accordance with administrative regulations. If an employee is not present on his or her first duty day of the school year, the employee must earn the five paid local leave days in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 60 leave days.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

Extended Sick Leave

After all available paid leave days and any applicable compensatory time have been exhausted, an eligible employee with 12 continuous months of service in the District shall be granted for the duration of his or her employment with the District a maximum of 30 leave days of extended leave.

Eligibility shall be as follows:

1. Twelve continuous months of service in the District.
2. Appropriate documentation to support one of the following:
    a. Catastrophic illness of the employee.

b. Catastrophic illness of a member of the employee's immediate family.

c. Death in the employee's immediate family.

d. During military leave. [See DECB]

e. Absences related to the birth or placement of a child when leave is taken within the first year after the child's birth, adoption, or foster placement.

An official extended leave request form must be submitted to human resources prior to or within 30 days of returning to work from eligible event.

The District shall pay the adjusted daily rate as outlined in the employee handbook for each day of extended leave taken.

Family and Medical Leave

The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.

Concurrent Use of Paid Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, except as provided below.

Exception

A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be July 1 through June 30.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Payment for Accumulated Leave Upon Retirement

The following leave provisions shall apply to state and local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee provides documentation of retirement through the Texas Teacher Retirement System (TRS).

3. The employee has at least ten years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 20 days, at the employee's daily rate of pay immediately preceding retirement. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Reasons

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
11. The employee is not retained at a campus in accordance with the provisions of a campus turnaround plan. [See AIC]
12. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
13. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
14. Failure to meet the District's standards of professional conduct.
15. Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime

involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]

16. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
17. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
18. Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job, with or without reasonable accommodation.
19. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, or the community, impairs or diminishes the employee's effectiveness in the District.
20. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
21. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
22. A significant lack of student progress attributable to the educator.
23. Behavior that presents a danger of physical harm to a student or to other individuals.
24. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
25. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
26. Falsification of records or other documents related to the District's activities.
27. Falsification or omission of required information on an employment application.
28. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.

29. Failure to fulfill requirements for state licensure or certification, including passing certification or licensing examinations required by state or federal law or by the District, for the employee's assignment.

30. Failure to maintain licensing and certification requirements, including the completion of required continuing education hours, for the employee's assignment.

31. Failure to complete certification or permit renewal requirements, or failure to fulfill the requirements of a deficiency plan, under an Emergency Permit or a Temporary Classroom Assignment Permit.

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

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

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

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

36. Any reason constituting good cause for terminating the contract during its term.

Recommendations from Administration

Administrative recommendations for renewal or proposed nonrenewal of term contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

Superintendent's Recommendation

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal.

The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

Notice of Proposed Nonrenewal

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal at a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

Request for Hearing

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the Board shall notify the employee whether the hearing will be conducted by the Board [see Hearing by the Board, below] or an attorney designated by the Board [see Hearing by an Attorney Designated by the Board, below].

In either case, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

Hearing by the Board

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

Hearing Procedures

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

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.

3. The employee may cross-examine any witnesses for the administration.

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

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

6. Closing arguments may be made by each party.

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

Board Decision

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

Hearing by an Attorney Designated by the Board

The hearing must be private unless the employee requests in writing that the hearing be public, except that the attorney may close the hearing to maintain decorum. If the employee does not request a public hearing, only the attorney designated by the Board, the employee, the Superintendent, their representatives, and witnesses shall be permitted to be in attendance, and witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the control of the attorney designated by the Board and shall generally follow the steps listed at Hearing by the Board.

Not later than the 15th day after the completion of the hearing, the attorney shall provide to the Board a record of the hearing and his or her recommendation on renewal.

Board Review

The Board shall consider the record of the hearing and the attorney's recommendation at the first Board meeting for which notice can be posted, unless the parties agree in writing to a

different date. The Board shall notify the employee of the meeting date as soon as it is set. At the meeting, the Board shall allow each party an equal amount of time to present oral arguments. The Board shall notify the employee in writing of the Board's decision on renewal not later than the 15th day after the date of the meeting.

No Hearing

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

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

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

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

Violations of Standards of Conduct

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

Weapons Prohibited

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

Exceptions

No violation of this policy occurs when:

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

Electronic Communication

Use with Students

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

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

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

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

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

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

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

Personal Use

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

Reporting Improper Communication

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

Disclosing Personal Information

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

Prohibited Classroom Instruction or Activities

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

Prohibited Diversity, Equity, and Inclusion Duties

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

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

[See BT(LEGAL)]

Social Transitioning

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

Safety Requirements

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

Harassment or Abuse

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

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

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

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

Relationships with Students

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

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

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

Relationships with Former Students

An employee shall not engage in a romantic relationship with a former District student who:

1. Is not yet 21 years of age; and
2. Has graduated from the District within the past two years.

A romantic relationship is characterized by a pattern of exclusivity and shall be determined using criteria outlined in DF(LEGAL).

Tobacco and Nicotine Products and E-Cigarettes

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

Alcohol and Drugs / Notice of Drug-Free Workplace

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

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

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

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

It is prohibited for an employee, while at work or conducting District business, to have the odor of an alcoholic beverage on their breath

or on their person from having previously consumed alcoholic beverages.

[See policy DHE(LOCAL) for information on alcohol/drug testing.]

Exceptions

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

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

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

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

Notice

Employees shall receive a copy of this policy.

Misuse of Medication

An employee's misuse or abuse of authorized prescriptions or over-the-counter medications shall be considered a violation of this policy.

Misuse shall be defined as use in a manner not prescribed by a health-care professional, including using someone else's prescription or a personal prescription in a way not directed by a physician.

An employee shall not report for duty if impaired due to the use of prescribed or over-the-counter drugs.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for

1. Any crime constituting a felony; or

2. Any crime constituting a misdemeanor, excluding minor traffic offenses punishable by fine only.

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

Instructional Plan and Course Syllabus

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]

5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Parent Request for Instructional Material Review

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.

2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.

3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the District-level curriculum administrator. Upon receipt of the form, the District-level curriculum administrator shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

Frequency of Review	After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.
Appeal	The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The Superintendent is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a special education classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the 10th business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the

instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;

2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and

4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and designated employees within the District’s employee relations department. If an individual listed in items 2-4, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 24 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than 10 District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall develop guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Grading of student work should be based on District-required mastery learning standards and provide clear expectations for mastery that are communicated to students so that they understand the learning expectations. Grades in core content areas should be derived from group and independent student classwork and should be both formative and summative assessments. Grades shall not be reduced for disciplinary reasons except in the case of an unexcused absence, a late assignment, or academic dishonesty. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards in accordance with a published grading cycle on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Teachers shall give to the parent or guardian written notice of students' academic grades, grades based on standards of behavior (citizenship), and attendance. If a student's level of achievement for the grading period is below the level required for course credit, the grade notice shall state the need for a conference between the teacher and the parent. If the notice is not returned to the school, the school shall notify the parent.

Interim Reports

Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

Conferences	Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.
Academic Dishonesty	A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, information from students, or the use of an artificial intelligence detection tool selected by the District.

Parent Portal

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

Release from School

A student shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave.

Exception for Released Time Course

For purposes of this policy, a "released time course" shall have the same definition as provided in law.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity assumes liability for the student enrolled in the released time course while the student is under the private entity's care; and
5. The student is responsible for any school work and assignments issued during the student's absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent's or guardian's ability to request or access a released time course for the student.

No employee shall give any student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Performing Special Nursing Procedures and Treatments

A written request from the parent shall be on file requesting that school personnel perform any special nursing procedure or treatment. A written order from the prescribing physician shall be on file requesting that school personnel perform a special nursing procedure or treatment and shall include specific directions for the procedure or treatment. The physician's written order and parental written request shall be valid for only one school year and must be renewed at the beginning of each school year to remain in effect.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication provided by the parent in accordance with legal requirements and prescribed by a physician or dentist licensed in Texas. [See FFAC(LEGAL)]
2. Nonprescription medication in accordance with legal requirements.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities, and with a written order from the prescribing physician or dentist licensed in Texas. These substances shall be administered only by employees authorized by the Superintendent or designee. [See DG]

A written order from the prescribing physician on the form provided by the District shall be on file requesting that school personnel administer parenteral or enteral (excluding oral) medications. The physician's written order shall include specific directions for the administration of the medication. The physician's written order is valid only for one school year and must be renewed at the beginning of each school year to remain in effect.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Athletic Injuries

Nonprescription medication provided by the District athletic department trainers for athletic injuries and consistent with:

1. A standing order provided by the District's team physician who must be licensed to practice medicine in the state of Texas; and

2. Parental consent given on the appropriate treatment form.

Epinephrine

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine delivery system, such as an auto-injector or nasal spray, in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Off Campus

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

Maintenance, Availability, and Training

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for delivery system use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine at each campus, at off-campus events, and while in transit to and from a school event.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

Opioid Antagonist

This provision shall be applicable to each campus that serves students in kindergarten through grade 12.

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid

antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

Maintenance, Availability, Training, and Reporting

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to Teaching Staff of Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

   For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

   For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

   For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

   For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or

2. For a full individualized and initial evaluation for special education services.

	The team shall not provide any mental health-care services, except as permitted by law.
Guidance to School Community	The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.
Reports	The team shall provide reports to the Texas Education Agency as required by law.

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

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

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

For purposes of this policy, misconduct is defined as an individual's alleged abuse or commission of an otherwise unlawful act with a student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with a student.

Notice of Suspected Criminal Offense

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

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

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

"Parent" Defined

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

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
    a. The seriousness of the offense;
    b. The student's age;
    c. The frequency of misconduct;
    d. The student's attitude;
    e. The potential effect of the misconduct on the school environment;
    f. Requirements of Chapter 37 of the Education Code; and
    g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.

2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment may be used for safety purposes to monitor student behavior on District property.

When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

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

Exceptions

No violation of this policy occurs when:

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

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: **February 24, 2026**

Presented By: **Ricardo Lopez, Ed. D**
Superintendent of Schools

Subject: **Resolution Regarding a Period of Prayer and Reading of Religious Text During the School Day**

Action Item

Executive Summary:

The 89th Texas Legislature passed Senate Bill 11, which requires that each school board in Texas take a record vote within six months of the effective date of the act, on whether to adopt a resolution regarding a period of prayer and reading of religious text during the school day in accordance with Texas Education Code § 25.0823. If a school board decides to adopt such a resolution, the period of prayer and religious reading must follow the provisions set out in Section 25.0823, which includes the following restrictions:

- To participate in the period of prayer and religious reading, a student's parents must submit a signed consent, expressly waiving their right to bring a legal claim on a violation of the Establishment Clause of the First Amendment to the United States Constitution.
- The prayer and religious reading must not be done in the physical presence or hearing of a person for whom a signed consent was not made.
- The prayer and religious reading may only be observed in segregated areas where consenting parties are separated from non-consenting parties; before the school day; or by methods recommended by the Texas Attorney General or the district's legal counsel.

The Administration does not recommend that the Board adopt such a resolution. State law, federal law, and Garland ISD Board Policy already allow students to engage in prayer, reading of religious text, and religious expression on school property and during the school day. Citing legal authority, Board Policy FNA (Legal) states:

> "A public school student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other

activities of the school. A student shall not be required, encouraged, or coerced to engage in or refrain from such prayer or meditation during any school activity. . .

Nothing in the Constitution as interpreted by the U.S. Supreme Court prohibits any public school student from voluntarily praying at any time before, during, or after the school day..."

Board Policy FNA (Local) states: "The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject." The local policy further provides that students may organize prayer groups, religious clubs, and religious gatherings, before, during, and after school to the same extent that students are permitted to organize other noncurricular student groups.

Students and employees already have well established rights to engage in religious expression on school grounds, before, during, and after school. Garland ISD has policies and practices in place to allow students to exercise those rights. Students are free to continue exercising these rights, whether the Board adopts the resolution proposed in Section 25.0823. Accordingly, the Administration recommends that the Board decline to adopt a resolution pursuant to Senate Bill 11.

Documents for Review

- Model Resolution

Budget and/or Fund Impact: N/A

Recommendation: Decline to adopt a resolution regarding a period of prayer and reading of religious text during the school day pursuant to Senate Bill 11.

Resolution Regarding Senate Bill 11
Period of Prayer and Reading of the Bible or Other Religious Text

The _____ ISD shall adopt a policy requiring every campus of _____ ISD to provide a period of prayer and reading of the Bible or other religious text as provided by Education Code 25.0823.

Adopted this ____ *(date)* day of _____ *(month),* _____ *(year)*, by the Board.

Board President's signature: _____

Board Secretary's signature: _____

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: February 24, 2026

Presented By: Mechelle Hogan, Board Services Manager

Subject: Consider Approval of the Joint Election Contract submitted by the Dallas County Elections Department

Action Item

Executive Summary:

A copy of the near-final 2026 Joint Election Contract with the Dallas County Elections Department has been provided under separate cover. The estimate for Garland ISD's portion of the cost for the May 2, 2026, Joint Election is $536,834.55 should all entities currently slated to have May 2026 elections participate in the Joint Election.

Costs are governed by the number of vote centers, number of registered voters, increases in those numbers, entity withdrawal and costs associated with upgraded electronic voting system upgrades. By law, we must use all county designated voting centers (Election Code Sec. 501.103), some registered voters will be casting their votes at vote centers outside of the Garland ISD boundaries. The Administration seeks approval of the contract with permission for the Board Services Manager to sign the final contract.

Administrative Recommendations:

Administration recommends approval of the May 2026 Joint Election Contract.

Recommended Motion for Action Items:

I move to approve the May 2026 Joint Election Contract submitted by the Dallas County Elections Department.

Financial Impact and Funding Source:

199 - General Funds

Dallas County Elections Department

1520 Round Table Drive
Dallas. Texas 75247

May 2, 2026 Joint & Special Election

ESTIMATED COST INVOICE

Subject to Change

ATTACHMENT - A

46	Entities
66	EV Locations
431	ED Vote Centers

Registered Voter Split	Total	Garland ISD
Total Number of Units per Entity	1,748,905	167,099
Cost Per Unit (w/o GSF)	$2.92	$2.92
Total Cost	$5,107,873.61	$488,031.41
% of Units	100%	9.55%

	Total	Garland ISD
Election Total	$5,107,873.61	$488,031.41
Special Request Fee		
General Supervisory Fee (GSF)	$510,787.36	$48,803.14
Total Cost	$5,618,660.97	$536,834.55
Cost Per Unit (w. GSF)	$3.21	$3.21
Amount of Deposit	$ -	
(Overpaid)/Underpaid	$5,618,660.97	$536,834.55

Exp. Code	Early Voting	Units	Unit Cost	Estimated	Garland ISD
POSTAGE					
62175	Mail Ballot Kits	15,000	$2.62	$39,300.00	$3,754.92
62175	Undeliverable / Resent Mail Kits	750	$3.20	$2,400.00	$229.31
62170	Postage for Ballots Mailed	15,000	$0.63	$9,450.00	$902.90
62170	Postage for Undeliverable / Resent Mails	750	$0.63	$472.50	$45.14
EQUIPMENT RENTAL					
62024	EV Furniture Rental (Table)	132	$8.50	$1,122.00	$107.20
62024	EV Furniture Rental (Chair)	119	$1.25	$148.75	$14.21
62025	EV Model DS200 (Tabulator/Scanner)	66	$464.10	$30,630.60	$2,926.60
62025	EV ExpressVote Ballot Marking Device (BMD)	798	$295.00	$235,410.00	$22,492.23
62025	EV Printer	277	$62.00	$17,174.00	$1,640.89
62025	EV Election Supply Cart	132	$295.00	$38,940.00	$3,720.52
62021	EV Mini-Van Rental	10	$1,500.00	$11,250.00	$1,074.88
62021	EV Truck Rental	14	$1,900.00	$19,950.00	$1,906.12
RENTAL BUILDINGS					
62023	EV Location Rental	Various Locations		$127,000.00	$12,134.21
PERSONNEL					
61050	EV Election Department (OT)	40	Various	$65,520.00	$6,260.10
61050	EV Clerks (OT)	471	$27.36	$231,958.08	$22,162.42
61050	EV Judges (OT)	66	$30.33	$36,032.04	$3,442.68
61050	EV Inspectors (OT)	9	$30.33	$10,645.83	$1,017.16
61050	EV Training Trainers (OT)	3	$30.33	$3,548.61	$339.05
61050	EV Sheriff Deputies (OT)	48	$60.00	$51,840.00	$4,953.05
61050	EV Ballot Board Committee (OT)	29	$36.33	$5,267.85	$503.32
61060	EV Clerks (ST)	471	$18.24	$687,283.20	$65,666.42
61060	EV Judges (ST)	66	$20.22	$106,761.60	$10,200.53
61060	EV Judges Delivery (Can Money)	132	$25.00	$3,300.00	$315.30
61020	EV Phone Bank (ST)	6	$25.00	$14,700.00	$1,404.51
61060	EV Inspectors (ST)	9	$20.22	$14,558.40	$1,390.98
61060	EV Training Trainers (ST)	3	$20.22	$4,852.80	$463.66
61060	EV Sheriff Deputies (ST)	48	$40.00	$19,200.00	$1,834.46
61060	EV Ballot Board Committee (ST)	29	$24.22	$56,190.40	$5,368.71
61111	EV FICA	6.2%		$8,466.72	$808.95
61112	EV Medicare	1.45%		$18,805.90	$1,796.81
61113	EV PARS	1.3%		$851.76	$81.38
61150	EV Retirement Chargeback	13.05%		$17,821.08	$1,702.71
62225	EV TrueScreen Background Checks			$11,000.00	$1,050.99
62225	EV Temp. Employees	120	$26.60	$383,040.00	$36,597.53
SUPPLY EXPENSE					
62175	EV Official ExpressVote Ballots	70,000	$0.14	$9,800.00	$936.34
62175	EV Judges Kits	66	$80.00	$5,280.00	$504.48
SERVICE EXPENSE					
62013	Legal Notice			$4,794.50	$458.09
62225	EV GTS IT Services	6	$35.00	$25,200.00	$2,407.73
62225	EV ES&S Project Management	2	$1,975.00	$3,950.00	$377.40
62212	EV Cellular Phones			$6,500.00	$621.04
PREPARATION AND TRANSPORTATION OF VOTING EQUIPMENT					
62910	EV Delivery and Pick-up	132	$114.56	$15,121.92	$1,444.82
62910	EV Warehouse Delivery and Pick-up	7	$45.00	$315.00	$30.10
MILEAGE / FUEL					
61080	EV Mileage for Deputies	5,000	$0.670	$3,350.00	$320.08
62285	EV Fuel	Vans and Trucks		$1,200.00	$114.65
	EARLY VOTING TOTAL			**$2,360,403.54**	**$225,524.58**

Exp. Code	Election Day	Units	Unit Cost	Estimated	Garland ISD
EQUIPMENT RENTAL					
62024	ED Furniture Rental (Table)	1,153	$8.50	$9,800.50	$936.39
62024	ED Furniture Rental (Chair)	1,067	$1.25	$1,333.75	$127.43
62025	ED Model DS200 (Tabulator/Scanner)	431	$464.10	$200,027.10	$19,111.57
62025	ED ExpressVote Ballot Marking Device (BMD)	2,706	$295.00	$798,270.00	$76,270.65
62025	ED Printer	1,389	$62.00	$86,118.00	$8,228.14
62025	ED Election Supply Carts	431	$295.00	$127,145.00	$12,148.06
62021	ED Mini-Van Rental	10	$1,500.00	$3,750.00	$358.29
62021	ED Truck Rental	14	$1,900.00	$6,650.00	$635.37
RENTAL BUILDINGS					
62023	ED Location Rental	Various Locations		$102,000.00	$9,745.58
PERSONNEL					
61020	ED Clerks (ST)	2,573	$18.24	$703,972.80	$67,261.03
61020	ED Judges (ST)	431	$24.22	$156,582.30	$14,960.64
61020	ED Judges Delivery (Can Money)	862	$12.50	$10,775.00	$1,029.50
61020	ED Phone Bank (ST)	36	$25.00	$13,500.00	$1,289.86
61020	ED Regional Site Support (ST)	70	$20.00	$11,200.00	$1,070.10
61020	ED Techs (ST)	50	$25.00	$18,750.00	$1,791.47
61020	ED Regional Site Security (ST)	23	$50.00	$9,200.00	$879.01
61050	ED Sheriff Deputies (OT)	28	$60.00	$25,200.00	$2,407.73
61050	ED Election Department (OT)	40	Various	$25,200.00	$2,407.73
61111	ED FICA	6.2%		$3,124.80	$298.56
61112	ED Medicare	1.45%		$730.80	$69.82
61113	ED PARS	1.3%		$327.60	$31.30
61150	ED Retirement Chargeback	13.05%		$6,577.20	$628.42
62225	ED Temp. Employees	120	$26.60	$255,360.00	$24,398.35
SUPPLY EXPENSE					
62175	ED Official ExpressVote Ballots	47,000	$0.140	$6,580.00	$628.69
62175	ED Judge Kit	431	$80.00	$34,480.00	$3,294.39
SERVICE EXPENSE					
62212	ED Cellular Phones			$1,500.00	$143.32
62225	ED ES&S BOD Election Setup			$2,500.00	$238.86
62225	ED ES&S Site Support	1	$4,975.00	$4,975.00	$475.34
62225	ED GTS IT Services	6	$35.00	$16,800.00	$1,605.15
PREPARATION & TRANSPORTATION OF VOTING EQUIPMENT					
62910	ED A1 Delivery and Pick-up	862	$114.56	$98,750.72	$9,435.13
62910	ED Warehouse Delivery and Pick-up	43	$45.00	$1,939.50	$185.31
MILEAGE / FUEL					
61080	Mileage for Deputies	5,000	$0.670	$3,350.00	$320.08
62285	ED Fuel	Vans and Trucks		$1,000.00	$95.54
	ELECTION DAY TOTAL			**$2,747,470.07**	**$262,506.83**