

# **Garland Independent School District**

## **Board of Trustees**

### **Regular Meeting**

**Tuesday, October 27, 2020**

#### **Agenda**

**5:00 PM**

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance and Moment of Silence
- III. This meeting is being held in accordance by order of Governor Greg Abbott's Executive Order on September 17, 2020 and the Texas Health and Human Services. These modifications are necessary to promote the health and safety of the Garland ISD Community, and to comply with governmental orders, as well as guidance from health authorities.
- IV. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building or via email at BoardPublicComments@garlandisd.net prior to the start of the meeting indicated in the posting notice. The emailed comments will be read aloud at the meeting by a designated speaker. Emails should include the requester's name, address and the detailed topic to be read aloud. In addition, comments must be limited to issues that can be presented in a public forum and are directly related to the posted and noticed agenda items. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- V. Public Hearing
  - A. Conduct a Public Hearing on School FIRST Rating Report
- VI. Information Items
  - A. Evidence of Excellence
    1. Recognize Naaman Forest High School's eSports Program
    2. Recognize Garland ISD's Finance Department
  - B. Recognize Innovations in STEM Teaching Award Winners
  - C. Recognize Going the Extra Mile (GEM) Recipient Jennifer Temesvary
  - D. Recognize Going the Extra Mile (GEM) Recipient Patricia Salazar

- E. Receive Presentation of Texas Energy Managers Association (TEMA) Award  
**(Facilities Committee)**
- F. Receive the Internal Audit Risk Assessment Report
- G. Announce Board Member Continuing Education Credit Hours
- VII. Discussion Items
  - A. Discuss Revisions to Board Operating Procedures
  - B. Trustees' Report
    - 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
  - C. Superintendent's Report
  - D. Future Agenda Items
- VIII. Consent Agenda - Consider approval of
  - A. Human Resources Report
  - B. Board Meeting Minutes
- IX. Action Item (Non Consent)
  - A. Consider Approval of Revisions to Board Policy CH(LOCAL)
  - B. Consider Approval of Campus Improvement Plans **(District Affairs Committee)**
  - C. Consider Approval of Effective Schools Framework and Targeted Improvement Plans **(District Affairs Committee)**
  - D. Consider Approval of 2021-2022 Choice of School Calendar **(District Affairs Committee)**
  - E. Consider Approval of Budget Transfers and Amendments to the 2020-2021 General Fund, Student Nutrition Service Fund, and Debt Service Fund **(Finance and Audit Committee)**
  - F. New Bids
    - 1. Contract #7-20 - Consider Approval of Purchase of Fuel Quoting **(Finance and Audit Committee)**
    - 2. Contract #345-20-01 - Consider Approval of Purchase of Musical Instruments, Supplies and Repairs **(Finance and Audit Committee)**
    - 3. Contract #361-16-21 - Consider Approval of Purchase of Hazardous Materials Consulting Services **(Facilities/Finance and Audit Committee)**
  - G. Renewal Bids
    - 1. Contract #360-15 - Consider Approval of Extension of Architectural and Related Professional Services-Final Additional Renewal Option **(Facilities/Finance and Audit Committee)**
  - H. Increase to Awarded Bids
    - 1. Contract #32-19-05 - Consider Approval of Increase in Awarded Amount for Career and Technical Education Health Sciences Merchandise and Services **(Finance and Audit Committee)**

- I. Discussion and Possible Action Regarding Continuation or Cancellation of Emergency Delegation of Authority to the Superintendent
- X. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
  - A. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.
  - B. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.
  - C. Pursuant to Texas Government Code 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
    - 1. Consultation and deliberation regarding Safety and Security Audit.
- XI. Reconvene from Executive Session for action relative to items considered during Executive Session
- XII. Adjournment



## Garland Independent School District Board of Trustees

**Date of Meeting:** October 27, 2020

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

**Agenda Section:** Public Hearing

**Administrator Responsible:** Ms. Allison Davenport  
Executive Director of Finance

**Board Goal Objective:**

Not Applicable

**Superintendent's Goal:**

**Superintendent Goal #2 – Fiscal Responsibility**

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

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

A financial accountability rating system, School Financial Integrity Rating System of Texas (FIRST) was authorized through Senate Bill (SB) 218 of the 77th Legislature (2001). The primary goal of School FIRST is to improve management of school district's financial resources. Notice of this Public Hearing was published in the Dallas Morning News on Friday, October 9, 2020, as per TEA requirements. Ms. Allison Davenport, Executive Director of Finance, will present the District's rating and give an explanation of this rating. The forum will then be open for public comment.

This agenda item will be presented to the Finance and Audit Committee for review on October 13, 2020.

# Garland Independent School District



## 2019 – 2020 Rating Presentation

(Fiscal Year 2018-2019 Data)

# Purpose

---

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

# Objectives

---

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

# Ratings

---

- HB 5 of the 83<sup>rd</sup> Texas Legislature in 2013 required the Commissioner of Education to include indicators in FIRST to anticipate the future financial solvency of districts.
- The 2019-2020 rating is determined by the scores on 15 indicators.
  - A = Superior 90 - 100
  - B = Above Standard 80 - 89
  - C = Meets Standard 60 - 79
  - F = Substandard Achievement 0 - 59

# How Ratings Are Assessed

---

1. Was the Annual Financial Report filed within one month of the November 27<sup>th</sup> or January 28<sup>th</sup> deadline depending upon the District's fiscal year end date June 30<sup>th</sup> or August 31<sup>st</sup> ?  
**YES**
  
- 2A. Was there an unmodified opinion in the Annual Financial Report (AFR)? **YES**
  
- 2B. 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? **YES**

# How Ratings Are Assessed

---

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? **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? **YES**
  
5. Was the total unrestricted net position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position greater than zero? **YES**

# How Ratings Are Assessed

---

6. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? **10**
  
7. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? **10**
  
8. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? **10**

# How Ratings Are Assessed

---

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

# How Ratings Are Assessed

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

7.58%      **10 of 10 points**

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

21-Instructional Leadership  
 41-General Administration

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

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

# How Ratings Are Assessed

---

12. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? **10**
  
13. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? **10**

# How Ratings Are Assessed

---

14. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? **10**
15. Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship? **10**

# What is GISD's Rating?

---

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

## Required Disclosures

- Superintendent's Current Contract

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

# Required Disclosures

## Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2019 For the Ten-month Period Ended June 30, 2019

Description of Reimbursements	Superintendent	Board Member Place 1	Board Member Place 2	Board Member Place 3	Board Member Place 4	Board Member Place 5	Board Member Place 6	Board Member Place 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed	James Miller	Robert Selders	Wesley Johnson
Meals	\$ 97.09	\$ 283.34	\$ 135.52	\$ 658.97	\$ 263.30		\$ 19.03	
Lodging	\$ 2,988.97		\$ 1,930.81	\$ 5,295.19	\$ 4,105.55	\$ 996.63	\$ 1,585.39	\$ 1,858.02
Transportation	\$ 1,898.53	\$ 864.24		\$ 5,100.10	\$ 343.41	\$ 9.00	\$ 1,046.28	
Motor Fuel						\$ 29.00		
Other	\$ 1,927.42	\$ 1,165.00	\$ 755.00	\$ 5,532.94	\$ 1,765.00	\$ 2,372.94	\$ 2,475.00	\$ 1,155.00
<b>TOTAL</b>	<b>\$ 6,912.01</b>	<b>\$ 2,312.58</b>	<b>\$ 2,821.33</b>	<b>\$ 16,587.20</b>	<b>\$ 6,477.26</b>	<b>\$ 3,407.57</b>	<b>\$ 5,125.70</b>	<b>\$ 3,013.02</b>

## Required Disclosures

- Outside compensation and/or fees received by the Superintendent for professional consulting and/or other personal services in fiscal year 2019.

**None**

## Required Disclosures

- Gifts received by the Executive Officer(s) and Board Members (and first degree relatives, if any) in fiscal year 2019.

**None**

## Required Disclosures

- Business transactions between the District and Board Members for fiscal year 2019.

**None**



## 2019-2020 FIRST Report

Based upon 2018-2019 Financial Data



# Garland Independent School District

## Table of Contents

	Page
Letter from the Chief Financial Officer	1
Executive Summary	2
2019-2020 District Data Summary	5
How Ratings Are Assessed Disclosures	8
2018-2019 District Data Summary	12
Superintendent's Contract	15
Reimbursement to Board Members and Superintendent	16



**Garland Independent School District**  
Division of Business Operations

**Street Address**

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

**Phone**

972-487-3100

**FAX**

972-485-4922

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

The 2020 School FIRST Rating is being presented for your information. FIRST stands for 'Financial Integrity Ratings System of Texas.' It is the annual rating performed by the Texas Education Agency (TEA) to test the financial performance of school districts as required by Title 19, Texas Administration Code, Section 109.

The District is required to hold a public meeting, which can be part of a regular school board meeting, to distribute a financial management report that explain the district's performance under each of the 15 indicators and the resulting district's rating. The 2020 rating is based upon analysis of staff and student data reporting for the 2018-2019 school year, along with financial data for the fiscal year ended June 30, 2019.

For this year's rating, 15 indicators are used to score the districts. A points total in the 90 to 100 range will receive a A = Superior designation. A points total in the 80 to 89 range receives a B = Above Standard designation. A points total in the 60 to 79 range receive a C = Meets Standard while any lesser total is F = Substandard Achievement.

Maintaining the financial health of the District and modeling accountability is imperative. Therefore, we are pleased to report that Garland Independent School District received an "A", or "Superior Achievement" rating from the Texas Education Agency regarding financial operations. Additionally, the District received a maximum score of 100 points.

The Texas Education Agency (TEA) implemented changes to School FIRST beginning with a phase-in period starting with ratings for years 2017-18. The most substantive changes will be implemented with rating year 2020-2021 as the number of financial indicators will increase from 15 to 20. Some new indicators will measure the district's performance for three consecutive years beginning with results from fiscal year 2017-2018

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

Brent Ringo

Chief Financial Officer

Garland Independent School District

## **EXECUTIVE SUMMARY**

### **Background Information**

This is the 18th year of School FIRST (Financial Integrity Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

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

A for Superior Achievement

B for Above Standard Achievement

C for Standard Achievement

F for Substandard Achievement

### **Reporting Requirement**

The changes to the School FIRST system implemented by the Texas Education Agency in August 2018 are being phased-in over three years. During the phase-in period, the new School FIRST system has separate worksheets for rating years 2017-2018, 2018-2019, and 2019-2020 as compared to subsequent years.

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

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

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

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

## District Ratings

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

For 2019-2020 the Garland Independent School District received

a Schools FIRST rating of:

**SUPERIOR ACHIEVEMENT**

Based upon the 2018-2019 Data

### DETERMINATION OF RATING

<b>A.</b>	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points. (Indicators 6-15)	
	<b>A = Superior</b>	90-100
	<b>B = Above Standard</b>	80-89
	<b>C = Meets Standard</b>	60-79
	<b>F = Substandard Achievement</b>	<60
<b>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.</b>		

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

From the financial data submitted for the 2018-2019 fiscal year, the District answered yes to all critical indicators. The complete results to the indicators begin on page 5 of this report.

### Reporting, Notices and Public Meetings

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

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

The District has complied with the public hearing notifications in the local newspaper. The dates of publication appeared on October 2nd and October 9th. The public meeting was held in conjunction with the regularly called Board of Trustees meeting on October 27, 2020.



Financial Integrity Rating System of Texas

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

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

#	Indicator Description	Updated	Score
1	<a href="#">Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</a>	3/30/2020 12:57:32 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<a href="#">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.)</a>	3/30/2020 12:57:33 PM	Yes
2.B	<a href="#">Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</a>	3/30/2020 12:57:33 PM	Yes
3	<a href="#">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.)</a>	3/30/2020 12:57:33 PM	Yes
4	<a href="#">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?</a>	3/30/2020 12:57:33 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<a href="#">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.)</a>	3/30/2020 12:57:34 PM	10
7	<a href="#">Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</a>	3/30/2020 12:57:34 PM	10
8	<a href="#">Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.</a>	3/30/2020 12:57:35 PM	10
9	<a href="#">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?</a>	3/30/2020 12:57:35 PM	10
10	<a href="#">Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</a>	3/30/2020 12:57:36 PM	10
11	<a href="#">Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</a>	3/30/2020 12:57:37 PM	10
12	<a href="#">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</a>	3/30/2020 12:57:38 PM	10

13	<a href="#">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?</a>	7/10/2020 3:16:48 PM	10
14	<a href="#">Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</a>	3/30/2020 12:57:40 PM	10
15	<a href="#">Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</a>	3/30/2020 12:57:40 PM	10
			100 Weighted Sum
			1 Multiplier Sum
			100 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points. (Indicators 6-15)	
	<b>A = Superior</b>	90-100
	<b>B = Above Standard</b>	80-89
	<b>C = Meets Standard</b>	60-79
	<b>F = Substandard Achievement</b>	<60
<b>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.</b>		

Home Page: [Financial Accountability](#) | Send comments or suggestions to [FinancialAccountability@tea.texas.gov](mailto:FinancialAccountability@tea.texas.gov)

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

FIRST 5.9.1.0



## How Ratings are Assessed

---

### Rating Worksheet

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

The School FIRST Communications Kit was updated in September 2018 to include changes in the Commissioner's Rule for School FIRST that were finalized in August 2018. The most substantive changes in August 2018 will be implemented by the Texas Education Agency beginning with ratings year 2020-2021 based primarily on data from fiscal year 2020.

During the phase-in period, the new School FIRST system has separate worksheets for rating years 2017-2018, 2018-2019, and 2019-2020 as compared to subsequent years.

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

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

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

**2. Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.**

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

A "modified" version of the auditor's opinion in your annual audit report means that you need to correct some of your reporting or financial controls. A district's goal, therefore, is to receive an "unmodified opinion" on its Annual Financial Report. 2.A. is a simple "Yes" or "No" indicator (see instructions under "2." for evaluating performance under "2.A" and "2.B." to arrive at the score for "2.").

**2.B. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)**

A clean audit of your Annual Financial



## How Ratings are Assessed

---

Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses create a risk of your District not being able to properly account for its use of public funds, and should be immediately addressed. 2.B. is a simple “Yes” or “No” indicator (see instructions under “2.” for evaluating performance under “2.A” and “2.B” to arrive at the score for “2.”).

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

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

**4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?**

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

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

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

This indicator simply asks, “Did the district’s total assets exceed the total amount of liabilities (according to the very first financial statement in the annual audit report)?” Fortunately, this indicator recognizes that high-growth districts incur large amounts of debt to fund construction, and that total debt may exceed the total amount of assets under certain scenarios.

**6. Was the number of days of cash on hand and current investments in the**



## How Ratings are Assessed

---

**general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?**

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

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

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

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

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

**9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not,**

**was the school district's number of days of cash on hand greater than or equal to 60 days?**

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

**10. Was the debt service coverage ratio sufficient to meet the required debt service?**

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

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

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

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

If the school district had a decline in students over 3 school years, this indicator asks if the school district decreased the number of the staff on the payroll in proportion to the decline in students. (The school district automatically passes this indicator if



## *How Ratings are Assessed*

---

there was no decline in students.)

School Program state aid.

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

This indicator measures the quality of data reported to PEIMS and in your Annual Financial Report to make certain that the data reported in each case "matches up." If the difference in numbers reported in any fund type is 3 percent or more, your district "fails" this measure.

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

A clean audit of your Annual Financial Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses create a risk of your District not being able to properly account for its use of public funds and should be immediately addressed.

**15. Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an overallocation of Foundation School Program (FSP) funds as a result of a financial hardship?**

This indicator asks if the district had to ask for an easy payment plan to return monies to TEA after spending the overpayment from the Foundation



Financial Integrity Rating System of Texas

**2018-2019 RATINGS BASED ON SCHOOL YEAR 2017-2018 DATA - DISTRICT STATUS DETAIL**

<b>Name:</b> GARLAND ISD(057909)	<b>Publication Level 1:</b> 8/7/2019 3:33:27 PM
<b>Status:</b> Passed	<b>Publication Level 2:</b> 8/8/2019 2:06:12 PM
<b>Rating:</b> A = Superior	<b>Last Updated:</b> 8/8/2019 2:06:12 PM
<b>District Score:</b> 100	<b>Passing Score:</b> 60

#	Indicator Description	Updated	Score
1	<u>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?</u>	8/5/2019 11:05:10 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<u>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.)</u>	8/5/2019 11:05:10 PM	Yes
2.B	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	8/5/2019 11:05:11 PM	Yes
3	<u>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.)</u>	8/5/2019 11:05:11 PM	Yes
4	<u>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?</u>	8/5/2019 11:05:11 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>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</u>	8/5/2019 11:05:12	10

	below.)	PM	
7	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u>	8/5/2019 11:05:12 PM	10
8	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.) (See ranges below.)</u>	8/5/2019 11:05:13 PM	10
9	<u>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?</u>	8/5/2019 11:05:13 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	8/5/2019 11:05:14 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	8/5/2019 11:05:15 PM	10
12	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</u>	8/5/2019 11:05:16 PM	10
13	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>	8/5/2019 11:05:17 PM	10
14	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	8/5/2019 11:05:17 PM	10
15	<u>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</u>	8/5/2019 11:05:17 PM	10
			100 Weighted Sum
			1 Multiplier Sum
			100 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.				
<b>B.</b>	Determine the rating by the applicable number of points. (Indicators 6-15)				
	<table border="1"> <tr> <td><b>A = Superior</b></td> <td>90-100</td> </tr> <tr> <td><b>B = Above Standard</b></td> <td>80-89</td> </tr> </table>	<b>A = Superior</b>	90-100	<b>B = Above Standard</b>	80-89
<b>A = Superior</b>	90-100				
<b>B = Above Standard</b>	80-89				

C = Meets Standard

60-79

F = Substandard Achievement

<60

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

Home Page: [Financial Accountability](#) | Send comments or suggestions to [FinancialAccountability@tea.texas.gov](mailto:FinancialAccountability@tea.texas.gov)

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

FIRST 5.7.1.0

## **Required Disclosures**

### **Superintendent's Employment Contract**

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2019. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

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





## Garland Independent School District Board of Trustees

**Date of Meeting:** October 27, 2020

**Agenda Item:** Evidence of Excellence Award

**Agenda Section:** Information Item

**Administrator Responsible:** Sherese Lightfoot, Executive Director of Communications & Public Relations

### **Superintendent's Goal:**

#### **Superintendent Goal #1 – Student Results**

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

#### **Superintendent Goal #6 – Community Relations & Relationship Building**

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

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

During its first year of operation, Garland ISD's esports program landed a state championship title. Naaman Forest High School's Orange Rocket League team competed against 90-plus high school groups and won the Spring 2020 PlayVS State Championship.

### **Administrative Recommendations:**

For your information.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020

**Agenda Item:** Evidence of Excellence Award

**Agenda Section:** Information Item

**Administrator Responsible:** Sherese Lightfoot, Executive Director of Communications & Public Relations

**Superintendent's Goal:**

**Superintendent Goal #2 – Fiscal Responsibility**

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

**Superintendent Goal #4 – Educational Leadership**

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

**Summary/Background Information:**

Receiving the highest form of recognition in governmental accounting and financial reporting, Garland ISD's Division of Finance was awarded a Certificate of Achievement from the Government Finance Officers Association of the United States and Canada. The district also recently received a Debt Obligations Transparency Star from the Texas Comptroller due to the Division of Finance's commitment to keeping stakeholders informed. GISD is one of just 27 districts to earn a Debt Obligations Transparency Star.

**Administrative Recommendations:**

For your information.



## Garland Independent School District Board of Trustees

**Date of Meeting:** October 27, 2020

**Agenda Item:** Innovations in STEM Teaching Award Winners

**Agenda Section:** Information Item

**Administrator Responsible:** Lisa Cox, GISD Education Foundation President  
District Corporate Initiatives Liaison

### **Board Goal Objective:**

#### **OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

#### **OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

#### **OBJECTIVE I: GRADUATION OUTCOMES**

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

### **Superintendent's Goal:**

#### **Superintendent Goal #1 – Student Results**

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

#### **Superintendent Goal #6 – Community Relations & Relationship Building**

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

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

Partnering with the Texas Instruments Foundation, the Garland ISD Education Foundation recently named its sixth-annual TI Foundation Innovations in STEM Teaching Award winners. Crystal Dyll from Garland High School, Marc Halpin from Jackson Technology Center for Math & Science and Renee Judie from Schrade Middle School are being recognized and presented \$10,000 in grant money.

### **Administrative Recommendations:**

For your information.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020  
**Agenda Item:** Going the Extra Mile (GEM) Recognition  
**Agenda Section:** Information Item  
**Administrator Responsible:** Sherese Lightfoot, Executive Director of Communications and Public Relations

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

**OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

**OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

**OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

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

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

Jennifer Temesvary, instructional coach at Sachse High School, was nominated by Sachse principal Shae Creel for going above and beyond every day to ensure the success of Sachse students. Prior to COVID, she spent every Saturday morning hosting parent meetings providing resources and strategies for parents and she continues to spend countless hours helping teachers navigate Canvas so that they can provide and deliver their lessons effectively. Her principal describes her as a Rockstar!

**Administrative Recommendation:**

Provided for your consideration.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020

**Agenda Item:** Going the Extra Mile (GEM) Recognition

**Agenda Section:** Information Item

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

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

**OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

**OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

**OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

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

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

Patricia Salazar, bilingual teacher at Southgate Elementary, was nominated by Katrina Trotter, student services coordinator, for going above and beyond to help the students and families of Garland ISD. She dedicates herself to serving others and is always finding resources to help her students. Her passion for Garland ISD really has made a difference.

**Administrative Recommendation:**

Provided for your consideration.



## Garland Independent School District Board of Trustees

**Date of Meeting:** October 27, 2020

**Agenda Item:** Receive Presentation of Texas Energy Managers Association (TEMA) Award

**Agenda Section:** Information Item

**Administrator Responsible:** Mr. Paul Gonzales  
Executive Director of Facilities and Maintenance

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Texas Energy Managers Association (TEMA) will present the Garland Independent School District with the "Energy Management Project of the Year Award for 2020" for the Texas State Energy Conservation Office (SECO) LoanSTAR Program Energy Enhancement projects that were completed in 2019 at multiple campuses and a facility in the district. The projects were HVAC Optimization (3 campuses), LED Exterior Lighting (40 campuses and 1 facility), Photovoltaics-Solar Power (2 campuses) and Power Factor Correction (9 campuses).

This was presented to Facilities Committee for review on October 13, 2020.

**Administrative Recommendations:**

Provided for your information.

A grayscale photograph of a modern school building with large glass windows and a central entrance. The image is overlaid with a semi-transparent dark gray filter. Two horizontal red bars are positioned above and below the main text.

# **GARLAND ISD - SECO LOANSTAR PROJECT**



---

# PROJECT OVERVIEW

- Texas LoanSTAR Program
- A low-interest loan program that funds energy-efficient retro-fits
- GISD partnered with EMA to identify savings opportunities & creative funding methods
- GISD secured a \$6.5M loan from the SECO LoanSTAR Program



# PROJECT DETAILS

- **HVAC Optimization**
  - Rowlett High School, Sachse High School & Vial Classical Center
- **LED Exterior Lighting**
  - 40 campuses and one transportation building
- **Photovoltaic (Solar Power)**
  - Rowlett & Sachse High School
- **Power Factor Correction**
  - Nine campuses

---

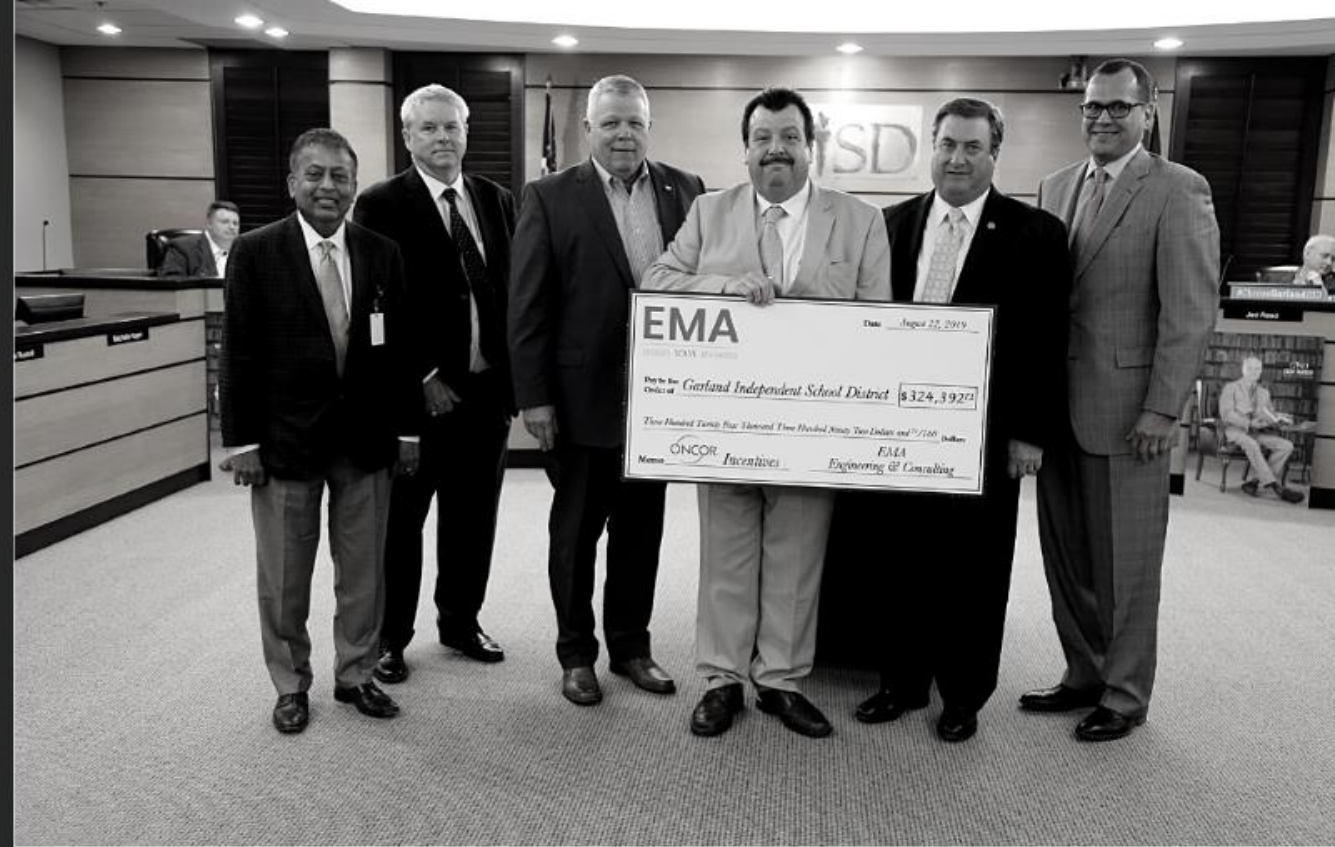
# PROJECT SAVINGS

- **Total Loan Amount**
  - \$6.5M
- **Total Utility Costs Savings**
  - \$450,000 / Year
  - Simple Payback 14.5 years
- **Total Energy Savings**
  - 51,000 MMBtu/Year
- **Total Energy Costs Savings**
  - 10 - 13%



# ENERGY INCENTIVES

- GISD secured a check for \$325,000 in energy incentives
- First school district in Texas to implement an on-site power generation solar project from SECO LoanSTAR Program



**GISD STAFF MEMBERS AND REPRESENTATIVES FROM EMA ENGINEERING & CONSULTING AT THE ENERGY INCENTIVES CHECK CEREMONY.**





## Garland Independent School District Board of Trustees

**Date of Meeting:** October 27, 2020

**Agenda Item:** Receive the Internal Audit Risk Assessment Report

**Agenda Section:** Information Item

**Administrator Responsible:** Dr. Brent Ringo  
Chief Financial Officer

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

The Internal Audit Risk Assessment Report is presented for review. Representatives from Gibson Consulting will be available for questions.

This item was approved to be added to the Board of Trustees meeting agenda on October 27, 2020 by the Finance & Audit Committee Board Members.

**Administrative Recommendations:**

Provided for your information.

# Garland ISD Internal Audit Risk Assessment Presentation



October 27, 2020

# Agenda

2

- Introduction
- Risk Assessment Objectives and Approach
- Garland ISD Audit Universe
- Risks and Scoring Methodology
- Observations
- Risk Assessment Matrix

# Introduction

3

- Greg Gibson, CPA – President, Gibson Consulting Group
- Kent Ingram, CPA – Senior Auditor, Gibson Consulting Group
- Gibson Consulting Group was engaged to conduct a risk assessment for the Garland Independent School District
- The Institute of Internal Auditors promulgates standards that require an internal audit program to be conducted according to a risk-based plan

# Before We Start

4

- **This project is not an audit**
- A risk assessment does not involve the development of audit findings or recommendations
- Observations made reflect only an assessment of risk, not an assessment of the area
- Information presented may or may not reflect actual problems or best practices – this cannot be determined until the area is subject to audit

# Risk Assessment Objectives

5

## **What do we audit first?**

- Evaluate the risk of the GISD program, operating, and administrative areas against defined risk factors
- Assign risk scores based on defined criteria and rank the areas
- Develop proposed audit plan sequencing based on risk ranking

# Approach

6

- Requested and analyzed data
- Conducted interviews
- Performed the risk assessment and scoring

# Garland ISD Audit Universe

7

- Academic Program Management
- Accounts Payable
- Asset Management
- Bilingual / English as a Second Language
- Career and Technology Education
- Co-curricular Activities
- Communications
- Construction Management
- Facilities Management
- Federal Programs
- Financial Management
- Gifted and Talented
- Governance
- Human Resources
- Nutrition Services
- Payroll
- Procurement and Contracts
- Public Relations
- Research and Evaluation
- Risk Management
- Safety and Security
- School Activity Funds
- School Operations
- Special Education
- Student Information
- Student Services
- Technology
- Transportation

# What are the risks?

8

1. Potential for fraud or theft
2. Risk of inaccurate data and reporting
3. Risk of non-compliance
4. Risk of failing to meet program or project goals and objectives
5. Health and safety risk
6. Risk of being inefficient
7. Management risk
8. Potential for litigation
9. Risk of negative public sentiment

# Risk Scoring

9

- Weight of each risk factor based on significance, and each auditable area based on the district impact
- Evaluate and score the inherent and district-specific risk (i.e. residual risk) components of each risk factor for the 28 auditable areas
  - Inherent risk: the innate risk that exists in each auditable area in the absence of controls and district practices
  - District-specific risk: the risk that remains after the district's controls and practices are taken into account
- Using the assigned weights and scores, calculate the total weighted scores and then convert scores based on a 100-point scale

# Risk Scoring (continued)

10

- Risk scores determine the priority for audit – the higher the score, the higher the priority
- The Board may supersede areas with higher risk ranking for other audit areas based on various factors
- The risk ranking does not necessarily specify the order of the audits
- New information or emerging (or emergency) issues may require mid-year revision

# Observations

11

- Special Education
  - High inherent risks due to the legal and regulatory environment
  - Unfavorable performance indicators in recent years
  - Recent high-profile incidents have brought negative publicity
  - Turnover in the leadership of the Department increases risk

# Observations (continued)

12

- Construction Management
  - Inherent risks are high due to potential bond program
  - The decision to manage the program in-house places much of the risk on GISD
  - A comprehensive Project Management Information System is not in use, increasing the reliance on manual data entry
  - A lack of audit history magnifies potential risk levels

# Observations (continued)

13

- Human Resources
  - Highly complex regulatory environment
  - COVID-19 likely increased workload
  - Transition to more automated processes increase risks
  - External auditors noted a weakness in position control in 2017-18

# Observations (continued)

14

- Academic Program Management
  - Districts are ultimately graded by TEA based on academic results and progress, increasing inherent risks
  - Turnover in Academic Leadership increases risk
  - A new learning management platform was implemented, changing existing processes and creating a need for monitoring and training efforts

# Observations (continued)

15

- Student Information Reporting
  - Rules and standards change annually, more so due to COVID-19
  - A potential data integrity issue was identified within the at-risk student population
  - Multiple issues were identified with student sub-population coding in a limited audit performed by Gibson

# Risk Assessment Matrix

16

Auditable Area	Risk Factor 1	Risk Factor 2	Risk Factor 3	Risk Factor 4	Risk Factor 5	Risk Factor 6	Risk Factor 7	Risk Factor 8	Risk Factor 9	Total	Highest Possible Score	100 Point Scale
Special Education	15	22	30	30	30	12	30	24	15	208	210	99
Construction Management	21	18	27	27	21	14	30	18	12	188	210	90
Human Resources	12	20	30	30	15	14	27	22	13	183	210	87
Academic Program Management	18	18	21	30	12	11	30	10	15	165	210	79
Student Information Reporting	21	24	33	21	12	12	18	12	10	163	210	78
Transportation	16	16	19	25	25	12	22	16	10	161	210	77
Financial Management	16	18	28	28	10	12	31	10	9	162	210	77
Governance	21	14	21	27	12	12	27	12	12	158	210	75
Student Services	10	20	28	22	22	10	22	14	9	157	210	75
Accounts Payable	22	14	25	28	10	13	22	12	7	153	210	73
Safety and Security	16	10	16	22	25	9	25	16	12	151	210	72
Nutrition Services	13	14	22	19	22	10	28	14	8	150	210	71
Procurement / Contracts	22	14	25	28	10	13	19	10	8	149	210	71
Facilities Management	19	10	13	25	22	10	25	14	8	146	210	70
Asset Management	25	12	13	25	13	12	19	10	9	138	210	66
Payroll	19	14	19	25	10	10	25	8	7	137	210	65
Bilingual / ESL Education	13	14	19	25	10	8	25	10	8	132	210	63
Technology	16	10	13	28	10	12	28	8	6	131	210	62
Career and Technology Education	10	14	22	22	13	8	25	8	6	128	210	61
Federal Programs	17	12	20	26	8	6	20	8	6	123	210	59
School Operations	16	10	19	16	10	8	22	12	7	120	210	57
School Activity Funds	20	14	20	17	8	7	14	10	8	118	210	56
Gifted and Talented	8	14	20	23	11	7	17	6	7	113	210	54
Risk Management	14	8	14	20	8	6	20	10	5	105	210	50
Co-curricular Activities	8	6	17	14	14	5	17	8	5	94	210	45
Public Relations	8	10	14	17	8	5	17	6	9	94	210	45
Research and Evaluation	17	8	17	17	8	5	11	6	5	94	210	45
Communications	8	6	11	14	8	5	17	6	5	80	210	38

17

Questions?

2020

Internal Audit  
Risk Assessment  
*for the Garland Independent School  
District*

PREPARED AND SUBMITTED BY:

GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

**Table of Contents**

1 – Executive Summary ..... 1

2 – Garland ISD Historical Profile ..... 5

3 – Methodology ..... 17

4 – Risk Assessment Results..... 21

Appendix A – List of Interviewees..... 35

# 1– Executive Summary

Through a competitive procurement, the Garland Independent School District (GISD, Garland ISD) Board of Trustees engaged Gibson Consulting Group, Inc. (Gibson) in September 2019 to conduct four limited-scope internal audit engagements. During the completion of these internal audits in January 2020, the Board requested Gibson to perform a risk assessment to help guide future internal audit efforts.

The Institute of Internal Auditors (IIA) defines internal audit as an independent, objective assurance and consulting activity designed to add value and improve an organization’s operations. Internal audit helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. IIA standards also require that internal audit plans must be based on a documented risk assessment.<sup>1</sup>

The primary purpose of a risk assessment is to drive the sequencing of specific internal audit projects, and related follow-up audits, based on their relative risk to the organization. These projects are scheduled through an audit plan over a period of multiple years, depending primarily on the desired annual investment and the internal capacity of the organization to support the internal audit process. Each year, the risk assessment and audit plan should be updated based on events, changing priorities, and other factors. Figure 1 depicts the internal audit life cycle and the relationship of the risk assessment to the audit plan and audit projects.

**Figure 1. Internal Audit Life Cycle**



Source: Gibson Consulting Group, Inc.

<sup>1</sup> Institute of Internal Auditors website: <https://na.theiia.org/standards-guidance/mandatory-guidance/Pages/Definition-of-Internal-Auditing.aspx>

Gibson established a list of auditable areas – often referred to as the audit universe – for the GISD risk assessment (Table 1). Many organizations view internal audit only through a financial lens, focusing exclusively on financial risks. However, the IIA standards speak of risks in the context of any organizational objective, and include not only internal controls and compliance, but also efficiency and effectiveness of all programs and operations.

**Table 1. GISD Audit Universe**

Administrative	Operational	Programs	Other
Financial Management	Facilities Management	Academic Program Management	Communications
Payroll	Construction Management	Special Education	Public Relations
Accounts Payable	Transportation	Gifted and Talented (G/T)	
Procurement / Contracts	Nutrition Services	Bilingual / English as a Second	
Human Resources	Safety and Security	Language (ESL)	
Technology	School Operations	Career and Technical Education	
Governance	School Activity Funds	(CTE)	
Asset Management		Student Services	
Risk Management		Federal Programs	
Student Information		Co-curricular Activities	
		Research and Evaluation	

Source: Gibson Consulting Group, Inc.

Each of the selected areas shown in Table 1 above was evaluated against nine risk factors identified by Gibson. The nine risk factors are:

1. Potential for fraud or theft
2. Risk of inaccurate data and reporting
3. Risk of non-compliance
4. Risk of failing to meet program or project goals and objectives
5. Health and safety risk
6. Risk of being inefficient
7. Management risk
8. Potential for litigation
9. Risk of negative public sentiment

Each risk factor is described in more detail in *Chapter 3 – Methodology* of this report. Gibson performed extensive data analysis and conducted interviews to form the foundation of the risk assessment and establish a basis for risk-scoring and ranking each area.

The risk assessment results presented in this report evaluate relative levels of risk, not performance. This project was not an audit of any function or program area; consequently, there are no findings or

recommendations. Further, this risk assessment was conducted during the spring of 2020, in the early stages of a worldwide pandemic, and other factors since then may influence the need for – or sequencing of – specific audits. This report reflects the assessment of risks as of May 2020.

In this context, several global themes emerged from this risk assessment:

- Many individuals in leadership positions are fairly new to their roles due to an organizational restructuring that occurred less than two years ago.
- The District has not received substantial negative publicity, with some exceptions.
- Many GISD audit areas do not have key performance indicators (KPIs) to monitor and measure efficiency and effectiveness.
- The known and unknown impacts of the COVID-19 pandemic increased risks district-wide. Long-term financial uncertainty and short-term instructional constraints adversely affected many areas of the audit universe.
- Previous internal audit and consulting work reduced risk in many areas.

The five audit areas with the highest scaled risk scores are presented below, along with the primary factors driving the assessment of risk for each area.

1. **Special Education** – The inherent risk in Special Education is high due to the nature of the services provided and the complex regulatory requirements that govern them. Specific to GISD, the District has received unfavorable Performance Levels for several Special Education Results Driven Accountability (RDA, formerly PBMAS) indicators in recent years. The Executive Director position will soon be vacant and high-profile incidents in recent years have brought negative publicity to the District.
2. **Construction Management** – Based on information learned during interviews, a major bond program is possible in the next year or two. Previously, GISD used a third-party to manage bond programs; however, it has not been determined whether future bond programs would be managed by a third party or managed in-house. The size and visibility of bond programs present inherent risks, and because of their short-term nature, internal audits of program readiness during the early stages of a program can have a greater impact on its success. If GISD decides not to pursue a bond program in calendar year 2021, this audit would not be recommended until a successful election occurs.
3. **Human Resources** – A highly complex regulatory environment increases the inherent risk of the human resources function. The risk factors within human resources are magnified by the fact that over 80 percent of general fund expenditures are for personnel. Specific to GISD, the Human Resources Department is transitioning from manual, paper-driven processes to digital records and workflows through *Laserfiche*. This will result in many process changes, increasing short-term

operating risks as users begin transitioning to a new environment. In spite of a push to automate, many manual processes still remain. Many interviews cited concerns with the hiring timeline and processes, potentially indicating the existence of some inefficiencies.

4. **Academic Program Management** – Similar to Human Resources and Special Education, the regulatory environment surrounding academic program management is highly complex with many data reporting requirements. Pressures on this audit area can be immense, as districts are ultimately graded by TEA based on academic results and progress. Specific to GISD, there is a key vacancy within the Curriculum and Instruction Department. Additionally, the implementation of *Canvas*, GISD’s new learning management platform, is a major undertaking which will change many existing processes, thus requiring training and monitoring efforts.
5. **Student Information Reporting** – The data standards and regulations governing PEIMS submissions frequently change. The data submitted through PEIMS drives many funding allocations and accountability metrics, increasing the importance of data integrity. Specific to GISD, a potential data integrity issue was identified within the at-risk student population. Further, a limited scope audit performed by Gibson identified data integrity issues within multiple student sub-populations.

Based on this risk assessment, these five areas should be considered for an internal audit first. The suggested next steps for the Board are to incorporate the information contained in this risk assessment report, along with any other factors deemed relevant by the Board, into the development of a long-range internal audit plan.

The scope of this Risk Assessment was defined prior to the COVID-19 pandemic. This pandemic has obviously created new risks for all school systems, although these were not explored during this project. Below are other possible targeted areas for consideration as the board evaluates options for its long-term audit plan.

- Online learning implementation
- Business continuity / disaster readiness
- Cost savings in anticipation of future state funding reductions

The remainder of this report is organized into the following three chapters:

Chapter 2 – Garland ISD Historical Profile

Chapter 3 – Methodology

Chapter 4 – Risk Assessment Results

Gibson wishes to express its sincere thanks to the Garland ISD Superintendent and management team for their efforts and responsiveness in providing data to support the risk assessment, and for their time as well as the Board’s in providing valuable insights through interviews.

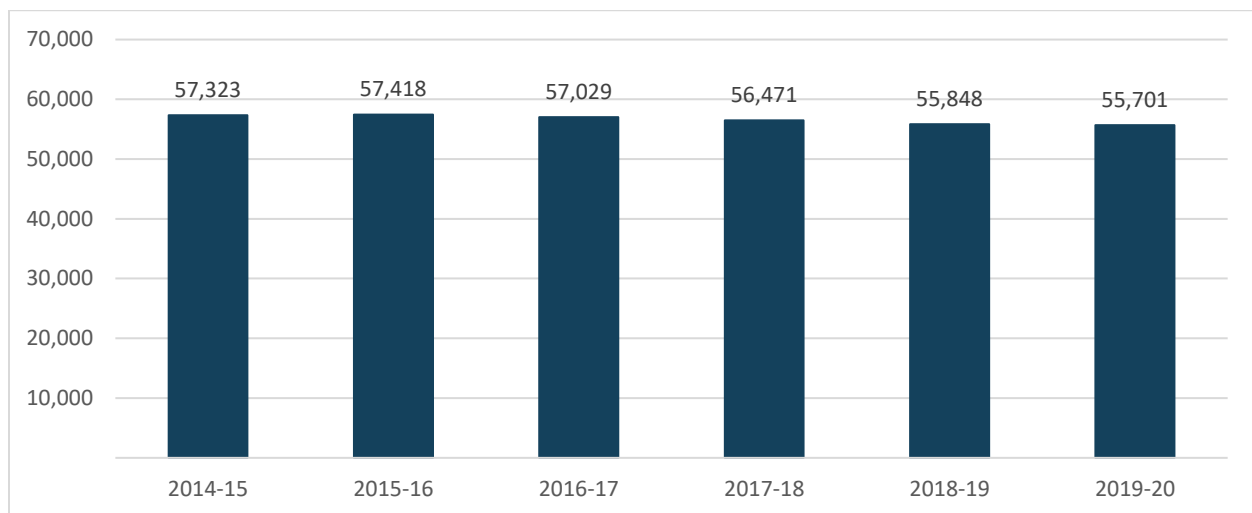
## 2 – Garland ISD Historical Profile

The Garland Independent School District (GISD, Garland ISD) is a 93-square mile school district based in Garland, Texas with more than 55,000 students. Students from Garland, Rowlett, and Sachse attend classes at 47 elementary schools (PK-5), 12 middle schools (6-8), seven high schools (9-12), one Career and Technical Education Center, two Pre-Kindergarten Centers, and two special learning centers.<sup>2</sup> It is the 14<sup>th</sup> largest public-school system in Texas.

GISD received an overall “B” rating in the Texas Education Agency (TEA) accountability system in 2018-19, with an overall scale score of 88 out of 100. “B” ratings were obtained in school progress, closing the gaps, and student achievement, with an 89, 86, and 84 respectively.

Student enrollment has decreased in recent years, from 57,323 in 2014-15 to 55,701 in 2019-20, a reduction of 2.8 percent. Figure 2 presents GISD student enrollment since 2014-15, showing mild annual decreases since 2015-16.

**Figure 2. Student Enrollment, GISD, 2014-15 to 2019-20**

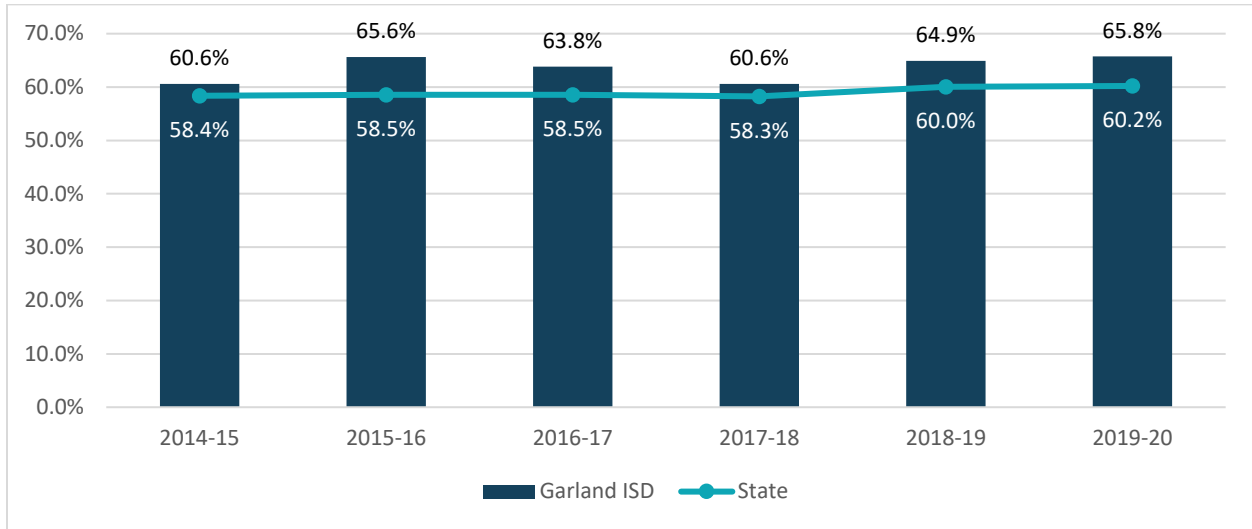


Source: TEA Texas Academic Performance Reports, 2014-15 to 2018-19; TEA Student Program and Special Populations Report, Garland ISD, 2019-20

During this same timeframe, the student demographic composition changed more notably. Garland ISD experienced significant changes with respect to the percentage of economically disadvantaged students and the ethnic distribution of the student population. Figure 3 presents the percentage of students who are identified as economically disadvantaged from 2014-15 to 2019-20, showing a growth of 8.6 percent (5.2 percentage points) over the six-year period, and now more significantly above the state average.

<sup>2</sup> Obtained from the 2018-19 Comprehensive Annual Financial Report

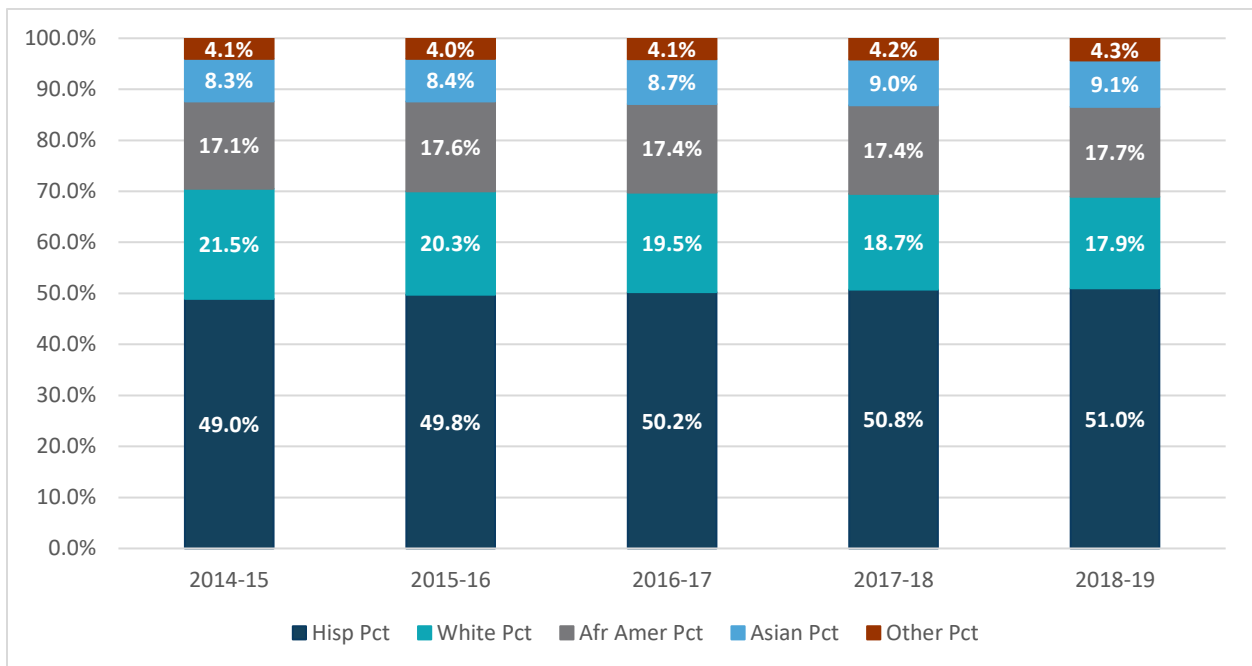
**Figure 3. Percentage of Students Identified as Economically Disadvantaged, Garland ISD and State Average, 2014-15 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2014-15 to 2018-19; TEA Student Program and Special Populations Report, Garland ISD and State of Texas, 2019-20

Figure 4 presents the distribution of GISD students by ethnicity since 2014-15. GISD has experienced an overall decrease in White students, and an overall increase in Hispanic, African-American, Asian, and other students since 2014-15.

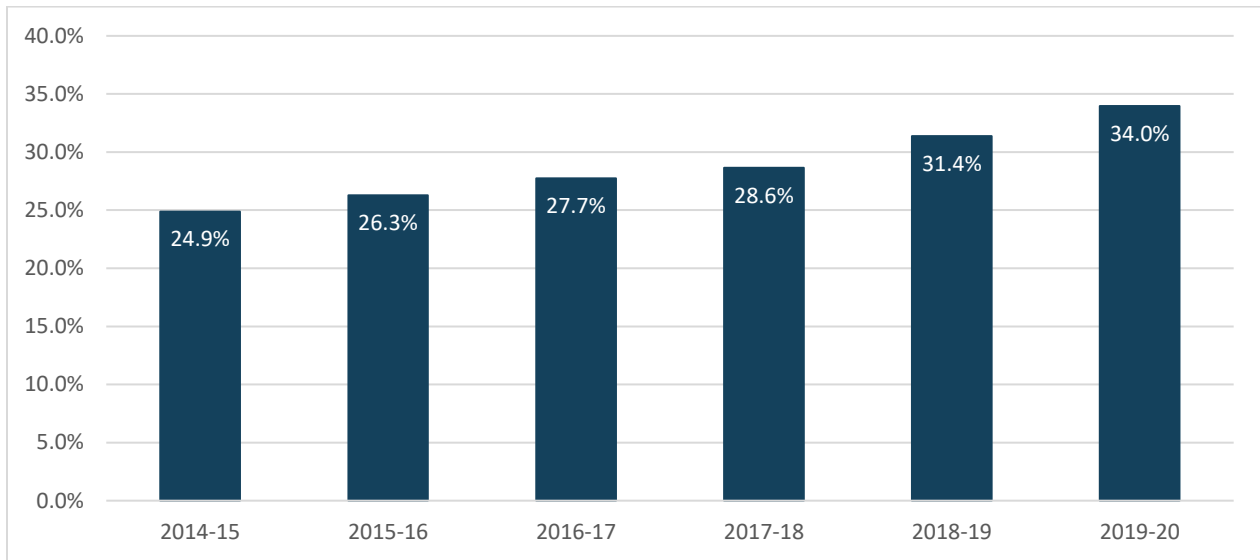
**Figure 4. Percentages of Students by Ethnicity, Garland ISD, 2014-15 to 2018-19**



Source: TEA Texas Academic Performance Reports, 2014-15 to 2018-19

Figure 5 provides the percentages of students with limited English proficiency (LEP). Over the past six years, the LEP percentage increased annually from 24.9 percent in 2014-15 to 34.0 percent in 2019-20.

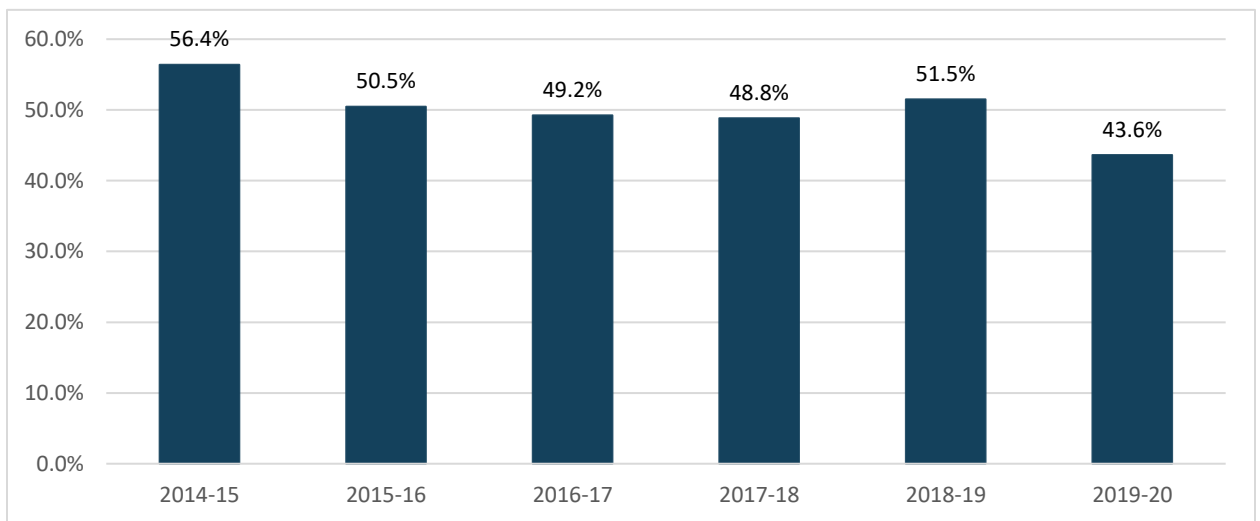
**Figure 5. Percentages of Students Identified as LEP, Garland ISD, 2014-15 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2014-15 to 2018-19; TEA Student Program and Special Populations Report, Garland ISD, 2019-20

Figure 6 presents the percentage of students identified as at-risk for dropping out of school for each year since 2014-15. Over that time frame, the percentage has fluctuated. In 2014-15, 56.4 percent of students were at-risk. This percentage decreased to 48.8 percent in 2017-18, increased to 51.5 percent in 2018-19, then dropping to 43.6 percent in 2019-20. Further discussion of this data trend can be found in Chapter 4.

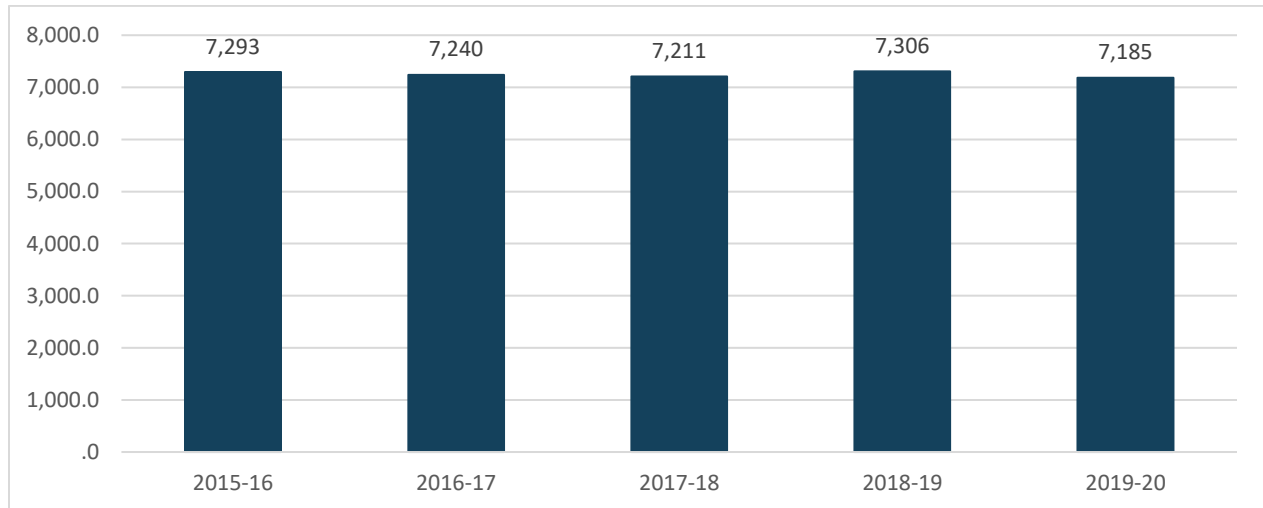
**Figure 6. Percentages of Students Identified as At-Risk, Garland ISD, 2014-15 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2014-15 to 2018-19; TEA Student Program and Special Populations Report, Garland ISD, 2019-20

The total count of full time equivalent (FTE) employees, as seen in Figure 7, has decreased since 2015-16 from 7,293 FTEs to 7,185 FTEs. The count of FTEs decreased slightly between 2015-16 and 2017-18 by 82 FTEs or 1.1 percent. However, this decline was reversed in 2018-19 when the FTE count increased by 95 FTEs or 1.3 percent. This count was again reduced in 2019-20, decreasing by 121 FTEs or 1.7 percent.

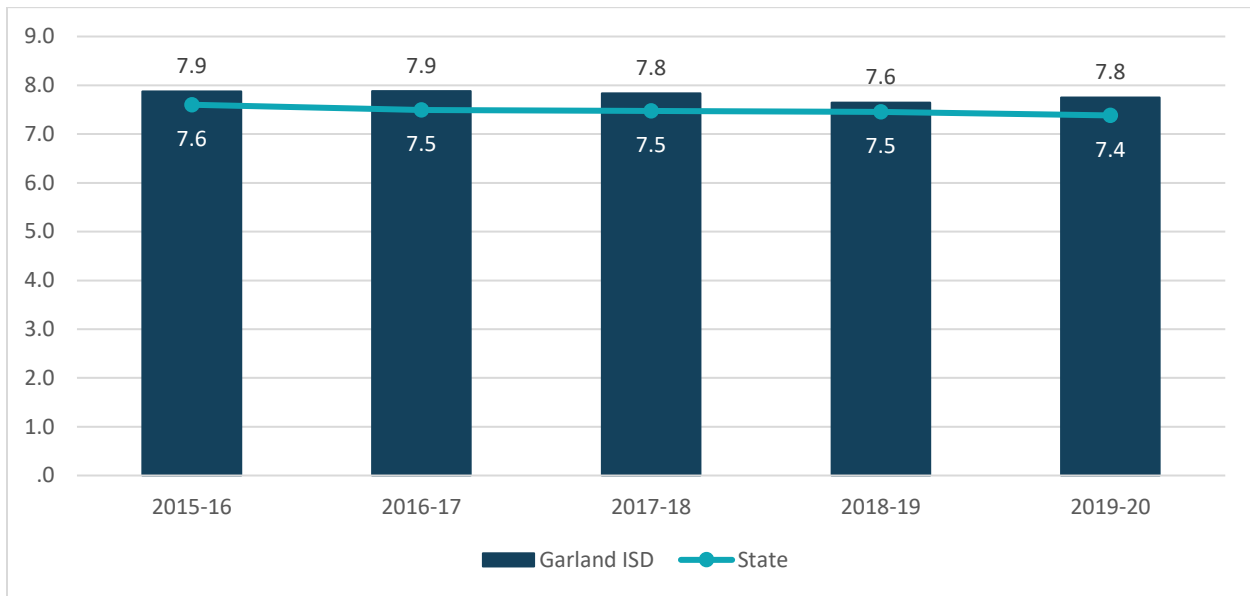
**Figure 7. FTE Count, Garland ISD, 2015-16 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2015-16 to 2018-19; TEA Staff Salaries and FTE Counts, Garland ISD, 2019-20

Relative to the student population, GISD has fewer employees than the state average, indicating above average staffing efficiency. Figure 8 presents the ratio of total students to total staff, an indicator of overall staffing efficiency, from 2015-16 to 2019-20. The ratio is calculated by dividing total enrollment by the total number of staff FTEs. The “increase” in the ratio indicates “fewer” staff relative to the student population. A reduction in the ratio indicates higher staff relative to the student population. GISD’s student-staff ratio has remained relatively flat over the past five years, but has consistently remained above the state average.

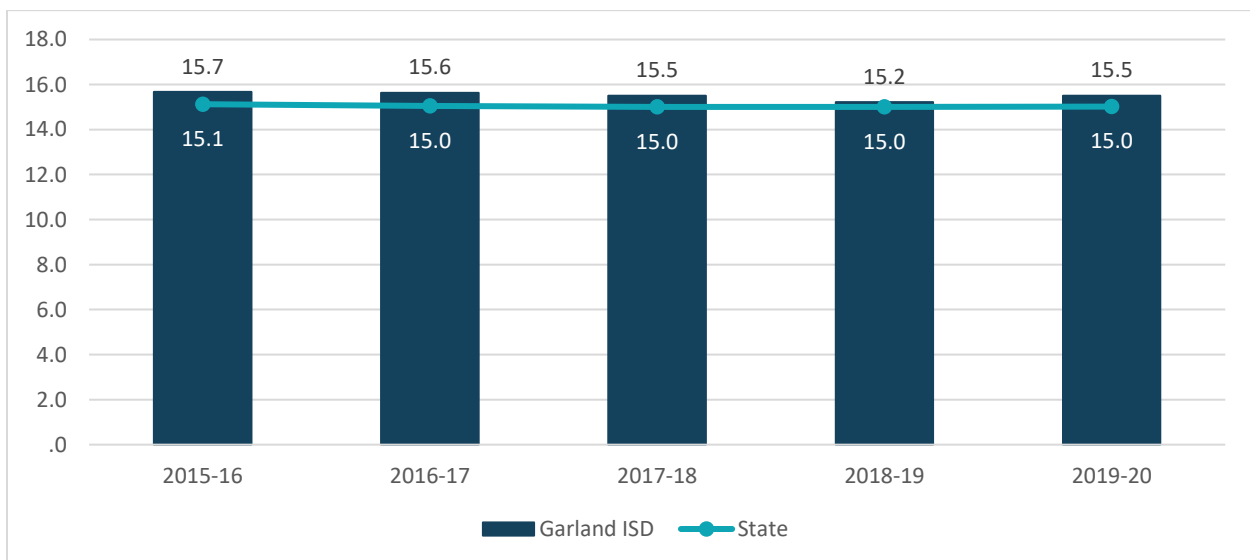
**Figure 8. Student-to-Staff Ratio, Garland ISD and State Average, 2015-16 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2015-16 to 2018-19; TEA Staff Salaries and FTE Counts, Garland ISD, 2019-20

The above ratio based on total staff can be broken down into teaching and non-teaching staff counts relative to the student population. Figure 9 compares the GISD pupil-teacher ratio to the state average over the past five years. Similar to the student-staff ratio, this comparison shows that GISD has a higher pupil-teacher ratio than the state average, indicating fewer teachers relative to the student population. The GISD trend has mirrored the state trend, of relatively flat pupil-teacher ratios over the five-year period.

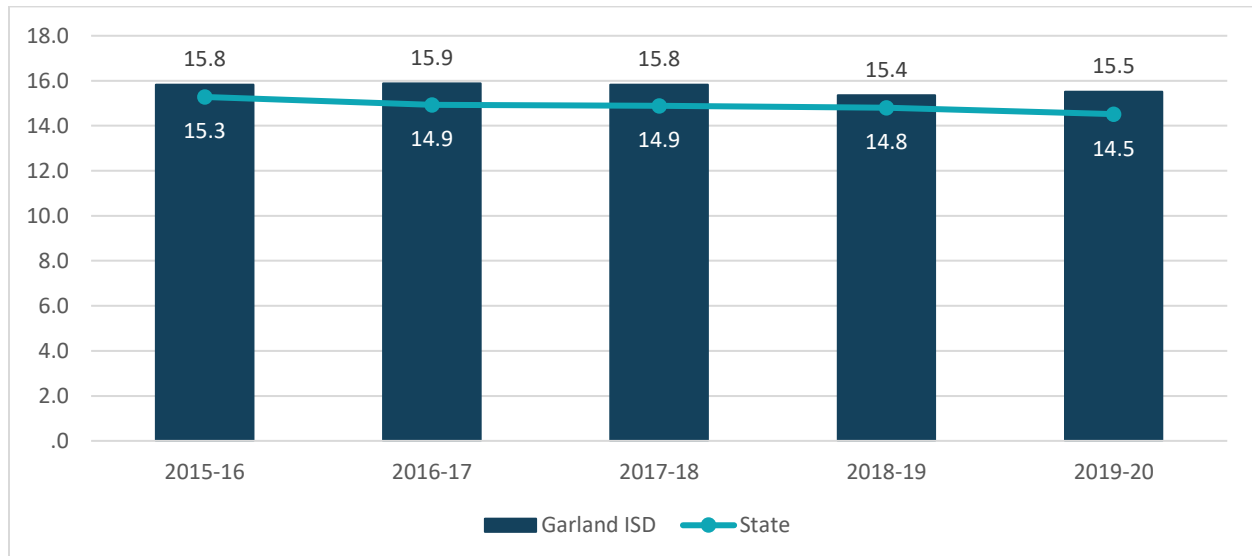
**Figure 9. Pupil-Teacher Ratio, Garland ISD and State Average, 2015-16 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2015-16 to 2018-19; TEA Staff Salaries and FTE Counts, Garland ISD, 2019-20

Figure 10 compares the GISD ratio of students to non-teaching staff to the state average over the past five years. Garland ISD's ratio is higher than the state average, indicating fewer non-teaching staff relative to the student population. Some of this variance is likely attributable to the lack of custodian positions since the custodial function for middle and high schools is outsourced. With the exception of 2019-20, both the GISD and state trends are downward, indicating more non-teaching employees relative to the student population. GISD's downward trend of 1.9 percent is lower than the state's five-year decline of 5.2 percent.

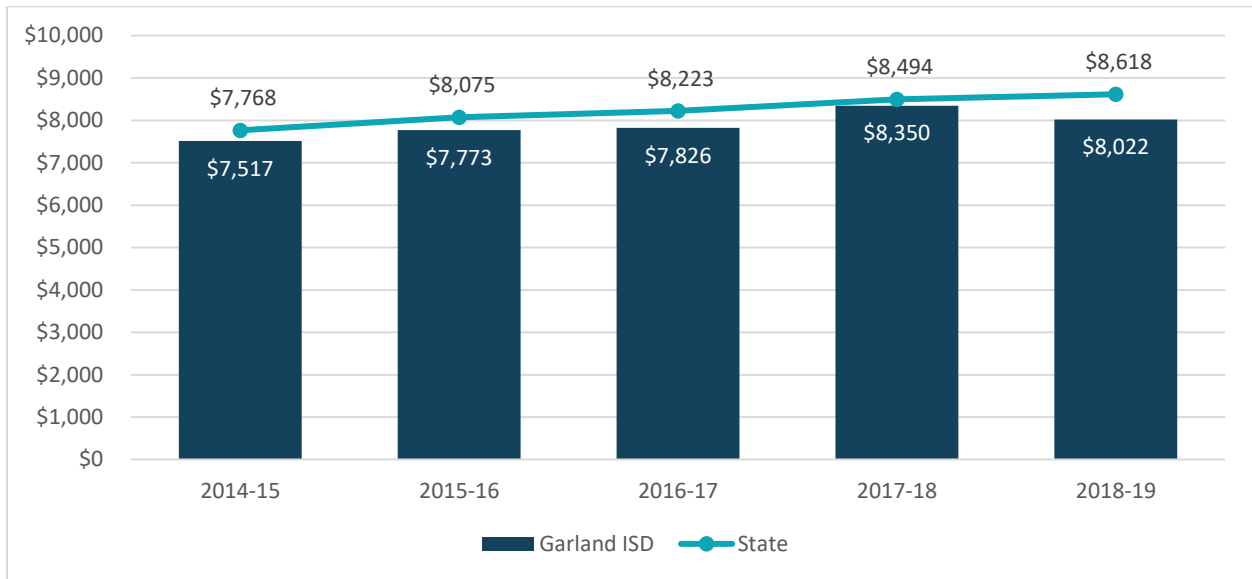
**Figure 10. Student to Non-Teacher Ratio, Garland ISD and State of Texas, 2015-16 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2015-16 to 2018-19; TEA Staff Salaries and FTE Counts, Garland ISD, 2019-20

GISD General Fund operating expenditures per student have been below state averages in each of the past five years. GISD changed their fiscal year in 2018-19, moving from an annual fiscal year-end date of August 31st to June 30th. Thus, the fiscal year for 2018-19 only included 10 months. The data presented in the next three figures for 2018-19 includes two months of 2019-20 financial data, as required by TEA. This does not impact comparability as all years are presented on a 12-month basis. Figure 11 provides the comparison of GISD to the state for 2014-15 to 2018-19. With the exception of 2017-18, GISD expenditure growth has been below the state average and has largely mirrored state trends. In 2017-18, GISD reported higher and apparently non-recurring expenditures on instruction.

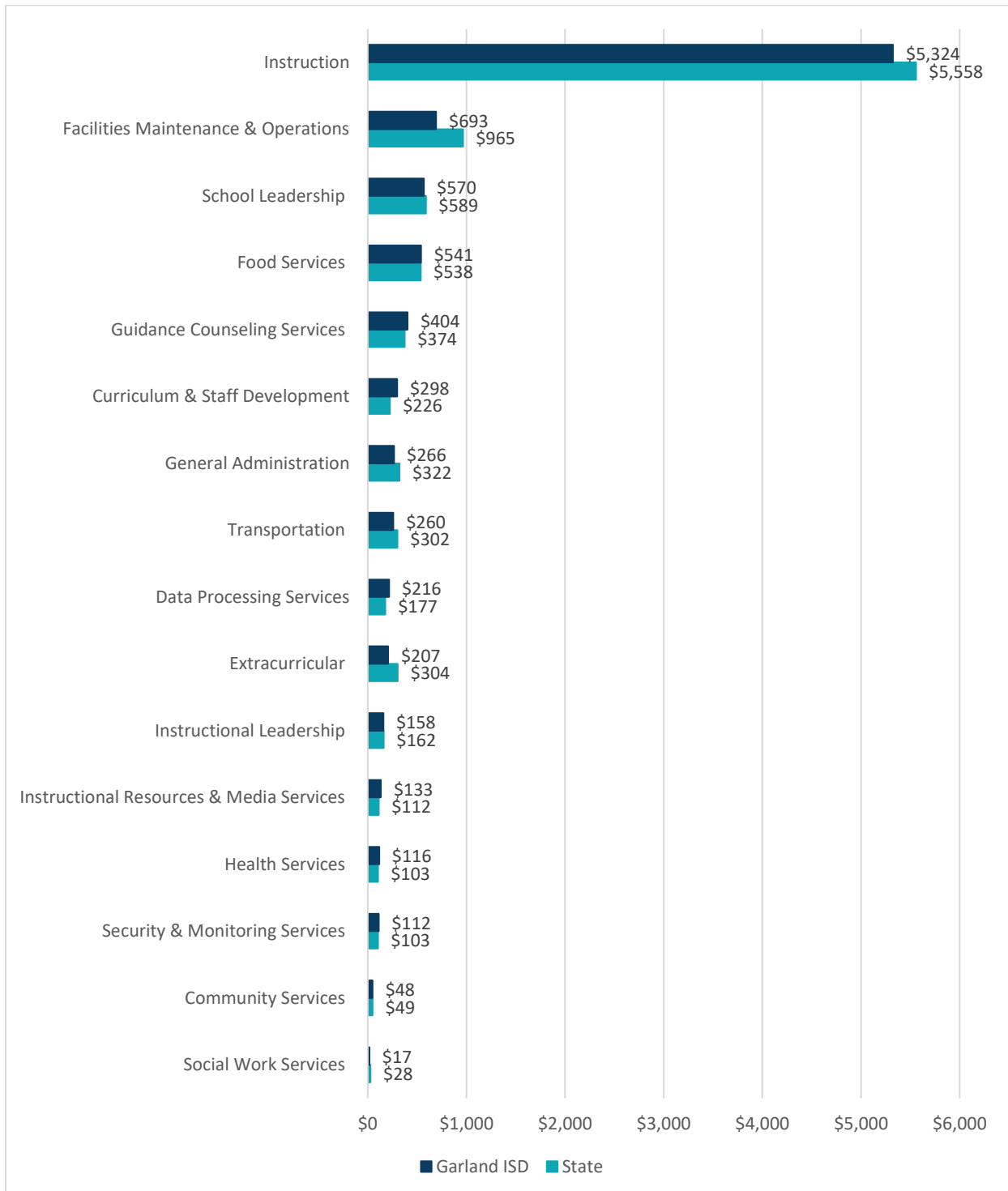
**Figure 11. Operating Expenditures per Student, General Fund, Garland ISD and State Average, 2014-15 to 2018-19**



Source: TEA PEIMS Financial Actual Reports, 2014-15 to 2018-19

Figure 12 compares GISD operating expenditures per student (all funds) to the state average. The District is below the state average in nine categories and above the state average in seven categories. The largest negative variance, where GISD spends less than the state average, is within Facilities Maintenance and Operations, where GISD spends \$272 (28.2 percent) less per student. The largest positive variance is within Curriculum and Staff Development, where GISD spends \$72 (31.9 percent) more per student.

**Figure 12. Operating Expenditures per Student by Function, All Funds, Garland ISD and State Average, 2018-19**



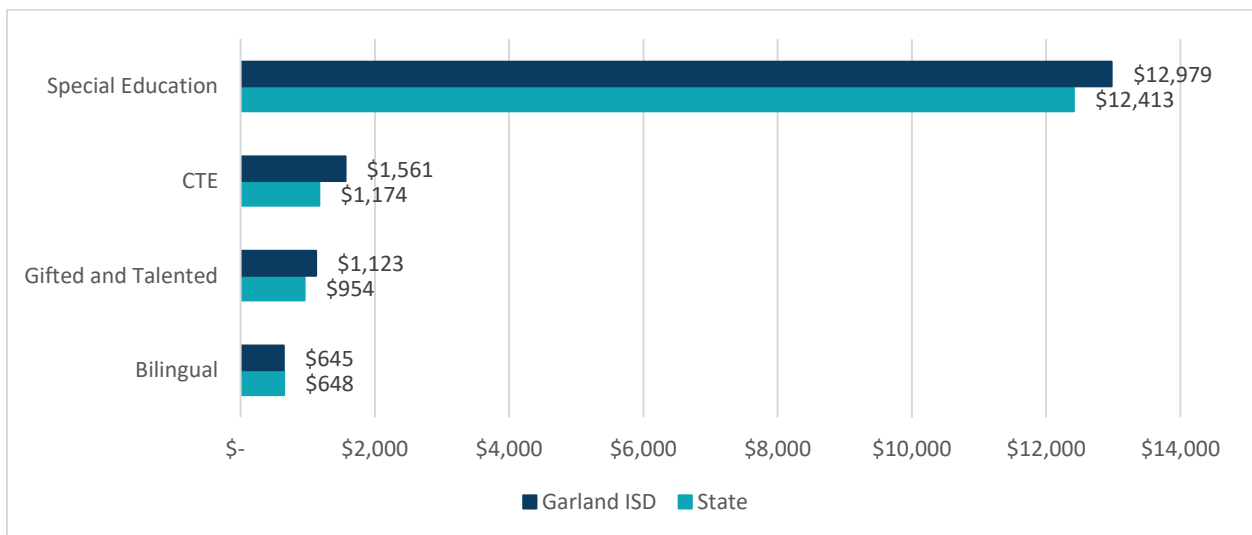
Source: TEA PEIMS Financial Actual Reports, 2018-19

Note: State Average is reported only for All Funds.

In 2018-19, across all funds, GISD expended \$4,017 of operating expenditures per student on general education, which lagged the state average of \$4,389. This is likely due in part to the higher pupil-teacher ratio at Garland relative to the state average (as shown above).

Figure 13 provides a comparison of operating expenditures per student served, across all funds, for four categorical programs. This was calculated by dividing the operating expenditures for each program by that program’s enrollment. During 2018-19, GISD exceeded the state averages in Special Education, CTE, and Gifted and Talented expenditures per student served. GISD’s Bilingual/ESL expenditures per student served were slightly lower than the state average.

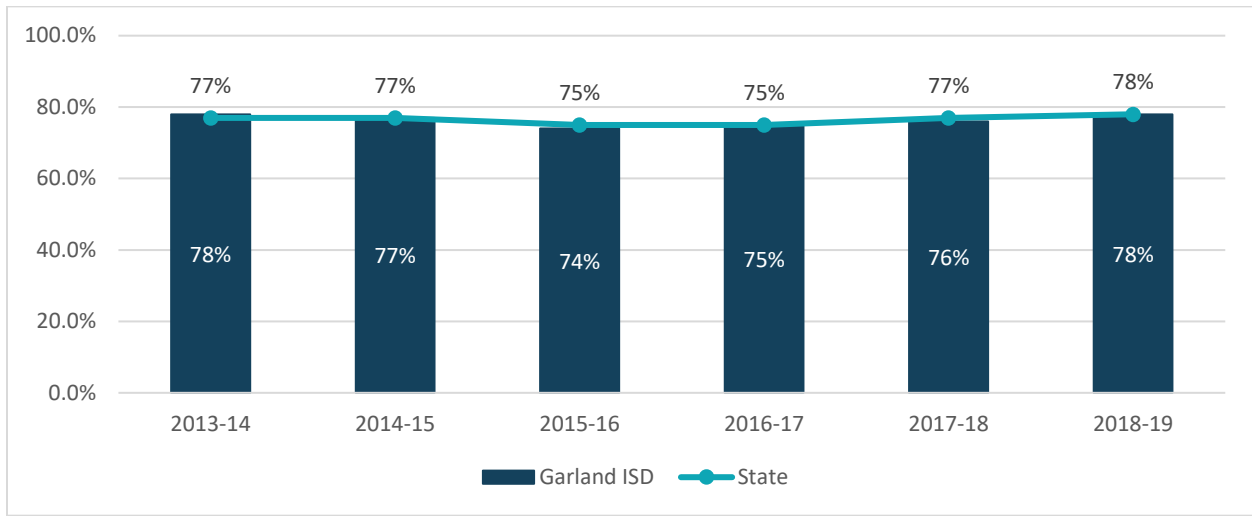
**Figure 13. Operating Expenditures per Student Served by Program, All Funds, Garland ISD and State Average, 2018-19**



Source: TEA PEIMS Financial Actual Reports, 2018-19; TEA Texas Academic Performance Reports, 2018-19

Overall, students at GISD have performed at levels similar to the state average in recent years, even though the District has experienced more challenging demographic changes than the state as a whole. Figure 14 presents the percentage of students across all grade levels and subjects that met the “approaches grade level or above” standard on the STAAR exams. Student performance decreased between 2013-14 and 2015-16 but began improving annually in 2016-17, mirroring state trends.

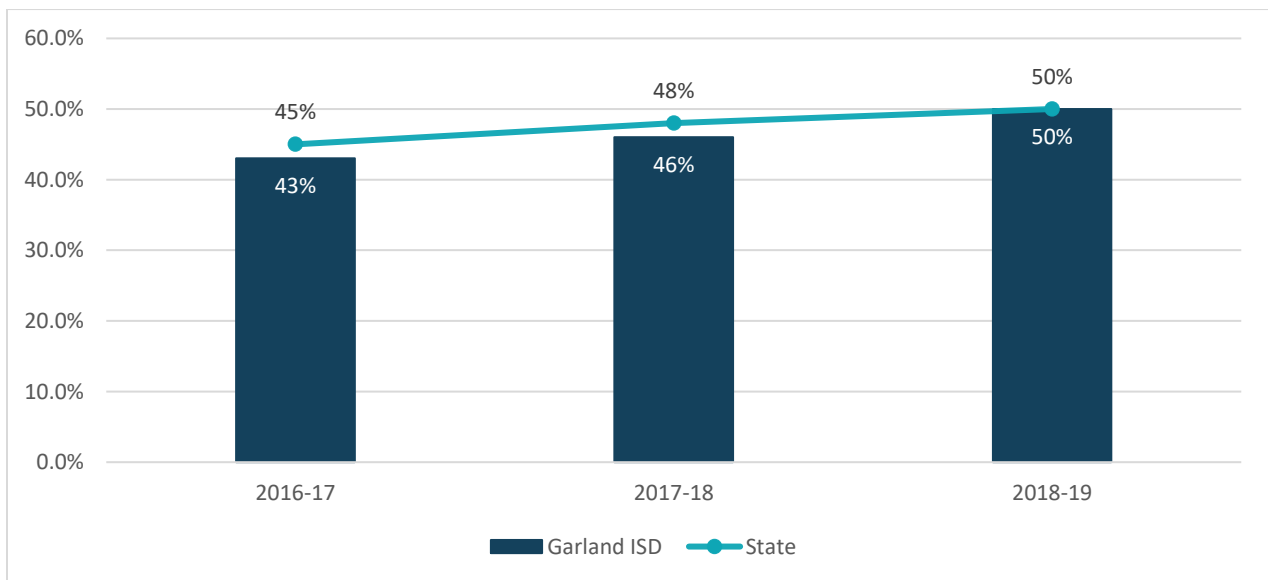
**Figure 14. STAAR Approaches Grade Level or Above – All Grades, All Subjects, GISD and State Averages, 2013-14 to 2018-19**



Source: TEA Texas Academic Performance Reports, 2013-14 to 2018-19

Student performance has improved steadily since 2016-17 when applying the “Meets Standard” indicator, which is a more challenging measure preferred by the District. Figure 15 provides the percentage of all students in all subjects that met the performance standard for STAAR exams.

**Figure 15. STAAR Percentage of Students at Meets Standard Level, All Subjects, All Grades, Garland ISD and State Average, 2016-17 to 2018-19**

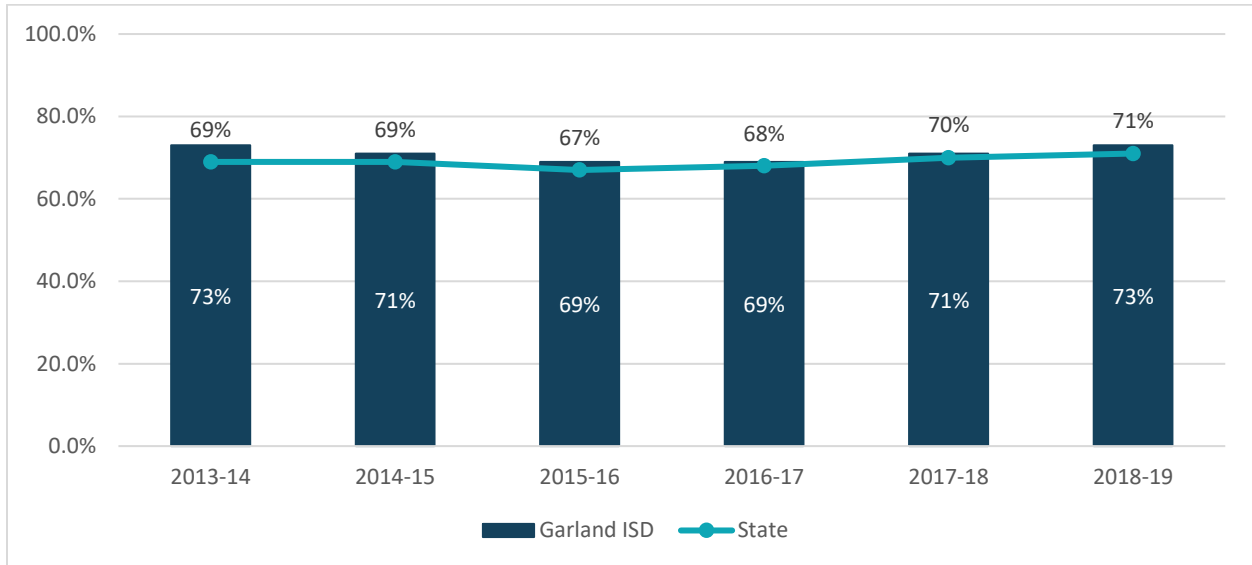


Source: TEA Texas Academic Performance Reports, 2016-17 to 2018-19

Academic performance of economically disadvantaged students over the past six years has largely mirrored state trends, and GISD performance in 2018-19 is two percentage points above the state average

(Figure 16). This is particularly noteworthy since GISD’s economically disadvantaged population has grown faster than the state average.

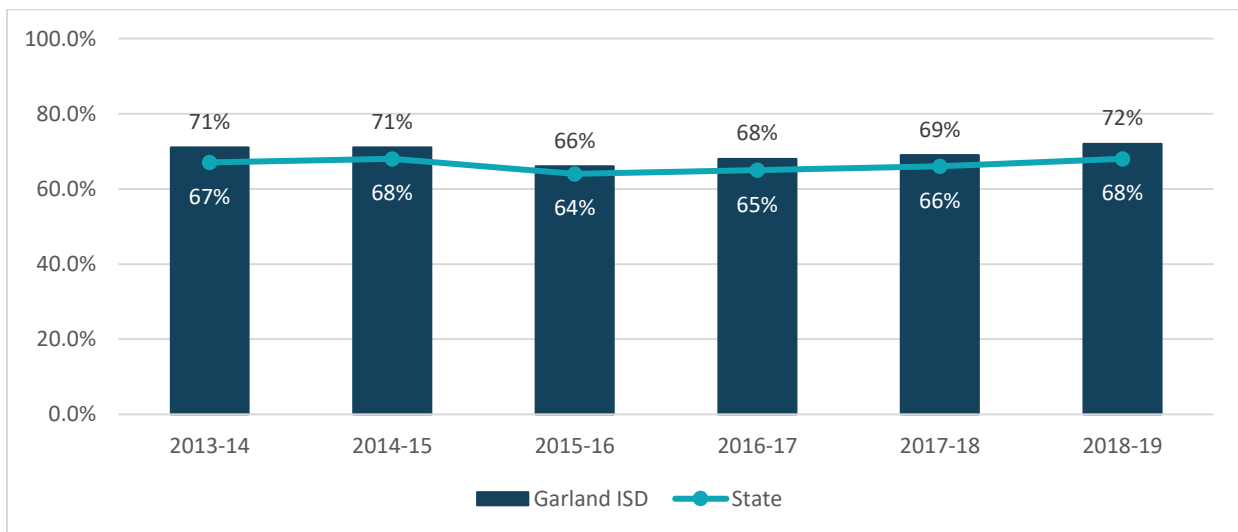
**Figure 16. STAAR Approaches Level – Economically Disadvantaged Students, All Grades, All Subjects, GISD and State Averages, 2013-14 to 2018-19**



Source: TEA Texas Academic Performance Reports, 2013-14 to 2018-19

Figure 17 presents the academic performance of African-American students since 2013-14, showing that GISD’s performance has surpassed the state average in each year and mirrored the state trends.

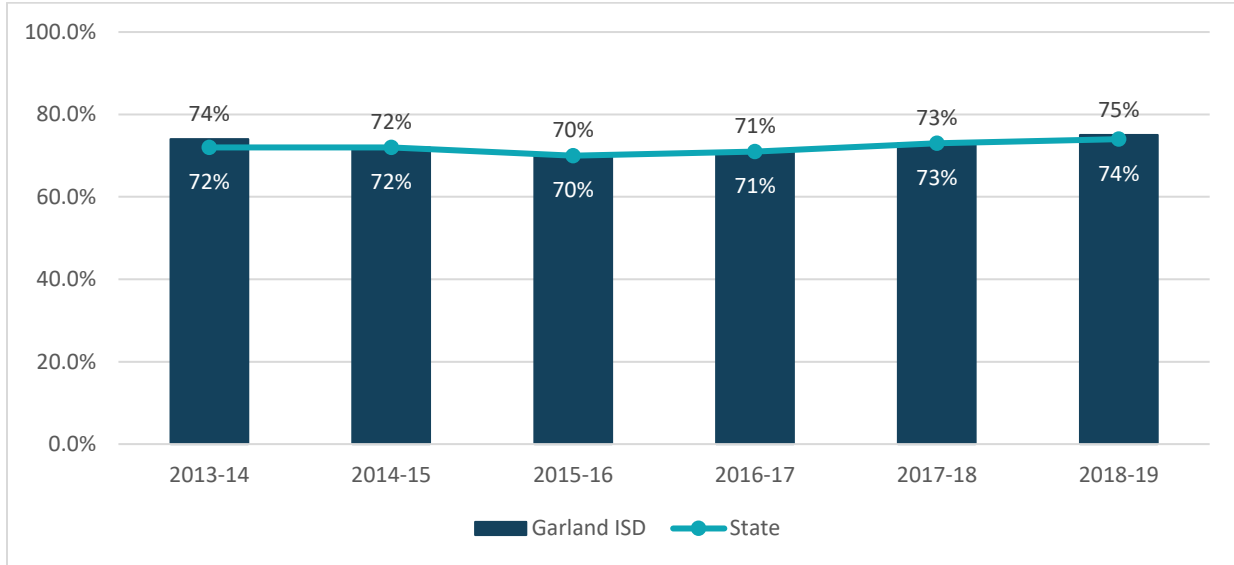
**Figure 17. STAAR Approaches Level – African-American Students, All Grades, All Subjects, GISD and State Averages, 2013-14 to 2018-19**



Source: TEA Texas Academic Performance Reports, 2013-14 to 2018-19

Figure 18 presents the academic performance of Hispanic students since 2013-14, showing that GISD’s performance was equal to or slightly below the state average in each year, and mirrored the state trends.

**Figure 18. STAAR Approaches Level – Hispanic Students, All Grades, All Subjects, GISD and State Averages, 2013-14 to 2018-19**



Source: TEA Texas Academic Performance Reports, 2013-14 to 2018-19

## 3 – Methodology

---

The methodology for conducting an internal audit risk assessment involves three primary activities: collection and analysis of data, conducting interviews with district administrators and Board members, and risk scoring each audit area based on the analysis and corroboration of information from all sources. These three phases of work are discussed in greater detail below.

### *Phase 1: Data Collection and Analysis*

Risk assessments require the analysis of a broad spectrum of school district data, including organizational charts, historical financial and staffing data, budget and staffing formulas, operating statistics, performance reports, prior external and internal audit reports and management letters, prior consulting reports, Board policies, Board meeting minutes, lists of major software applications, and descriptions of project initiatives for each applicable area, among others. Much of the information was available through the District web site, the Texas Education Agency (TEA) web site, or other publicly available sources. News articles about the District were independently obtained by the audit team from multiple sources.

The audit team analyzed these data, made preliminary observations, and used these observations to generate questions for Phase 2 of the project.

### *Phase 2: Interviews*

Gibson conducted remote interviews between June 1 and June 25, 2020. The audit team interviewed Board members, the Superintendent, cabinet members, and departmental leaders who are involved in the GISD audit universe areas. A complete list of interviewees appears in *Appendix A – List of Interviewees*.

Interview questions included general background information of the interviewee, history of their involvement with the District and applicable audit area, specific areas of interest generated by the data request, and specific risk factors applicable to the audit area(s).

### *Phase 3: Data Analysis and Risk Scoring*

All of the information collected through the data request and interviews was analyzed and corroborated for each audit area. The observations from this analysis were used to assign risk based on a defined framework. This framework involved two types of risk across nine different risk factors. The two types of risk that were assessed are inherent risk and district-specific risk. Inherent risk is the innate risk that exists in each auditable area in the absence of controls and district practices. District-specific risks, also referred to as residual risks, are those risks that remain after the district's controls and practices are taken into account.

Each type of risk was evaluated for each audit area across nine categories of risk. Below are examples of inherent and district-specific risks for each risk factor:

**1. Potential for fraud or theft**

- a. Inherent Risk – areas that handle cash or that purchase movable goods and assets are subject to higher levels of risk than other areas under this risk category.
- b. District-Specific Risk – areas that have actually reported stolen property have higher district-specific risk than those that do not.

**2. Risk of inaccurate data and reporting**

- a. Inherent Risk – areas that have state or other external reporting requirements are higher risk than those that do not. Where state reporting drives funding, the risks are the highest.
- b. District-Specific Risk – areas that have been cited for data quality issues by external agencies or internal reviews receive a higher score under this risk factor.

**3. Risk of non-compliance**

- a. Inherent Risk – areas that have more state and federal regulatory complexity have higher risk than those that are driven more by local policy and administrative regulations.
- b. District-Specific Risk – areas that have been cited by regulatory bodies for non-compliance have higher scores under this risk factor.

**4. Risk of failing to meet program or project goals and objectives**

- a. Inherent Risk – every audit area has this risk, but the impact of not achieving stated goals or objectives in some areas, such as in Academic Program Management, Financial Management, and Construction Management, presents higher risks than others.
- b. District-Specific Risk – areas that do not have stated goals or objectives or have consistently fallen short of stated goals and objectives receive higher risk scores.

**5. Health and safety risk**

- a. Inherent Risk – operational areas that involve riskier activities in terms of health and safety, such as maintenance or transportation, tend to have higher risk than a central office or school-based position.
- b. District-Specific Risk – areas that have reported staff injuries beyond what is actuarially expected would receive higher risk scores.

**6. Risk of being inefficient**

- a. Inherent Risk – each area has this risk, but the impact of being inefficient is greater in some areas due to their size and their corresponding impact on the budget.

- b. District-Specific Risk – areas that either cannot demonstrate efficiency (through metrics) or that fall below industry standards or other benchmarks receive a higher risk rating under this category.

#### **7. Management risk**

- a. Inherent Risk – generally the larger the area in terms of the number of positions, levels of supervision, and complexity of information management, the higher the risk.
- b. District-Specific Risk – areas that have higher management or staff turnover generally receive higher risk scores, as well as those areas that recently implemented major information systems.

#### **8. Potential for litigation**

- a. Inherent Risk – some areas have higher litigation risks than others, such as human resources, purchasing, and construction.
- b. District-Specific Risk – areas with recurring lawsuits and/or lawsuits with sizeable judgments against the district have higher risk scores.

#### **9. Risk of negative public sentiment**

- a. Inherent Risk – those areas that are more visible to the community tend to have higher publicity risk.
- b. District-Specific Risk – those areas receiving unfavorable publicity have higher risk scores than those that do not.

There were several elements used to calculate a risk score for each audit area. Scores and weight factors were developed separately for risk impact or significance, and audit area impact or significance. The “risk” weight factor is based on the significance of the risk relative to other risks, meaning the magnitude of impact on the District if something were to occur. Accordingly, individual risk weight factors do not vary across the audit areas. For example, risk factor one, “Potential for fraud or theft” is weighted lower than the “Health and Safety” risk, but has the same weight factor across all audit areas. The “audit area” weight factor is based on the impact each individual audit area has on the District, relative to other areas. The audit area weight factor is the same across all risk factors in an individual audit area. For example, the weight factor for Communications is lower than Facilities Management due to its smaller operating budget and staff levels.

The audit team assessed and scored the inherent risk for each risk factor within each audit area. The audit team then assessed the district-specific or residual risk for each risk factor within each audit area. Data analysis and observations made through interviews drove the scoring of each risk factor’s residual risk.

#### **Risk Assessment Report**

The audit team developed this risk assessment report that shows risk scores for each audit area, and includes observations made by the audit team for the higher risk areas. A draft report was presented to

the District administration and Board Finance and Audit Committee for review and comment, and a final report was presented to the GISD Board of Trustees.



## 4 – Risk Assessment Results

---

The risk assessment results presented in this Chapter evaluate relative levels risk, not performance. This project was not an audit of any function or program area; consequently, there are no findings or recommendations. Audit areas that received higher risk scores should not be viewed as lower performing or less efficient areas, only that they have higher risks than others based on data provided by the District and input received through interviews. It is important that the risk assessment results be viewed in this context.

The risk assessment scored each of the 28 audit areas on a 100-point scale based on the methodology defined in *Chapter 3 – Methodology*. Scale scores ranged from 38 for Communications (lowest risk) to 99 for Special Education (highest risk). The average scale score was 66.

A narrative discussion of the top 10 audit areas and the key factors influencing its risk assessment is provided first, followed by a brief discussion on the remaining 18 audit areas. The Chapter concludes with the Risk Assessment Summary Matrix. Please note that some audit areas include a discussion of positive factors that mitigate risk.

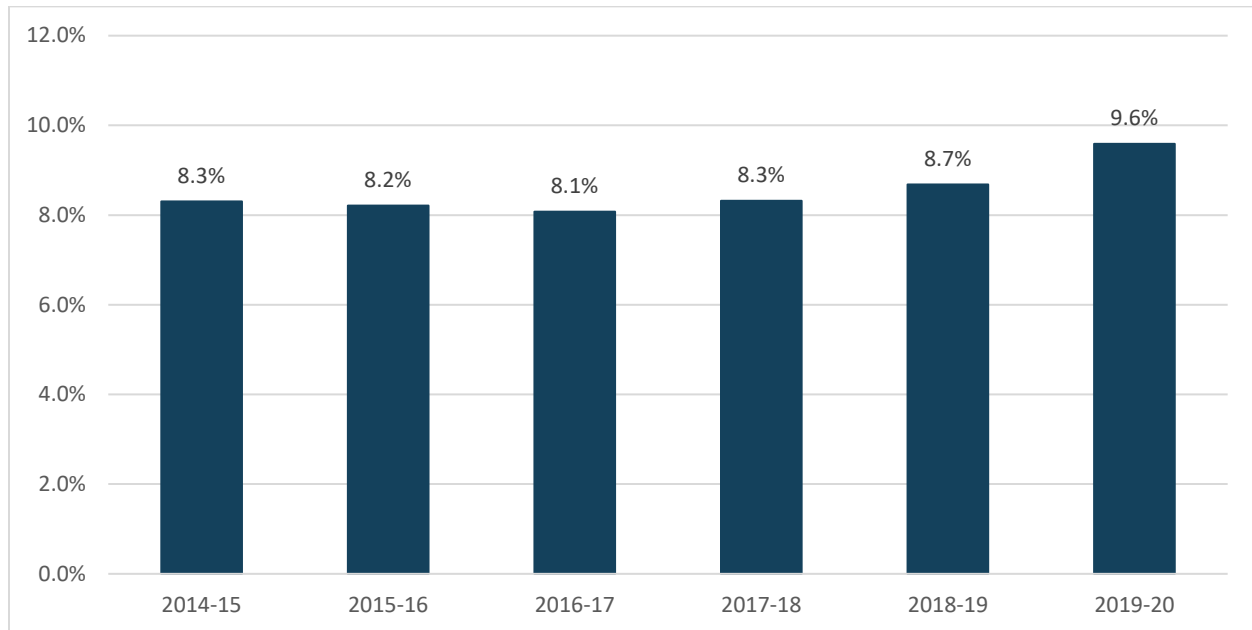
### Special Education – Risk Score: 99

Garland ISD’s Special Education Department is led by an Executive Director of Special Education who reports to the Chief Academic Officer. The Executive Director oversees all programs and services designed to meet the needs of students with disabilities, and ensures compliance with all federal, state, and local requirements. The Executive Director is supported by an Assistant Director of Dyslexia and six Coordinators.

This audit area received the highest risk score, 99. Inherent risk accounted for 57 percent of the raw risk score and district-specific risk accounted for 43 percent of the raw risk score. The primary factors driving the risk score for Special Education are as follows:

- The regulatory environment of Special Education is complex and requires a major focus on compliance, increasing inherent risks.
- The percentage of students requiring Special Education services has increased since 2016-17, as seen in Figure 19 below. The average annual growth rate between 2016-17 and 2018-19 was 3.6 percent. However, in 2019-20 the percentage increased by just under 1 percentage point, reflecting 10.3 percent growth in a single year. The large growth in students served by Special Education has required commensurate increases in spending.

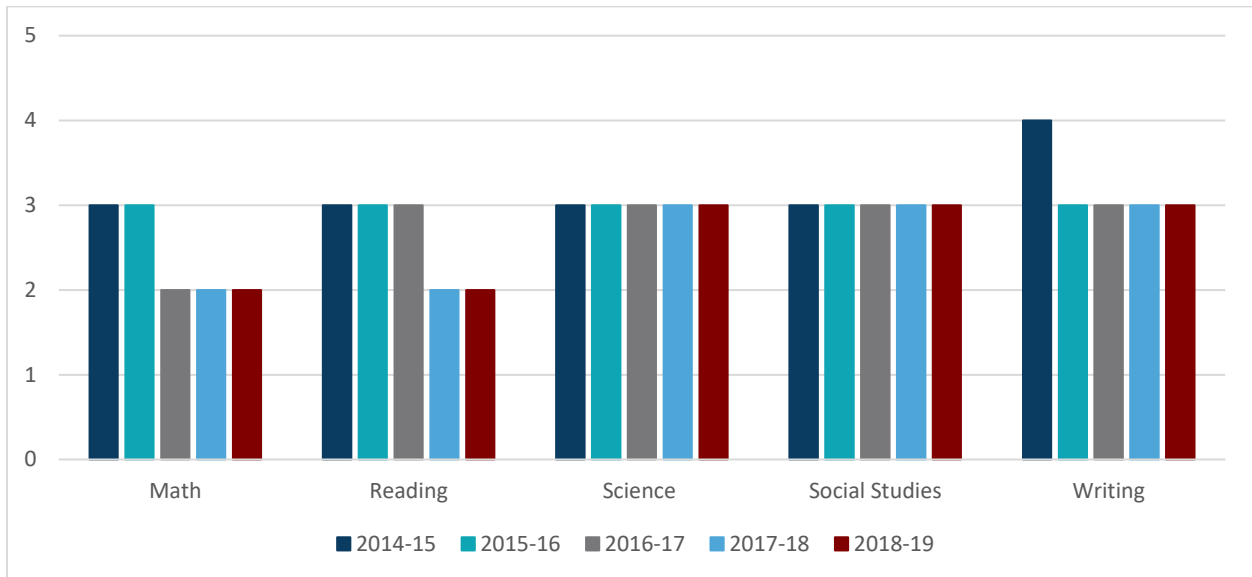
**Figure 19. Percentages of Students Identified as Receiving Special Education Services, Garland ISD, 2014-15 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2014-15 to 2018-19; TEA Student Program and Special Populations Report, Garland ISD, 2019-20

- Special Education performance levels on the STAAR 3-8 exams have been consistently below state expectations for most content areas, as reflected on the District's Results Driven Accountability (RDA) reports generated by TEA. A rating of "0" is optimal; a rating of "4" reflects the lowest performance. Figure 20 presents RDA STAAR performance levels against state expectations, by content area, for 2014-15 to 2018-19. Performance in Math, Reading, and Writing has improved over the past five years, but remains below state expectations. Science and Social Studies performance has held at an indicator of "3" for each of the five years.

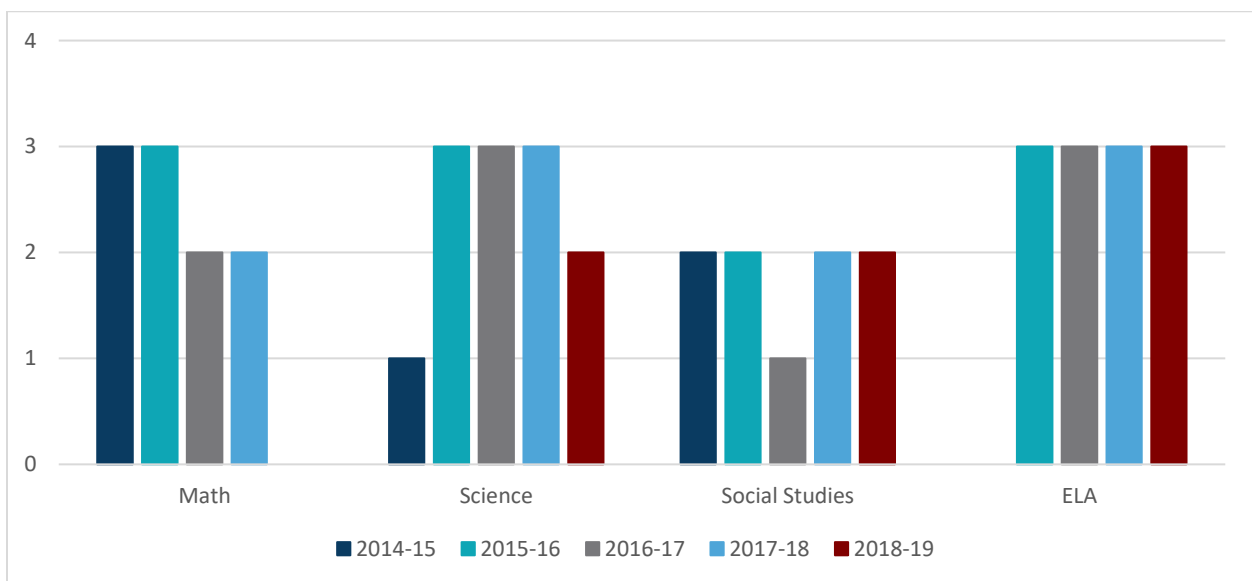
**Figure 20. Special Education STAAR 3-8 Passing Rate Performance Level, Garland ISD, 2014-15 to 2018-19**



Source: Performance Based Monitoring Analysis System reports for Garland ISD, 2014-15 to 2018-19

- Performance on STAAR End of Course (EOC) exams has not met state expectations, with the exception of mathematics (see note below Figure 21). English Language Arts (ELA) and Social Studies performance has stagnated, while performance in Science improved during the most recent year.

**Figure 21. Special Education STAAR EOC Passing Rate Performance Level, Garland ISD, 2014-15 to 2018-19**



Source: Performance Based Monitoring Analysis System reports for Garland ISD, 2014-15 to 2018-19

Note: In 2014-15, ELA was presented as “report-only” and not given a performance level. In 2018-19, Math was presented as a “0 RI,” meaning that a performance level of “0” was obtained through meeting Required Performance standards.

- High profile incidents involving students in Special Education classrooms have resulted in negative publicity for Garland ISD and increased litigation risk.
- Internal concerns regarding Special Education were noted during many interviews.
- The Executive Director of Special Education position will soon be vacant.
- A TEA Desk Audit in 2016 found errors in early education coding.
- The COVID-19 pandemic increases the difficulty of meeting Individualized Education Plan (IEP) goals and is a new and significant inherent risk.

## **Construction Management – Risk Score: 90**

The Construction Management function in GISD falls under the responsibility of the Facilities Planning and Construction Department, which reports to the Executive Director of Facilities and Maintenance, who reports to the Chief Financial Officer. Construction Management entails planning, executing, and controlling major renovation projects and new construction projects.

This audit area received the second-highest risk score, 90. Inherent risk accounted for 66 percent of the raw risk score and district-specific risk accounted for 34 percent of the raw risk score. The primary factors driving the risk score for Construction Management are as follows:

- Construction projects, specifically those funded by bonds, are highly visible to the public and require a substantial investment by the District, increasing inherent risks.
- The District is expecting to seek a major bond election within the next few years. Previously, the District relied on third-parties to manage bond programs. The District now intends to manage such programs in-house. This will require a large expansion of the existing Department and place all of the associated risks of the bond program on the District.
- A lack of audit history of this area magnifies potential risk levels.
- A comprehensive Project Management Information System is not used to track project and program data, including progress, schedules, and financial information. Project data is currently stored on various spreadsheets. The District has historically relied on software provided by the third-party program management firm.
- Leadership of the Construction Management function has been in their current roles for two years or less.

## Human Resources – Risk Score: 87

Garland ISD’s human resource functions fall under the responsibility of the Assistant Superintendent of Human Resources, who reports to the Chief Leadership Officer. The Director of Budget and Position Control, an HR-related function, reports to the Executive Director of Budget. The Assistant Superintendent of Human Resources is supported by three Directors of Human Resources. This unit is responsible for recruiting and hiring employees, compensation planning, training, and employee relations. Processing employee changes (e.g. positions, locations) and creating positions is the responsibility of the Budget and Position Control group.

Inherent risk accounted for 58 percent of the raw risk score and district-specific risk accounted for 42 percent of the raw risk score. The primary factors driving the risk score for Human Resources are as follows:

- The impact Human Resources has on the District is substantial, despite the Department’s small size in relation to other Garland ISD operational areas. Over 80 percent of general fund expenditures relate to personnel costs, increasing the inherent risk of this function.
- The legal and regulatory environment that Human Resources operates within is complex, also increasing inherent risks.
- Additional recruiting, hiring, and termination regulations must be followed by GISD resulting from the 1970 Desegregation Order, which increases compliance risks.
- The COVID-19 pandemic will likely result in increased leave processing, including Family and Medical Leave Act and Families First Coronavirus Response Act.
- External auditors noted a weakness in internal control within position control for federally funded employees in 2017-18.
- The Department is transitioning from manual, paper-driven processes to digital records and workflows through *Laserfiche*; however, many manual processes remain.
- The Department does not have a formal performance measurement framework in place to measure the achievement of departmental goals or manage day-to-day operations.
- Many interviews cited concerns with the hiring process and timeline.
- The audit team reviewed over 50 job descriptions provided by the District. Many job descriptions are outdated and include incorrect reporting relationships.

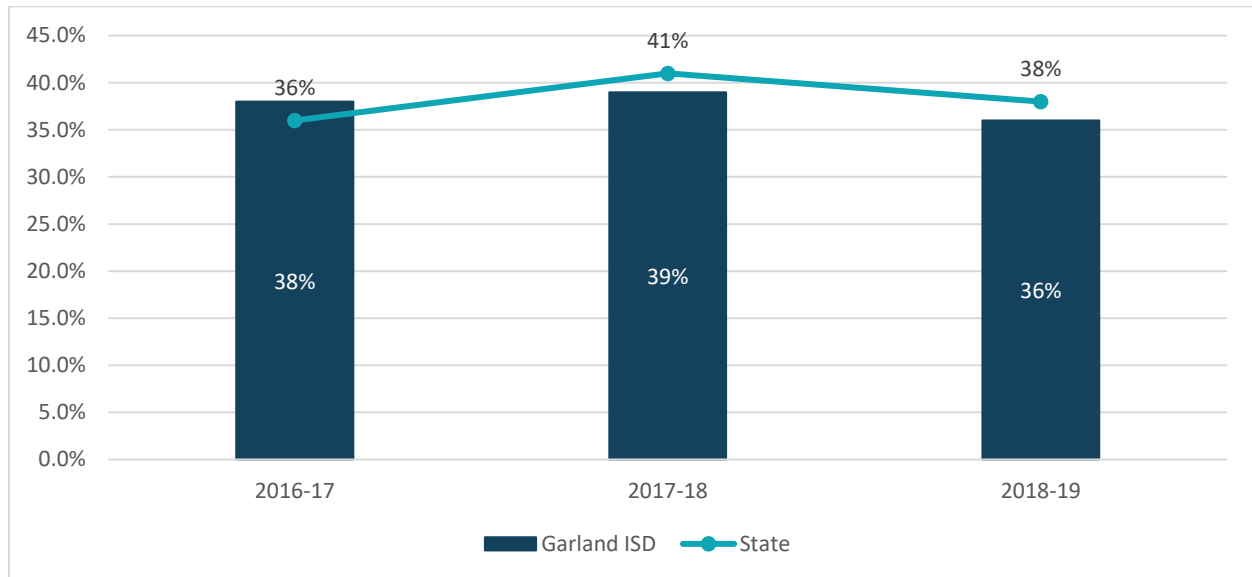
## Academic Program Management – Risk Score: 79

Academic program management is defined as the systems and processes that are applied to establish educational goals, provide leadership and direction in achieving those goals, and ensure that leadership is held accountable for attaining them. Program management also serves to identify, prioritize, and address academic needs through the use of effective information, decision-making, and communication systems. For the purpose of this risk assessment, academic program management is restricted to general education, as special programs are captured in other audit areas. The Chief Academic Officer and the Chief Leadership Officer are responsible for academic program management and implementation in Garland ISD. The Chief Academic Officer is supported by an Assistant Superintendent of Curriculum and Instruction, and the Chief Leadership Officer is supported by five Area Directors.

Inherent risk accounted for 63 percent of the raw risk score and district-specific risk accounted for 37 percent of the raw risk score. The primary factors driving the risk score for academic program management are as follows:

- The regulatory environment surrounding academic program management is highly complex with many data reporting requirements, increasing inherent risks.
- Districts are ultimately graded by TEA based on academic results and progress. This increases the inherent risk of meeting program objectives.
- The COVID-19 pandemic created a gap in assessment data in 2019-20, as TEA suspended STAAR and many districts did not perform curriculum-based assessments in the final reporting periods of the school year. This increases the inherent risk of meeting program objectives.
- The Assistant Superintendent of Curriculum position is currently vacant, increasing the workload of the CAO and other department leadership.
- The implementation of *Canvas* is a major undertaking which will change many existing processes, thus requiring training and monitoring efforts.
- Student performance has improved steadily since 2016-17, using the “Meets Standard” indicator which is preferred by the District. Figure 15 provided the percentage of all students in all subjects that met the performance standard for STAAR exams. GISD has steadily improved and met the state average in the most recent year, thus lowering district-specific risk.
- As indicated in Figure 22 below, writing performance, using the “Meets Standard” criteria, has fluctuated over the past two years, lagging the state average in 2017-18 and 2018-19.

**Figure 22. Percentage of Students at Meets Standard Level, Writing, All Grades, Garland ISD and State Average, 2016-17 to 2018-19**



Source: TEA Texas Academic Performance Reports, 2016-17 to 2018-19

## Student Information Reporting – Risk Score: 78

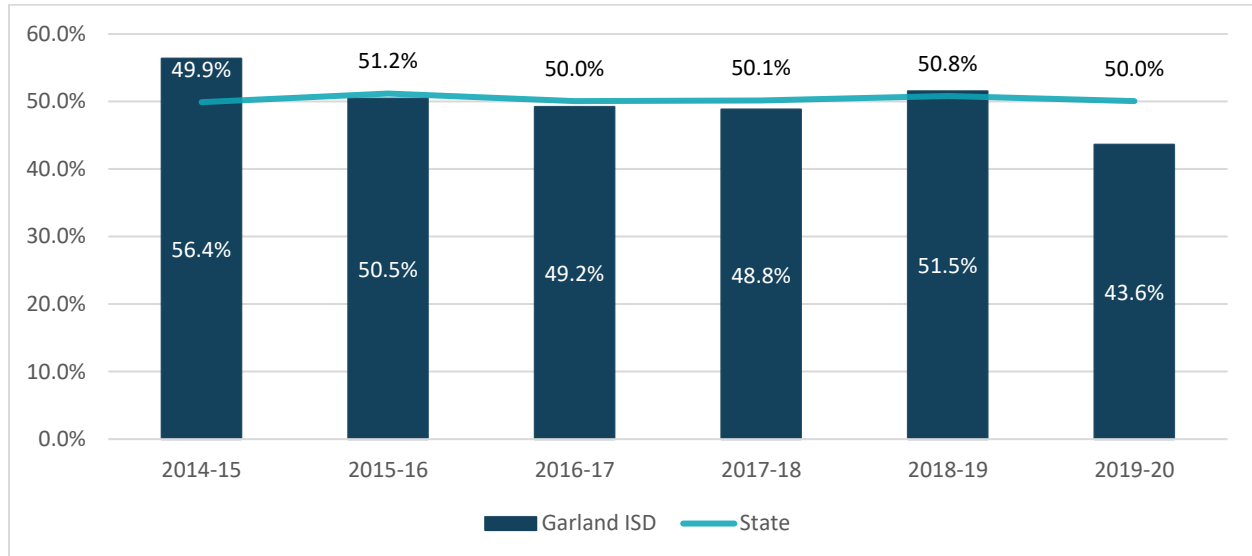
The student information reporting function is primarily fulfilled by the Data and Administrative Systems Department. The Director reports to the Executive Technology Officer and is supported by a PEIMS Coordinator and two facilitators. The student information reporting function is responsible for submitting complete and accurate student and staff data to TEA.

Inherent risk accounted for 51 percent of the raw risk score and district-specific risk accounted for 49 percent of the raw risk score. The primary factors driving the risk score for student information reporting are as follows:

- The regulatory environment surrounding PEIMS is complex and changes frequently, and PEIMS data drives funding, increasing inherent risks.
- One significant deficiency was noted by external auditors in 2015-16 for not maintaining supporting documentation for attendance changes.
- A TEA Desk Audit was performed in 2016 and found errors in Pregnancy Related Services student attendance reporting and early education coding for Special Education.
- A limited audit performed by Gibson in 2019 identified data quality issues within multiple student sub-populations.
- A potential data anomaly was noted by Gibson regarding the percentage of students identified as at-risk. Figure 23 provides the percentages of students identified as at-risk since 2014-15. In 2015-

16 and 2019-20, the GISD percentage dropped significantly relative to the state average, indicating a potential data integrity issue.

**Figure 23. Percentage of Students Identified as At-Risk, Garland ISD and State Averages, 2014-15 to 2019-20**



Source: TEA Texas Academic Performance Reports, 2014-15 to 2018-19; TEA Student Program and Special Populations Report, Garland ISD and State of Texas, 2019-20

## Transportation – Risk Score: 77

The Transportation function is responsible for all student transportation and the maintenance of all vehicles. The Director of Transportation is supported by two Assistant Directors and by one administrator. The Director reports to the Assistant Superintendent of Safety and Operations.

Inherent risk accounted for 61 percent of the raw risk score and district-specific risk accounted for 39 percent of the raw risk score. The primary factors driving the risk score for Transportation are as follows:

- Transporting students, whether from home to campus or off-campus for special programs or field-trips, is inherently a higher risk than other operations due to the potential of safety incidents that can occur.
- Transportation requires a significant investment of resources by school systems, from bus purchases, maintenance costs, and payroll for a typically large group of employees. The size of this investment increases the inherent risks of Transportation for GISD.
- The Freedom of Choice plan required by the 1970 Desegregation Plan introduces increased complexities with routing and scheduling, as students can apply to any school within Garland ISD.

- Two leadership positions within the Department are on an interim basis, increasing management risk.
- Operations are reliant on many manual processes related to dispatch and logging calls.
- Internal concerns were noted regarding the sufficiency of resources available for safety training and re-training.

A third-party review of the Transportation function in 2018 was prompted due to performance concerns. The third-party consulting firm is currently assisting with implementing their recommendations. This District initiative reduces the district-specific risk for Transportation. Accordingly, Gibson does not recommend performing an internal audit of this function while the current consulting work is ongoing.

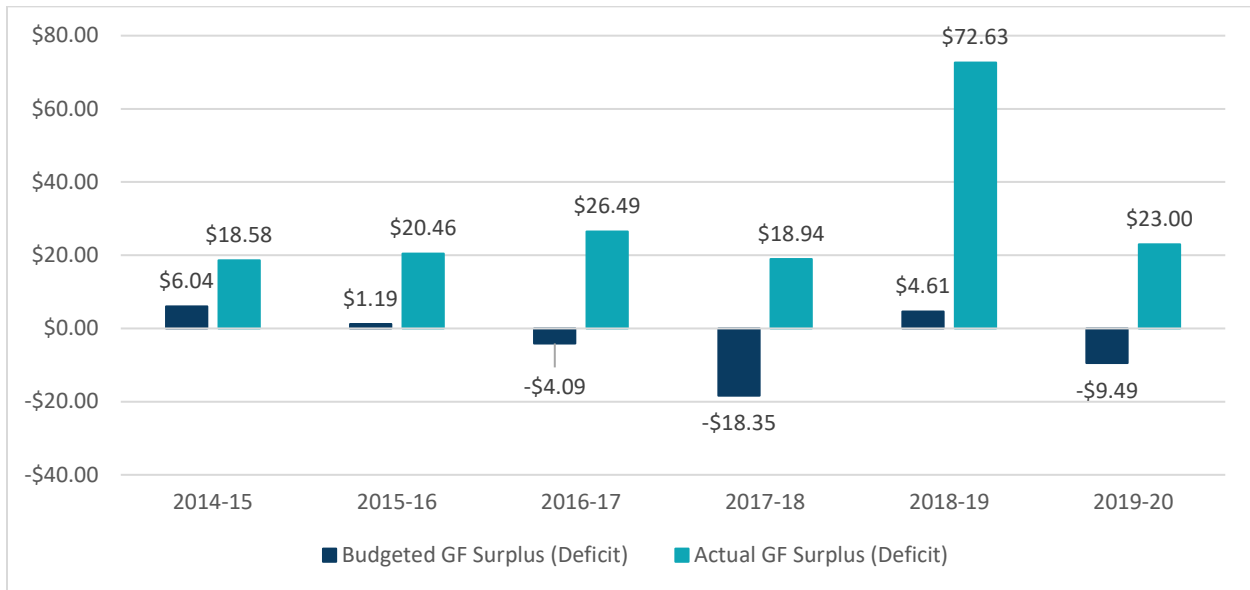
## Financial Management – Risk Score: 77

The Financial Management audit area falls under the responsibility of the Chief Financial Officer and, for purposes of this risk assessment, includes general accounting and budgeting functions. The Finance Department is responsible for preparing financial statements, reconciling general ledger accounts, ensuring transactions are appropriately recorded in *Oracle*, and controlling the cash held by the District. The Department is also responsible for the accounts payable function, though this function is considered separately in this risk assessment. The Budget Department is tasked with preparing the annual budget and any necessary amendments, forecasting revenue, and analyzing financial data.

Inherent risk accounted for 59 percent of the raw risk score and district-specific risk accounted for 41 percent of the raw risk score. The primary factors driving the risk score for Financial Management are as follows:

- School funding uncertainty is high due to the known and unknown impacts of the COVID-19 pandemic. This increases the inherent risks within Financial Management.
- This function is responsible for managing a \$649 million budget for the 2020-21 school year, increasing the inherent risks.
- The annual external audit process reduces the district-specific risks for Financial Management.
- General Fund deficit budgets were adopted in 2016-17, 2017-18, and 2019-20. Actual financial performance was significantly different than budget during each year since 2014-15. Figure 24 compares the budgeted to actual surplus (deficit) for the General Fund since 2014-15. Some variance between budgeted and actual financial performance is expected due to position vacancies, as funds have been allocated for positions that are not filled. The variance in 2018-19 is largely attributable to the changing fiscal year, as only 10 months of expenditures were presented in the Financial Statements. The variance in 2019-20 is largely attributable to certain costs avoided during the COVID-19 pandemic.

**Figure 24. Budgeted vs. Actual General Fund (Deficit)/Surplus, Garland ISD, 2014-15 to 2019-20, In Millions**



Source: Comprehensive Annual Financial Reports, Garland ISD, 2014-15 to 2018-19; Management estimate of surplus was obtained for 2019-20

Note: The actual surplus for 2018-19 data presented in this figure only reflects 10 months of activity, as GISD elected to change fiscal years in 2018-19.

- A restatement of the 2017-18 government-wide net position occurred in 2018-19 for land, originally donated to GISD decades ago, that was not appropriately recorded.
- An internal control matter was noted by external auditors in 2017-18. The District did not meet state spending requirements for compensatory education.
- Key performance indicators are not used by the Department to measure and monitor performance.
- Leadership within Financial Management have been in their roles for less than two years.
- The Financial Integrity Rating System of Texas (FIRST) ratings for GISD have been at the “Superior” level for the past five years, indicating strong financial stability and lowering district-specific risk.

## Student Services – Risk Score: 75

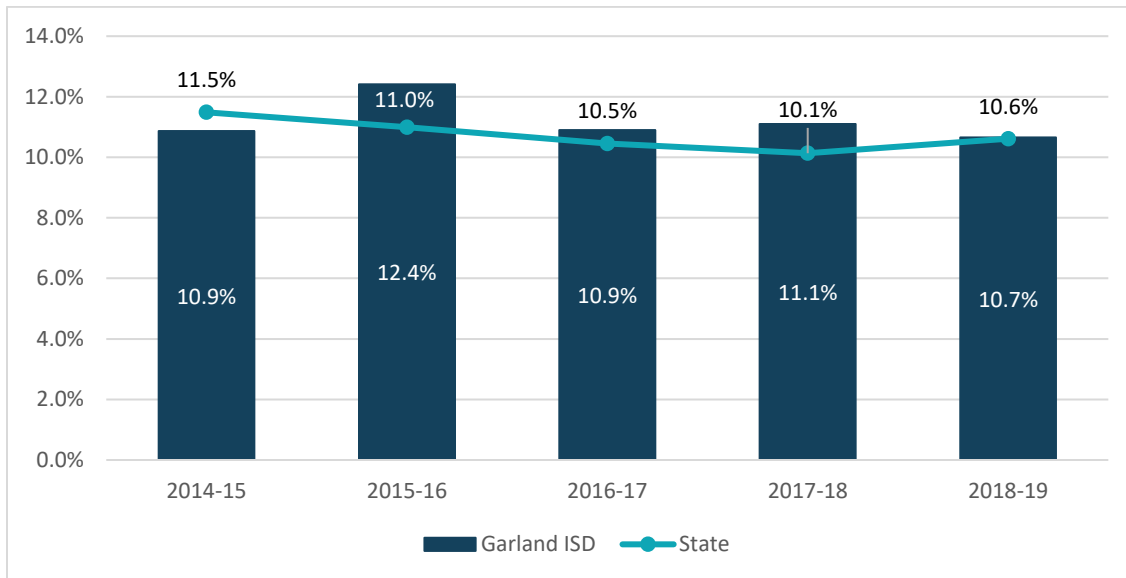
Student Services involves many different departments and services within GISD. Student enrollment and transfers, student attendance and truancy, student disciplinary services, student health services, and guidance counseling represent the primary student services in the District. Student health services is led by the Director of Health Services, who reports to the Chief Leadership Officer. Guidance and Counseling is led by a Director, who reports to the Chief Academic Officer. Discipline is typically the largest area within

Student Services and is the focus of this risk assessment. The disciplinary hearing process is currently overseen by the Executive Director of Student Services, who is supported by two assistant directors and one director. The Executive Director reports to the Chief Leadership Officer.

Inherent risk accounted for 48 percent of the raw risk score and district-specific risk accounted for 52 percent of the raw risk score. The primary factors driving the risk score for Facilities Management are as follows:

- The District received significant disproportionality scoring for three African-American Special Education discipline indicators included in the Results Driven Accountability system.
- In 2015-16, 2016-17, and 2017-18, the TEA Division of Program Monitoring and Interventions performed Data Validation and Monitoring intervention activities for discipline data submitted to TEA.
- The Department has never received an audit or review, with the exception of TEA Desk Audits.
- The students disciplined as a percentage of the total student population has exceeded the state average in four out of the past five years. Figure 25 presents the discipline rate for GISD and the state average over the past five years.

**Figure 25. Discipline Rates, Garland ISD and State Average, 2014-15 to 2018-19**



Source: Texas Education Agency, District Level Annual Discipline Summary, 2014-15 to 2018-19; Texas Education Agency, State Level Annual Discipline Summary, 2014-15 to 2018-19

## Governance – Risk Score: 75

The Governance audit area focuses on Board and District-level governance, including Board operations, District organizational structure, accountability, Board policies, administrative regulations, and information provided to the Board of Trustees to support decision-making.

Inherent risk accounted for 67 percent of the raw risk score and district-specific risk accounted for 33 percent of the raw risk score. The primary factors driving the risk score for Governance are as follows:

- Performance reporting for most departments in the District is restricted to goals included in the District Improvement Plan (DIP). Other than academic performance, there are few departmental performance measures or reports that measure efficiency and effectiveness.
- An organizational restructure occurred two years ago, changing many existing leadership positions and creating new positions. As a result, much of the District leadership have been in their respective roles for two years or less.

## Accounts Payable – Risk Score: 73

The Accounts Payable Department falls under the responsibility of the Assistant Director of Finance, and is comprised of six individuals who are responsible for paying for good or services acquired by the District and reimbursing District employees.

Inherent risk accounted for 54 percent of the raw risk score and district-specific risk accounted for 46 percent of the raw risk score. The primary factors driving the risk score for Accounts Payable are as follows:

- The Assistant Director of Finance has been in the role for less than two years.
- The external auditor noted a matter of consideration within segregation of duties in 2017-18.
- A limited internal audit of P-Card processes performed by Gibson found instances of non-compliance with District P-Card reconciliation timelines.
- The Department does use one monthly indicator to monitor invoice entry; however, a wider and more thorough performance measurement framework is not in place.
- Manual processes were noted during interviews and during the limited internal audit of P-Card processes.

## Other Audit Areas

The remaining audit areas are presented in Table 2 below. This table includes each area's inherent risk, residual risk, and scaled risk score. Audit areas are presented from highest risk score to lowest risk score. Of the remaining areas, the audit area with the highest percentage of inherent risk (65 percent) is

Bilingual/ESL, which is largely due to the growing population of Bilingual/ESL students statewide. The audit area with the second-highest inherent risk percentage (64 percent) is Safety and Security. Inherent risk is high in this area primarily due to the ever-changing threats students and staff face at campuses and at work.

Of the remaining areas, the audit area with the highest district-specific risk percentage (58 percent) is Communications. The high residual risk percentage is mostly attributed to a lack of audit history for the department and the retirement of the department leader.

**Table 2. Other Audit Area Summary Table**

Auditable Area	Inherent Risk %	Residual Risk %	Scaled Risk Score
Safety and Security	64%	36%	72
Nutrition Services	58%	42%	71
Procurement / Contracts	61%	39%	71
Facilities Management	63%	37%	70
Asset Management	62%	38%	66
Payroll	60%	40%	65
Bilingual / ESL Education	65%	35%	63
Technology	55%	45%	62
Career and Technology Education	49%	51%	61
Federal Programs	63%	37%	59
School Operations	54%	46%	57
School Activity Funds	55%	45%	56
Gifted and Talented	44%	56%	54
Risk Management	53%	47%	50
Co-curricular Activities	45%	55%	45
Public Relations	53%	47%	45
Research and Evaluation	48%	52%	45
Communications	42%	58%	38

Source: Gibson Consulting Group, 2020

## Risk Assessment Summary Matrix

Figure 26 presents a summary matrix of the scores for each audit area against each of the nine risk factors. Each box in the matrix contains the raw score. The risk factors are numbered based on the following definitions:

1. Potential for fraud or theft
2. Risk of inaccurate data and reporting
3. Risk of non-compliance
4. Risk of failing to meet program or project goals and objectives

5. Health and safety risk
6. Risk of being inefficient
7. Management risk
8. Potential for litigation
9. Risk of negative public sentiment

**Figure 26. Summary of Garland ISD Risk Assessment Results**

Auditable Area	Risk Factor 1	Risk Factor 2	Risk Factor 3	Risk Factor 4	Risk Factor 5	Risk Factor 6	Risk Factor 7	Risk Factor 8	Risk Factor 9	Total	Highest Possible Score	100 Point Scale
Special Education	15	22	30	30	30	12	30	24	15	208	210	99
Construction Management	21	18	27	27	21	14	30	18	12	188	210	90
Human Resources	12	20	30	30	15	14	27	22	13	183	210	87
Academic Program Management	18	18	21	30	12	11	30	10	15	165	210	79
Student Information Reporting	21	24	33	21	12	12	18	12	10	163	210	78
Transportation	16	16	19	25	25	12	22	16	10	161	210	77
Financial Management	16	18	28	28	10	12	31	10	9	162	210	77
Governance	21	14	21	27	12	12	27	12	12	158	210	75
Student Services	10	20	28	22	22	10	22	14	9	157	210	75
Accounts Payable	22	14	25	28	10	13	22	12	7	153	210	73
Safety and Security	16	10	16	22	25	9	25	16	12	151	210	72
Nutrition Services	13	14	22	19	22	10	28	14	8	150	210	71
Procurement / Contracts	22	14	25	28	10	13	19	10	8	149	210	71
Facilities Management	19	10	13	25	22	10	25	14	8	146	210	70
Asset Management	25	12	13	25	13	12	19	10	9	138	210	66
Payroll	19	14	19	25	10	10	25	8	7	137	210	65
Bilingual / ESL Education	13	14	19	25	10	8	25	10	8	132	210	63
Technology	16	10	13	28	10	12	28	8	6	131	210	62
Career and Technology Education	10	14	22	22	13	8	25	8	6	128	210	61
Federal Programs	17	12	20	26	8	6	20	8	6	123	210	59
School Operations	16	10	19	16	10	8	22	12	7	120	210	57
School Activity Funds	20	14	20	17	8	7	14	10	8	118	210	56
Gifted and Talented	8	14	20	23	11	7	17	6	7	113	210	54
Risk Management	14	8	14	20	8	6	20	10	5	105	210	50
Co-curricular Activities	8	6	17	14	14	5	17	8	5	94	210	45
Public Relations	8	10	14	17	8	5	17	6	9	94	210	45
Research and Evaluation	17	8	17	17	8	5	11	6	5	94	210	45
Communications	8	6	11	14	8	5	17	6	5	80	210	38

Source: Gibson Consulting Group, 2020

Risk factors 3 (non-compliance), 4 (failing to meet program or project goals and objectives), and 7 (management risk) had higher raw risk scores than other risk factors. Risk factor 9 (negative public sentiment) had the lowest raw risk scores among the nine risk factors.

## Appendix A – List of Interviewees

---

Johnny Beach – Board of Trustees President

Robert Selders, Jr. – Board of Trustees Vice President

Jamie Miller – Board of Trustees Secretary

Jed Reed – Board of Trustees Member

Larry Glick – Board of Trustees Member

Linda Griffin – Board of Trustees Member

Wes Johnson – Board of Trustees Member

Allison Davenport – Executive Director of Finance

Amy Montgomery – Director of Data Administrative Systems

Brandy Mayo – Executive Director of Budget

Bridget Broadnax – Director of Operations Child Nutrition

Cliff Odenwald – Director of Athletics

Courtney Clearfield – Testing Coordinator

Crystal Robins – Director of Budget and Position Control

Debi Buchanan – Executive Director of Special Education

Dr. Babetta Hemphill – Executive Director of Student Services

Dr. Brent Ringo – Chief Financial Officer

Dr. Gradyne Brown – Assistant Superintendent of Human Resources

Dr. Janine Fields – Executive Innovation Officer

Dr. Jovan Grant-Wells – Chief Academic Officer

Dr. Kimberly Caddell – Director of Research, Assessment, and Accountability

Dr. Mida Milligan – Executive Director of Communications



Dr. Ricardo Lopez – Superintendent

Dr. Shelley Garrett – Assistant Superintendent of Safety and Operations

Dr. Susanna Russell – Chief Leadership Officer

Erika Crump – Director of Career and Technical Education

Jason Adams – Area Director

Javier Fernandez – Director of Facilities Planning and Construction

John King – Director of Risk Management

Joseph Figarelli – Director of Visual and Performing Arts

Lisa Rey – General Counsel

Mark Booker – Director of Purchasing

Matthew Yeager – Executive Technology Officer

Paul Gonzalez – Executive Director of Facilities and Maintenance

Peter Lou – Director of Payroll & Benefits

Zaida Saldivar – Director of English Language Learners





## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	October 27, 2020
<b>Agenda Item:</b>	Announce Board Member Continuing Education Credit Hours
<b>Agenda Section:</b>	Information Item
<b>Administrator Responsible:</b>	Mechelle Hogan Board Services Manger

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

SB 1566 requires school boards report continuing education credits at the last regular Board Meeting before the election of Trustees. GISD holds elections in May, but due to the COVID-19 Pandemic Governor Greg Abbott's issued a proclamation allowing school district's to postpone their elections to November 2020. As a result, Garland ISD postponed the May 2020 Election to November 2020. The following announcement will cover the May 2020 election period as well as the shortened November 2020 election period.

### **Administrative Recommendations:**

For information only.

On March 30, 2020, Commissioner Mike Morath waived board training requirements in Texas Education Code section 11.159 and 19 Texas Administrative Code section 61.1 until September 1, 2020. On August 10, 2020, the commissioner updated and extended the board training waiver until January 31, 2021. The second suspension period provided school board trustees additional time to complete their continuing education requirements if needed due to the impacts from the COVID-19 pandemic.

Let the record state that all Trustees met or exceeded the required hours of training for the May 2020 training period. The record for continuing education hours obtained by each Trustee reads as follows:

**May 2020 Calendar Year Training**

	Update to TEC	SB 1566	Team-Building	Continuing Education	Total Hours Earned
Beach	2.5	Due 5/2021	3	12.5	35.00
Glick	2.5	Due 5/2021	3	68.0	73.5
Griffin	2.5	Due 5/2021	3	72.5	78.0
Reed	2.5	Due 5/2021	3	45.0	50.5
Miller	2.5	Due 5/2021	3	31.5	37.0
Selders	2.5	Due 5/2021	3	38.0	43.5
Johnson	2.5	Due 5/2021	3	45.25	50.75

May 2020, Training hours for the shortened November 2020 training period are as follows:

**Since May 2020 Training Period**

	Update to TEC	Cybersecurity	Child Abuse Prevention	Team-Building	Senate Bill 1566	Continuing Education	Total Hours Earned
Beach	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	2.0	7.5	9.5
Glick	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	2.0	15.25	17.25
Griffin	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	2.0	27.25	29.25
Reed	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	16.25	16.25
Miller	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	7.0	7.0
Selders	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	9.75	9.75
Johnson	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	Due 5/2021	13.5	13.5



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	October 27, 2020
<b>Agenda Item:</b>	Discuss Revisions to Board Operating Procedures
<b>Agenda Section:</b>	Discussion Item
<b>Trustee Responsible:</b>	Mrs. Linda Griffin Trustee

### Board Goal Objective:

#### **OBJECTIVE A: EARLY LITERACY (Reading)**

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

#### **OBJECTIVE B: EARLY LITERACY (Writing)**

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

#### **OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

#### **OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

#### **OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

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

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

#### **OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

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

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

#### **OBJECTIVE I: GRADUATION OUTCOMES**

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

### **Superintendent Goal #1 – Student Results**

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

### **Superintendent Goal #2 – Fiscal Responsibility**

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

### **Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

Submitted are revisions to the Board Operating Procedures for discussion and approval under separate cover.

**Administrative Recommendations:**

For discussion and consideration.



## Garland Independent School District Board of Trustees

**Date of Meeting:** October 27, 2020

**Agenda Item:** Trustees' Report

**Agenda Section:** Discussion Item

**Administrator Responsible:** Dr. Ricardo López  
Superintendent

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

**OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

**OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

**OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

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

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

**OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

**OBJECTIVE H: STUDENT MANAGEMENT**

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

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent Goal #1 – Student Results**

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

**Superintendent Goal #2 – Fiscal Responsibility**

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

**Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

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

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

**Administrative Recommendations:**

For discussion.



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	October 27, 2020
<b>Agenda Item:</b>	Superintendent's Report
<b>Agenda Section:</b>	Discussion Item
<b>Administrator Responsible:</b>	Dr. Ricardo López Superintendent
<b>Board Goal Objective:</b>	

### **OBJECTIVE A: EARLY LITERACY (Reading)**

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

### **OBJECTIVE B: EARLY LITERACY (Writing)**

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

### **OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

### **OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

### **OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

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

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

### **OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

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

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

### **OBJECTIVE I: GRADUATION OUTCOMES**

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

### **Superintendent Goal #1 – Student Results**

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

### **Superintendent Goal #2 – Fiscal Responsibility**

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

### **Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

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

**Administrative Recommendations:**

Provided for your information and discussion.



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	October 27, 2020
<b>Agenda Item:</b>	Future Agenda Items
<b>Agenda Section:</b>	Discussion Item
<b>Administrator Responsible:</b>	Dr. Ricardo López Superintendent
<b>Board Goal Objective:</b>	

### **OBJECTIVE A: EARLY LITERACY (Reading)**

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

### **OBJECTIVE B: EARLY LITERACY (Writing)**

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

### **OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

### **OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

### **OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

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

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

### **OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

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

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

### **OBJECTIVE I: GRADUATION OUTCOMES**

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

### **Superintendent Goal #1 – Student Results**

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

### **Superintendent Goal #2 – Fiscal Responsibility**

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

### **Superintendent Goal #3 – Board Relations**

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

**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

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

**Administrative Recommendations:**

For discussion.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020  
**Agenda Item:** Human Resources Report  
**Agenda Section:** Consent Agenda  
**Administrator Responsible:** Dr. Gradyne Brown  
Assistant Superintendent Human Resources

**Board Goal Objective:**

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Please see attached recommendations for the new personnel, terminations, leaves of absence, and resignations for the 2020-21 school year.

**Administrative Recommendations:**

Administration recommends approval.

PERSONNEL ADMINISTRATION  
RECOMMENDED PROFESSIONAL PERSONNEL

<b>New Hires</b>						
<b>Name</b>	<b>Exp</b>	<b>College</b>	<b>Degree</b>	<b>Job Title</b>	<b>School/Dept.</b>	<b>Effective Date</b>
Brezik, James	25	Ottawa Univ. (KS)	BA	Investigator	Human Resources	10/19/2020
Brown, Breanna	2	TX State Univ.	MS	Counselor - Responsive Services	Guidance & Counseling	9/29/2020
		TX State Univ.	BS			
Butler, Gloria	15	LA Tech Univ.	MA	Teacher - 3rd Grade	Couch Elem.	10/12/2020
		LA Tech Univ.	BA			
Charters, Patrick	0	SMU	BA	Teacher - Math	Garland H.S.	10/16/2020
Cunningham, Tracy	0	UNT	BA	Teacher - Technology Applications	North Garland H.S.	10/12/2020
Davis-White, Amber	0	Univ. of Cincinnati (OH)	BA	Teacher - English	O'Banion M.S.	9/22/2020
Ford, Brittany	0	Stephen F. Austin State Univ.	BS	Teacher - Math	Coyle M.S.	10/19/2020
Hollins-Hawkins, Shanara	9	SMU	MEd	Teacher - Dyslexia	Garland H.S.	9/28/2020
		SMU	BA			
Hartley, Amy	5	Univ. of Houston	BA	Teacher - 5th Grade	Back Elem.	10/19/2020
Hatten, Austin	0	TX State Univ.	BA	Teacher - PE	Hudson M.S.	9/22/2020
Jackson, Brandon	0	Southwestern College	MBA	Teacher - Business	Naaman Forest H.S.	10/12/2020
		Southwestern College	BA			
Johnson, Emma	3	Simmons Univ. (MA)	MS	Counselor - Responsive Services	Guidance & Counseling	10/1/2020
		William Cary Univ. (MS)	BS			

PERSONNEL ADMINISTRATION  
RECOMMENDED PROFESSIONAL PERSONNEL

Kralick, Bradley	3	TX Tech. Univ.	MEd	Teacher - Special Ed.	Hickman Elem.	9/24/2020
		UNT	BA			
Le Blanc, Lekisha	4	Loyola Marymont Univ. (CA)	MA	Teacher - Science	CC @ Brandenburg M.S.	9/30/2020
		Duke Univ. (NC)	BA			
Mariscal, Ana	4	UT - Arlington	BA	Teacher - Science	Naaman Forest H.S.	10/12/2020
Martin, Pebbles	15	Lamar Univ.	MEd	Counselor Lead	South Garland H.S.	11/4/2020
		Univ. of Phoenix (AZ)	MA			
		SFA	BA			
Robison, Connor	3	A&M - College Station	BBA	Teacher - Social Studies	Sachse H.S.	10/12/2020
Schoenekase, Debra	9	Univ. of Kansas (KS)	BS	Teacher - ELAR	AEC	09/29/2020
Sheldon, Rita	0	TX State Univ.	BS	Teacher - 5th Grade	Steadham Elem.	10/19/2020
Warren, Kelsie	0	A&M - College Station	BS	Teacher - Math	South Garland H.S.	9/30/2020
Wheeler, LaToya	0	A&M - Commerce	MEd	Teacher - Special Ed.	Sewell Elem.	10/19/2020
		A&M - Commerce	BS			
Williams, Henry	27	National Univ.	MS	Teacher - Math	South Garland H.S.	10/12/2020
		Univ. of California	BS			
<b>Administrative New Hires</b>						
Medina, Annette	9	TCU	MEd	Assistant Principal	Abbett Elem.	10/19/2020
		St. Edward's Univ.	BA			

PERSONNEL ADMINISTRATION  
RECOMMENDED PROFESSIONAL PERSONNEL

<b>Administrative Appointments/Transfers</b>					
<b>Name</b>		<b>Current Position</b>		<b>Recommended Position</b>	<b>Effective Date</b>
Ballard, Leah		Lead Counselor - South Garland H.S.		CTE Coordinator - Career & Technology Education	10/19/2020
Martinez, Bonnie		Specialist Title II - Teaching & Learning		eLearning Coordinator - Teaching & Learning	9/16/2020
Trotter, Karina		Student Services Coordinator		Assistant Director - Student Services	9/23/2020

PERSONNEL ADMINISTRATION  
RECOMMENDED TERMINATIONS, RESIGNATIONS, AND RETIREMENTS

<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Bally, Matthew W.	Teach/English	North Garland H.S.	8 years/0 with GISD	Resignation/ Health Reasons	10/15/2020
Bohnhoff, Rachel L.	Teach/Special Ed. Resource	Rowlett H.S.	13 years/10 with GISD	Resignation/ Health Reasons	10/20/2020
Brandenburg, Matthew R.	Teach/Social Studies	Sachse H.S.	4 years with GISD	Resignation/ Career Change	10/2/2020
Brooks, Cheryl J.	Librarian	Beaver T.C.	30 years/20 with GISD	Retirement	12/18/2020
Brown, Rachael E.	Associate Principal	Bussey M.S.	17 years/6 with GISD	Resignation/ Career Change	10/9/2020
Chavez, Rocio	Teach/Intermediate Support	Intervention	20 years/11 with GISD	Resignation/ Professional Dev.	10/2/2020
Cintron-Castillo, Yailimar	Teach/4th Grade Bilingual	Park Crest Elem.	4 years/1 with GISD	Resignation/ Not Working	9/18/2020
Coleman, Rocio R.	Teach/Math	South Garland H.S.	7 years/3 with GISD	Resignation/ Not Working	10/2/2020
Conde-Jahn, Aura M.	Teach/1st Grade Bilingual	Spring Creek Elem.	31 years/23 with GISD	Retirement	1/8/2021
Fuentes, Nancy	Teach/2nd Grade Bilingual	Back Elem.	4 years with GISD	Resignation/ Other TX School	10/16/2020
Hass, Brenda D.	Coordinator	Visual & Performing Arts	37 years/17 with GISD	Retirement	12/18/2020
Hearne, Ronald G.	Teach/Math	Rowlett H.S.	14 years with GISD	Retirement	12/18/2020
Helmerich, Victoria E.	Teach/2nd Grade Bilingual	Caldwell Elem.	8 years/1 with GISD	Resignation/ Health Reasons	12/18/2020
Jones, Jakari K.	Teach/Math/Coach	South Garland H.S.	0 years with GISD	Resignation/ Other	9/23/2020
Kandyil, Jaideep M.	Desktop Systems Engineer	Planning, Imp. & Support	19 years with GISD	Deceased	9/21/2020
Lambert, Steven A.	Teach/Science	North Garland H.S.	17 years with GISD	Retirement	12/18/2020
LeJeune, Keri J.	Teach/Technology Applications	North Garland H.S.	10 years/4 with GISD	Resignation/ Personal	10/2/2020

PERSONNEL ADMINISTRATION  
RECOMMENDED TERMINATIONS, RESIGNATIONS, AND RETIREMENTS

Mayhall, Jane A.	Teach/Reading	Coyle M.S.	23 years with GISD	Retirement	12/18/2020
Medrano Villarreal, Nydia G.	Teach/1st Grade Bilingual	Williams Elem.	10 years with GISD	Resignation/ Other	9/23/2020
Mullins-Russell, Lashawn K.	Teach/English	O'Banion M.S.	11 years/0 with GISD	Resignation/ Personal	9/18/2020
Pace, Erin M.	Campus Facilitator	Special Education	17 years/6 with GISD	Resignation/ Other	10/16/2020
Perez, Maria D.	Teach/1st Grade Bilingual	Freeman Elem.	22 years with GISD	Retirement	12/18/2020
Pittman, Emily E.	Teach/Music	Liberty Grove Elem.	5 years with GISD	Resignation/ Health Reasons	10/2/2020
Rusaw, Debra M.	Teach/Special Ed. CBSE	Sewell Elem.	3 years/0 with GISD	Resignation/ Health Reasons	10/2/2020
Salcedo, Lorraine S.	Teach/2nd Grade Bilingual	Davis Elem.	7 years/3 with GISD	Resignation/ Other	9/25/2020
Shaffer, Dennis C.	Reporting & Development Analyst	Data & Admin Systems	22 years with GISD	Retirement	12/18/2020
Sharp, Nina J.	Teach/Science	Lyles M.S.	11 years/2 with GISD	Resignation/ Personal	9/14/2020
Spencer, Stacy A.	Teach/Math	Lakeview Cent. H.S.	19 years/11 with GISD	Resignation/ Health Reasons	10/2/2020
Torres, Claudia L.	Teach/2nd Grade Bilingual	Daugherty Elem.	2 years with GISD	Resignation/ Health Reasons	10/12/2020
Turner, Nancy L.	School Nurse	Austin Academy	14 years with GISD	Retirement	12/18/2020
Williams, Kelly S.	Teach/Science	CC @ Brandenburg	8 years/4 with GISD	Resignation/ Spouse Transferred	10/16/2020
<b>Professional Resignation/Retirements:</b>		<b>Approved to Date:</b>		<b>68</b>	
		<b>Current:</b>		<b>25</b>	
<b>B. Support Personnel</b>					
<b>Name</b>	<b>Job Title</b>	<b>School/Dept.</b>	<b>Experience</b>	<b>Reasons</b>	

PERSONNEL ADMINISTRATION  
RECOMMENDED TERMINATIONS, RESIGNATIONS, AND RETIREMENTS

Cooper, Linda L.	Tax Clerk III	Tax Office	24 years with GISD	Retirement	1/31/2021
Jimenez, Sylvia	Data Clerk	Luna Elem.	15 years with GISD	Resignation/ Moving Out of State	10/30/2020
Mendez, Leticia	Secretary	Daugherty Elem.	36 years with GISD	Retirement	12/18/2020
<b>ParaProfessional Resignation/Retirements:</b>		<b>Approved to Date:</b>	<b>1</b>		
		<b>Current:</b>	<b>3</b>		
*Date change					
Other TX School - has informed us of taking a position at another Texas school district					
Personal - used at the discretion of the employee and no specific reason given or shared					
Career Change - has informed us of taking a position outside of education					



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	October 27, 2020
<b>Agenda Item:</b>	Consider Approval of Minutes of Board Meetings
<b>Agenda Section:</b>	Action Item
<b>Administrator Responsible:</b>	Dr. Ricardo López Superintendent

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

Minutes from the following meetings are submitted for review and approval: Facilities Committee Meeting held, August 11, 2020; District Affairs Committee held August 11, 2020; Finance and Audit Committee held August 11, 2020; Special Meeting held August 11, 2020 and Regular Meeting held August 25, 2020.

### **Administrative Recommendations:**

Administration recommends approval.

Garland Independent School District  
Facilities Committee Meeting Minutes  
August 11, 2020

Trustees Present: Larry Glick, Johnny Beach, Linda Griffin, Jed Reed, Robert Selders, Wes Johnson, James Miller

Administrators Present: Dr. Ricardo López, Dr. Brent Ringo, Paul Gonzales, Javier Fernandez

1. Mr. Glick called the meeting to order at 2:03 p.m. and announced 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. Mr. Glick announced the building capacity limits per Governor Greg Abbot's June 3, 2020 Executive Order and local health authorities.
3. No citizens address the committee during the Public Forum comment section of the meeting.
4. Dr. Ricardo López spoke provided a district update message.
5. Mr. Paul Gonzales presented the Maintenance 2020 Summer Projects Update.
6. Mr. Javier Fernandez presented the 2014 Bond Program Update.
7. The following items were presented for the August 2020 Regular Board Meeting:
  - Bond Update Presentation
  - Natatorium Presentation
  - Action Items
    - Increase to Awarded Bid
      - Contract #500-4.4-19 - Consider Approval of Increase in the Project Owner Contingency Amount and Extension of Substantial Completion Date for Coyle MS Fine Arts Addition and Renovation (2014 Bond Program)
8. Mr. Glick stated that the Board would move into executive session at 3:48 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. 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; 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; 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 551.072. Deliberating the purchase, exchange, lease, or value of real property; and 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 possible renaming of District campus facility. The Board reconvened in open session at 6:17 p.m. Mr. Glick certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

9. The meeting adjourned at 6:17 p.m.

Garland Independent School District  
Board of Trustees  
Minutes of District Affairs Committee  
August 11, 2020

Committee Members Present: Robert Selders, Larry Glick, Wesley Johnson, Jed Reed, Johnny Beach, Linda Griffin, James Miller

Administrators Present: Dr. Ricardo López, Dr. Susanna Russell, Dr. Brent Ringo, Dr. Jovan Wells

1. Mr. Johnson, Committee Chairperson, called the meeting to order at 6:34 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. Mr. Johnson announced the building capacity limits per Governor Greg Abbot's June 3, 2020 Executive Order and local health authorities.
3. No Committee Members addressed during the Public Forum portion of the meeting.
4. Dr. López provided a brief message about the district.
5. The following items were presented for information items:
  - Program Evaluation Process
  - Reopening Schools Update
  - Review of the June 15, 2020 Kinkeade Report-
  - November 2020 Election Update
6. Mr. Johnson stated that there would be no Executive Session.
6. The meeting adjourned at 8:09 p.m.

Garland Independent School District  
Board of Trustees  
Finance and Audit Committee Meeting Minutes  
August 11, 2020

Trustees Present: Linda Griffin, Robert Selders, Johnny Beach, Jed Reed,  
Wes Johnson, Larry Glick, James Miller

Administrators Present: Dr. Ricardo López, Dr. Brent Ringo, Dr. Susanna Russell,  
Allison Davenport, Mark Booker, Dr. Jovan Wells, Brandy Mayo

1. Mr. Miller, committee chairperson, called the meeting to order at 8:15 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. Mr. Miller announced the building capacity limits per Governor Greg Abbot's June 3, 2020 Executive Order and local health authorities.
3. There were no comments during the Public Forum portion of the meeting.
4. Dr. Ricardo López provided a brief update on the district.
5. The following Information items will be presented at the July 2020 Board Meeting:
  - Board of Trustee Contract Renewal Report for August 2020
  - Review June 2020 Tax Report
  - Fourth Quarter Investment Report
  - Annual Investment Report 7/1/2019-6/30/2020
  - Property Insurance Summer Update
  - Receive Presentation on Bond Update
6. The following items will be presented for Action (non-consent) at the August Regular Meeting:
  - Consider Approval of Tax Refunds for Overpayments or Erroneous Payments
  - Order Authorizing Issuance of Refunding Bonds, Series 2020
  - Consider Approval of Waiver to Extend the Annual Financial Report Due Date for Fiscal Year 2020
  - New Bids
    - Contract #310-20-17 - Consider Approval of Purchase of Professional Staff Development and Material
  - Increase to Awarded Bids
    - Contract #173-17 - Consider Approval of Increase in Awarded Amount for Small Repair Roofing Services
    - Contract #215-18 - Consider Approval of Increase in Awarded Amount for General Trades Maintenance Merchandise and Services

- Contract #289-17 - Consider Approval of Increase in Awarded Amount for Internet Security, Filtering and Load Balancing
- Contract #316-19 - Consider Approval of Increase in Awarded Amount for Google Products
- Contract #321-20-01 - Consider Approval of Increase in Awarded Amount for Textbooks
- Contract #390-18 – Consider Approval of Increase in Awarded Amount for General Trades Transportation Merchandise, Vehicles, Parts and Repair
- Contract #500-4.4-19 - Consider Approval of Increase for Coyle MS Fine Arts Addition Renovation
- Modification to Existing Awarded Bids
  - Contract #141-21 - Consider Modification to Existing Award for Commodity Processing

7. There was no Executive Session.

8. The meeting adjourned at 8:45 p.m.

Garland Independent School District  
Board of Trustees  
Minutes of Special Meeting  
August 11, 2020

Trustees Present: Larry Glick, Linda Griffin, Jed Reed, Johnny Beach, Wesley Johnson, James Miller, Wes Johnson

Administrators Present: Dr. Ricardo López, Dr. Jovan Wells, Dr. Brent Ringo, Dr. Susanna Russell

1. Mr. Beach, president, called the meeting to order at 12:02 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.
2. Mr. Beach announced the building capacity limits per Governor Greg Abbot's June 3, 2020 Executive Order and local health authorities.
3. No citizens addressed Trustees during Public Forum.
4. Mr. Beach called for the public hearing to Discuss the District's 2020-2021 Proposed Tax Rate to open at 12:05 p.m. Dr. Brent Ringo presented the information regarding the District's 2020-2021 Proposed Tax Rate. Citizen Bob Duckworth commented during the public comment section of the hearing. The hearing closed at 12:50 p.m.
5. Superintendent Dr. Ricardo López provided a brief message regarding the status of the District.
6. On a motion by Mr. Miller and second by Mr. Glick, the Addition of the Fifth Golden Penny, \$0.05 per \$100 Taxable Valuation, to the Maximum Compressed Rate for the District's Maintenance & Operations Tax Rate for the 2020 Tax Year was unanimously approved.
7. On a motion by Mr. Glick and second by Mr. Miller, the Tax Rate for the 2020-2021 School Year as follows was unanimously approved:

The property tax rate was approved to be increased by the adoption of a tax rate of \$1.3463, which is effectively a 7.46 percent increase in the tax rate.

\$1.0413 Maintenance & Operations tax rate  
\$0.3050 Interest & Sinking tax rate  
\$1.3463 Tax Rate

8. Should a voter-approval tax rate election fail, the following property tax rate for the 2020-2021 school year was unanimously approved on a motion by Mr. Glick and second by Mr. Miller:

The property tax rate was approved to be increased by the adoption of a tax rate of \$1.2563, which is effectively a 0.28 percent in the tax rate.

\$0.9513 Maintenance & Operations tax rate

\$0.3050 Interest & Sinking tax rate

\$1.2563 Tax Rate

9. On a motion by Mr. Glick and second by Mr. Selders, the order calling for a Voter-Approval Tax Rate Election Pursuant to Section 26.08 of the Property Tax Code was unanimously approved.
10. There was no Executive Session.
11. The meeting adjourned at 1:01 p.m.

---

Johnny Beach, President  
Board of Trustees

---

James Miller, Secretary  
Board of Trustees

Garland Independent School District  
Board of Trustees  
Minutes of Regular Board Meeting  
August 25, 2020

Trustees Present: Jed Reed, Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Linda Griffin, Larry Glick

Administrators Present: Dr. Ricardo López, Dr. Susanna Russell, Dr. Brent Ringo, Dr. Jovan Wells

1. Mr. Beach, President, called the meeting to order at 4:00 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. Mr. Beach led the audience in the Pledges of Allegiance to the U.S. and Texas flags.
2. Mr. Beach announced the building capacity limits per Governor Greg Abbot's June 3, 2020 Executive Order and local health authorities.
3. The following citizens addressed the Board during the Public Forum portion of the meeting:
  - Travis Wortham
  - Anna Woods
  - Jill Wideman
  - Gabriel Novak
  - Amber Mullins
  - Scott Henderson
  - William Ewoldsen
4. The following Information Items were presented:
  - Certified Tax Roll 2020
  - Trustees Contract Renewal Report for August 2020
  - June 2020 Tax Report
  - Fourth Quarter Investment Report
  - Annual Investment Report 7.1.2019 - 6.30.2020
  - Property Insurance Summer Update
  - Bond Update Presentation
  - Presentation on Natatorium
5. Trustees discussed TASB Update 115 Legal Policies.
6. 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
7. Superintendent Dr. Ricardo López provided a report on recent events.
  8. There were no future agenda items requested.
  9. On a motion by Mr. Reed, and second by Mr. Glick the Human Resources Reports were unanimously approved.
  10. On a motion by Mrs. Griffin and a second by Mr. Glick, the College for All Textbook Funding was unanimously approved.
  11. On a motion by Mr. Johnson and a second by Mr. Selders, the Request to Extend the Start of the 2020-2021 School Year Transition Beyond the Four-Week Limit was unanimously approved.
  12. On a motion by Mr. Reed and second by Mr. Glick, the Resolution Concerning Waiver of Local Board Policy to Require Two Readings of Policy before Adoption-EIA (LOCAL) was unanimously approved.
  13. On a motion by Mrs. Griffin and second by Mr. Glick, the revisions to Board Policy EIA(LOCAL) were unanimously approved.
  14. On a motion by Mrs. Griffin and second by Mr. Reed, the Resolution Concerning Waiver of Local Board Policy to Require Two Readings of Policy before Adoption was unanimously approved.
  15. On a motion by Mrs. Griffin and second by Mr. Reed, Local Policies from TASB Update 115 were unanimously approved.
  16. On a motion by Mr. Miller and second by Mr. Glick, the Budget Transfers and Amendments to the General Fund were unanimously approved.
  17. On a motion by Mr. Miller and second by Mr. Glick, a Waiver to Extend the Annual Financial Report Due Date for Fiscal Year 2020 was unanimously approved.
  18. On a motion by Mr. Glick and second by Mr. Miller, the Order Authorizing Issuance of Refunding Bonds, Series 2020 was unanimously approved.
  19. On a motion by Mr. Miller and second by Mr. Glick, the following new bid was unanimously approved:
    - Contract #310-20-17 - Purchase of Professional Staff Development and Material

20. On a motion by Mr. Miller and second by Mr. Reed, the following increases to awarded bids were unanimously approved:
  - Contract #173-17 - Increase in Awarded Amount for Small Repair Roofing Services
  - Contract #215-18 - Increase in Awarded Amount for General Trades Maintenance Merchandise and Services
  - Contract #289-17 - Increase in Awarded Amount for Internet Security, Filtering and Load Balancing
  - Contract #316-19 - Increase in Awarded Amount for Google Products
  - Contract #321-20-01 - Increase in Awarded Amount for Textbooks
  - Contract #390-18 – Increase in Awarded Amount for General Trades Transportation Merchandise, Vehicles, Parts and Repair
  - Contract #500-4.4-19 - Increase for Coyle MS Fine Arts Addition Renovation
21. On a motion by Mr. Miller and second by Mr. Reed, the following Modification to existing awarded bid was unanimously approved:
  - Contract #141-21 - Modification to Existing Award for Commodity Processing
22. Trustees discussed continuing Emergency Delegation of Authority to the Superintendent.
23. Mr. Beach stated that the Board would move into executive session at 6:22 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. 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 administrative recommendations including Director of Transportation 2. Discussion and Consideration Regarding District Soil Composition. The Board reconvened in open session at 7:51 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.
24. The Board unanimously approved the following administrative appointment, following a motion by Mr. Johnson and second by Mr. Glick:
  - Director of Transportation, Jack Youngkin
25. The meeting adjourned at 7:52 p.m.

---

Johnny Beach, President  
Board of Trustees

---

James Miller, Secretary  
Board of Trustees



## Garland Independent School District Board of Trustees

**Date of Meeting:** October 27, 2020

**Agenda Item:** Approve changes to CH (Local)

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Brent Ringo  
Chief Financial Officer

Mark Booker  
Executive Director of Purchasing

### **Superintendent's Goal:**

#### **Superintendent Goal #2 – Fiscal Responsibility**

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

#### **Superintendent Goal #3 – Board Relations**

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

#### **Superintendent Goal #5 – District Management**

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

#### **Superintendent Goal #6 – Community Relations & Relationship Building**

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

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

This proposed policy change streamlines certification for minority and women owned businesses.

### **Administrative Recommendations:**

Administration recommends approval.

PURCHASING AND ACQUISITION

CH  
(LOCAL)

**Purchasing  
Authority**

The Board delegates to the Superintendent or purchasing director the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs, in the aggregate, \$75,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Exceptions

Renewal of contracts shall not require Board approval unless material changes occur after the initial approval. [See CH(REGULATION)]

The Board delegates to the Superintendent or purchasing director authority to accept or reject all bids and proposals for the purchase of food items.

A purchase utilizing an interlocal contract, or a cooperative or state purchasing program approved by the Board, shall be approved by the Superintendent or purchasing director.

Purchasing  
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent or purchasing director the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Competitive  
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent or purchasing director shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

*Competitive  
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent or purchasing director shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the

content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Unsealed  
Competitive  
Proposals

A request for proposals may also be used as a procurement option to generate an unsealed competitive proposal. In this instance, the District may open the proposal upon receipt and begin the negotiation process for the goods or services. Results of such negotiations shall be made public after the contract has been awarded.

Electronic Bids or  
Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

The Board authorizes the use of Oracle iSourcing to transmit and receive electronic bids and proposals.

**Responsibility for  
Debts**

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase  
Commitments**

All purchase commitments shall be made by the Superintendent or purchasing director in accordance with administrative procedures, including the District's purchasing procedures.

**Personal Purchases**

District employees shall not be permitted to make purchases for personal use through the District's business office.

**Historically Under-  
Utilized Business  
Program**

The Board supports a historically under-utilized business program that ensures that the District will promote and encourage the participation of minority-owned businesses, women-owned businesses, and small businesses in the purchasing of all goods and services, including all construction services. The Superintendent and/or staff shall implement a business program to ensure that small, women-owned, and minority businesses are informed of current and future purchasing activities and that goals of this program are achieved.

PURCHASING AND ACQUISITION

CH  
(LOCAL)

- Implementation      Nothing herein shall be construed to authorize or require expenditure of funds for goods and services apart from normal statutory purchasing processes.
- Definitions          For the purpose of this action plan:
- “Small business” is defined as a concern that is independently owned and operated and that is not dominant in its field of operation. The business employs fewer than 50 employees and/or has less than \$3 million in annual business volume from this local operation.
  - “Minority business” is a business concern that is at least 51 percent owned by one or more minority individual(s) or, in the case of any publicly owned business, at least 51 percent of the stock is owned by one or more of the minority individual(s) and whose management and daily business operations are controlled by one or more of the minority individual(s) who own it. “Minority individuals” means residents of the United States who are members of the following groups: African Americans, Hispanics, American Indians, Asian Americans, Alaska natives, Pacific Islanders, and other individuals found to be economically and socially disadvantaged by the Small Business Administration under section (a) of the Small Business Act.
  - “Women business enterprise” means a business concern that follows the same guidelines as a minority business enterprise but that is owned by women.
  - “Certification.” Any business wishing to be identified by the District as a small, women-owned, or minority business shall be certified. [See CH (REGULATION)].



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020  
**Agenda Item:** Campus Improvement Plans  
**Agenda Section:** Action Items  
**Administrator Responsible:** Lauren A. McKinney  
Federal Grant Manager

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

**OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

**OBJECTIVE D: SCIENTIFIC UNDERSTANDING**

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

**OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

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

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

**OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)**

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

**OBJECTIVE H: STUDENT MANAGEMENT**

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

**OBJECTIVE I: GRADUATION OUTCOMES**

Percent of students successfully completing graduation and College, Career, Military

Ready (CCM-R) requirements.

**Superintendent's Goal:**

**Superintendent Goal #1 – Student Results**

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

**Superintendent Goal #4 – Educational Leadership**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

The summative reviews for the 2020-2021 Campus Improvement Plans (CIP) have been completed and are being submitted for your review.

Per TEC 11.25(c), the principal of each campus, with the assistance of a campus-level committee, shall adopt, review, and revise a campus improvement plan for the purpose of improving student performance for all student populations.

**Administrative Recommendations:**

Administration recommends approval of 2020-2021 campus improvement plans.



## 2020 – 2021 Campus Improvement Plans

GARLAND ISD: [www.Garlandisd.net/TitleI](http://www.Garlandisd.net/TitleI)

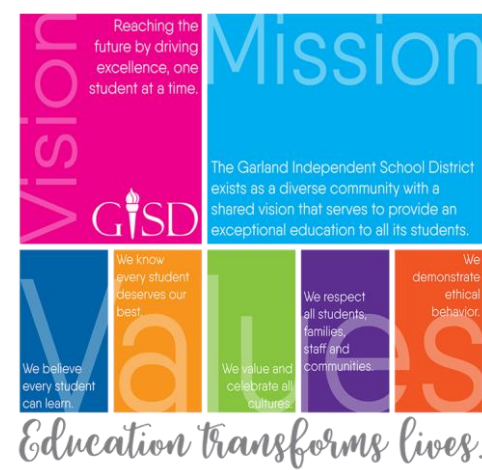
GOOGLE: [gg.gg/GISD\\_Federal\\_Programs](https://gg.gg/GISD_Federal_Programs)

One Goal.

One Mission.

ONE GARLAND ISD.

*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.*

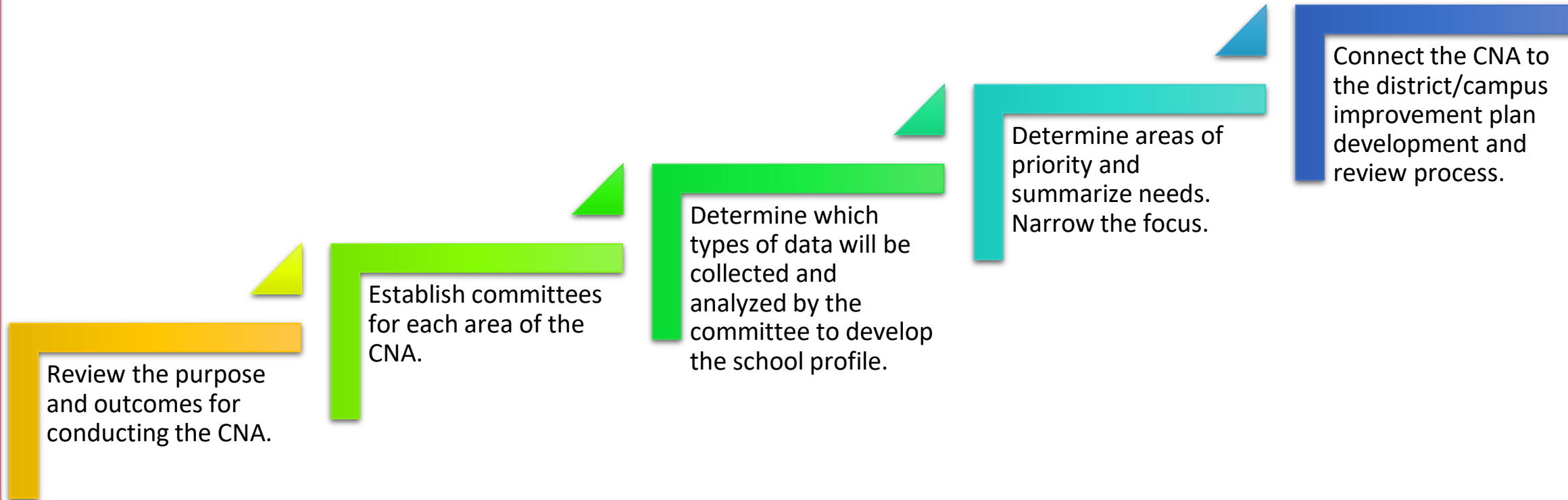


# COMPREHENSIVE NEEDS ASSESSMENT

What's changed? What's the process?



# ENGAGING IN THE CNA PROCESS



# COMPREHENSIVE NEEDS ASSESSMENT

- CNA: Areas and Committees (NCLB)

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

- CNA: Multiple Measures of Data (ESSA)

- Demographics
- Student Academic Achievement
- District Processes and Programs
- Perceptions

# THE MULTIPLE MEASURES

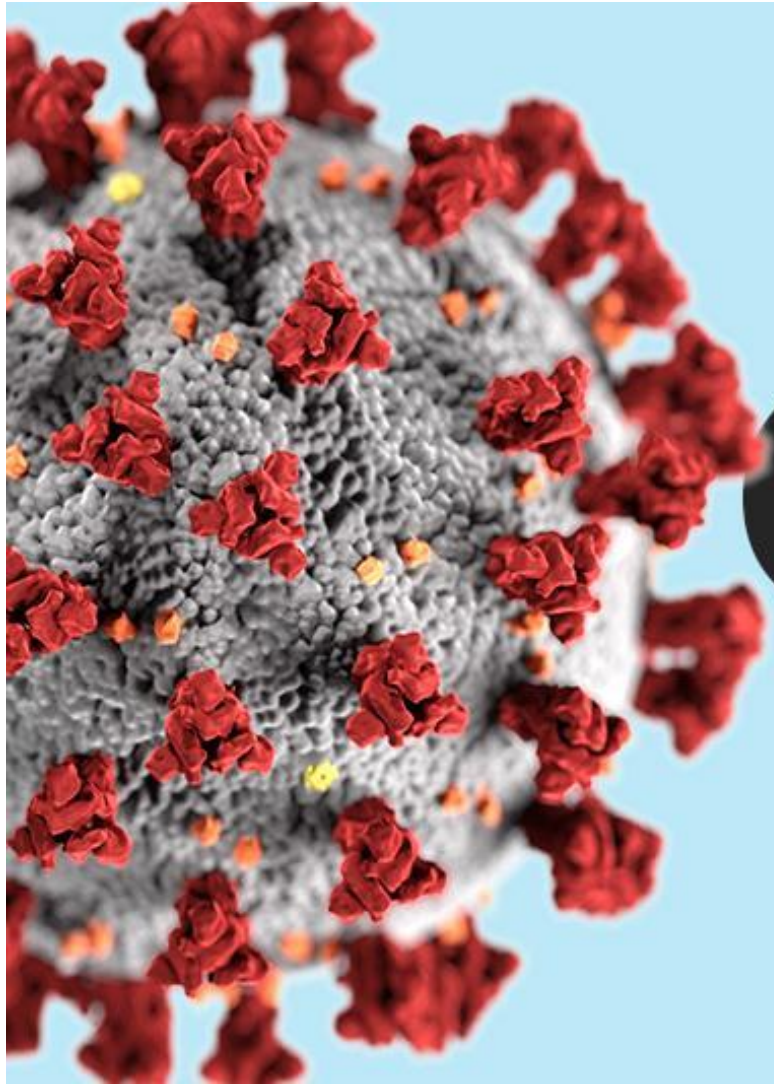
- MEASURE 1: **Demographics** – Provides descriptive information about the school community, such as enrollment, attendance, grade level, ethnicity, gender, and native language.
- MEASURE 2: **Perceptions** – Helps us understand what students, parents, teachers, and others think about the learning environment. It is also information about questionnaires, interviews, and observations.
- MEASURE 3: **Student Academic Achievement** – Describes both formative and summative achievement. It includes standardized test results, report cards, and campus-based assessments. The data describes congruency and the differences between different types of assessment results.
- MEASURE 4: **Processes & Programs** – Description of how the school operates and how teachers get the results they are getting.

# ROOT CAUSE AND PRIORITIZATION

- Review data
  - Determine strengths and needs
  - Conduct root cause analysis for each identified need
- Prioritize needs
  - Determine areas of need that are critical and must be included in the DIP/CIP

## Root Cause Analysis





# COVID-19

CORONAVIRUS PANDEMIC

# CAMPUS IMPROVEMENT PLAN

Meeting needs through actions.





**THE M AND MS OF THE EVERY STUDENT SUCCEEDS ACT (ESSA)**

The *Ten Components of a Title 1, Part entire educational program in a Title 1 efficient and advanced levels of achievement* (March 2006). Under ESSA, these components of the Schoolwide Program are as follows:

SECTION	LEVEL	AREA
1114(b)(6)	Campus	Comprehensive Needs Assessment
1114(b)(7)(A)(i-iii)	Campus	Well-Rounded Education
1112(b)(2)	District	Teacher Quality
1114(b)(2), 1112(b)(7), & 1116(a)(2)(B)	Campus District	Parent and Family Engagement
1112(b)(10)	District	Transition

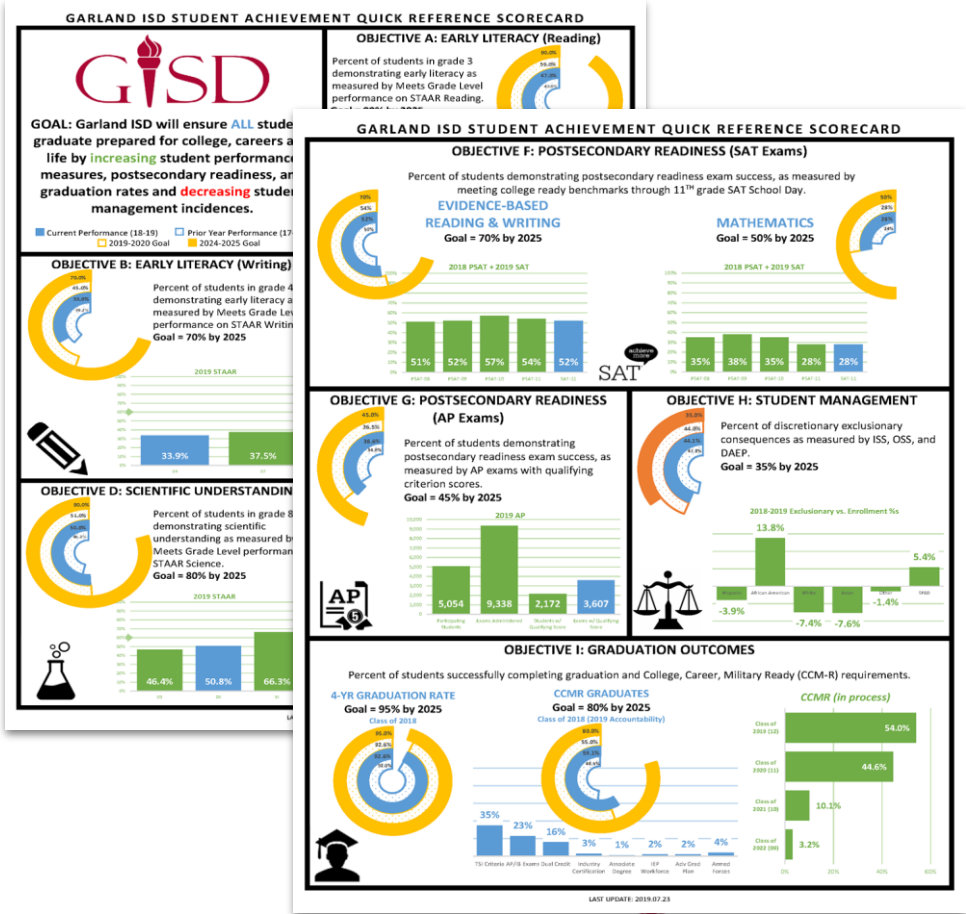


**THE M AND MS OF THE EVERY STUDENT SUCCEEDS ACT (ESSA)**

MUSTS				
SECTION	LEVEL	AREA	STATUTE	
1112(b)(1)(A-D)	District	Student Needs	“(A) developing and implementing a well-rounded program of instruction to meet the <b>academic needs</b> of all students; (B) identifying students who may be at risk for <b>academic failure</b> ; (C) providing additional educational <b>assistance</b> to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for <b>student learning</b> .”	
1114(b)(5)	Campus	Coordination and Integration	“is developed in <b>coordination and integration</b> with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);”	
MAYS				
1114(b)(7)(A)(I)	Campus	Student Skills	“counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; ”	
1114(b)(7)(A)(II)	Campus	College and Career	“preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); ”	
1114(b)(7)(A)(III)	Campus	Interventions	“implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); ”	
1114(b)(7)(A)(IV)	Campus	Recruit and Retain	“professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;”	
1114(b)(7)(A)(V)	Campus	Transition	“(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs”	

# CAMPUS IMPROVEMENT PLANS

- Performance Objectives:
  - Focus on academic goals
  - Address priority needs based on the board objectives
  - Individualized for each campus based on data
- Strategies
  - Action steps



# (*VIRTUAL*) CNA AND CIP REVIEW

- Campus principals, Area Director, and other district staff.
- Recommendations to enhance CNA, CIP, strategies, and resources.
- Support provided for the implementation of CIP.

# CIP MONITORING AND SUPPORT

- Area Directors
  - Coaching visits and campus walkthroughs
- Federal Programs Department
  - Title I budget and expenditures and requirement
- Support from District Departments
  - Teaching & Learning
  - English Language Learners
  - Intervention
  - Special Education



QUESTIONS? CLARIFICATIONS?

Welcome to the 2020 - 2021 Garland ISD Federal Programs Resource Site!



# WELCOME!

Your Federal Programs Team thanks you for visiting our new *Federal Programs* Google Site! The purpose is to provide engaging, succinct, valuable federal tools to assist and guide your federally funded practices. Within this site you will find curated resources developed by the U.S. Department of Education, the Texas Education Agency, your Federal Programs Team and other federal programs leaders across the country.

This site can function as your "virtual all things Garland ISD Federal Programs" and we encourage you to bookmark, favorite, and visit it often.



Look around. Dig in. We are your "go to" advocates for Federal Compliance, Resources, and Support and will continue to provide the most

# YOUR TITLE I FEDERAL PROGRAM DEPARTMENT

NAME	POSITION	EMAIL	OFFICE NUMBER
Lauren A. McKinney	Federal Grant Manager	lamckinn@	(972) 487-4635
Vacant	Title I Coordinator		(972) 487-3217
Samanda Miller	Facilitator Parent Engagement Title I	samiller@	(972) 487-3186
Debbie Stewart	Secretary Federal Programs	dstewar@	(972) 487-3179
Dhana Mouton	Campus Liaison	dlmouton@	(972) 487-3218
Katherine Waddington	EDGAR Procurement Clerk & Campus Liaison	kwaddington@	(972) 487-3181

*Compliance.*

*Resources.*

*Support.*





TITLE I

*Compliance.*

*Resources.*

*Support.*



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020

**Agenda Item:** Effective Schools Framework and Targeted Improvement Plans

**Agenda Section:** Action Item

**Administrator Responsible:** Jason Adams  
Area Director

**Board Goal Objective:**

**OBJECTIVE A: EARLY LITERACY (Reading)**

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

**OBJECTIVE B: EARLY LITERACY (Writing)**

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

**OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION**

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

**OBJECTIVE E: MATHEMATICAL PROFICIENCY**

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

**Superintendent's Goal:**

**Superintendent Goal #1 – Student Results**

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

**Summary/Background Information:**

The Effective Schools Framework is a continuous improvement process driven by the ongoing collection and analysis of data. Campuses or districts are required to engage in the continuous improvement process for any of the following reasons:

- earned a D rating in any domain
- earned an overall D rating
- earned an overall F rating

- identified as Additional Targeted Support based on Closing the Gaps Domain in student group performance

Per Texas Education Code (TEC) §39.101 and Texas Administrative Code (TAC) §97.1061, the continuous improvement process must include the following activities:

- collect and analyze data
- conduct a needs assessment to determine factors contributing to low performance and/or effectiveness of federal and state program areas
- develop an improvement plan that addresses all areas not meeting the required standard
- monitor the implementation of the targeted improvement plan.

Although all STAAR assessments were suspended for the 2019-2020 school year due to the COVID-19 pandemic, campuses will carry over all designations to the 2020-2021 school year based on accountability outcomes from the 2018-2019 school year. GISD has one campus (Heather Glen Elementary School) that was identified as an Improvement Required/ Comprehensive School for Improvement campus in 2018. Due to the disruption of COVID-19, Heather Glen Elementary has been identified with a Not Rated: State of Disaster rating for the 2020-2021 school year. However, HGES will go through the Effective Schools Framework process again this year because this is an automatic two-year identification.

Thirty-five campuses are identified as in need of targeted accountability support based on 2018-2019 accountability outcomes. These include two campuses that earned overall D ratings, nine campuses earned a D in one domain, and thirty-four campuses that were identified based on student group performance in Domain 3 as part of federal accountability requirements. Many of the campuses were indicated based on both state and federal accountability requirements.

The focus of this agenda item will be to seek board approval of the TIIPs for Heather Glen, Club Hill, and Montclair, as well as the campus improvement plans that include improvement requirements for the identified campuses. This includes the nine other campuses that received a D rating in one domain. Those nine campuses are: Bussey Middle School, O'Banion Middle School, Sellers Middle School, Webb Middle School, Caldwell Elementary, Freeman Elementary, Southgate Elementary, Williams Elementary, and Shorehaven Elementary.

**Administrative Recommendations:** Administration recommends approval.

# **Effective Schools Framework: Targeted Improvement Plans**

---

PRESENTATION TO THE

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

TUESDAY, OCTOBER 27, 2020

# The Effective Schools Framework

---



# Moving to Action: Data Driven Practices = Continuous Improvement

---

If districts and schools...

Build a common vision  
of the highest leverage  
school practices

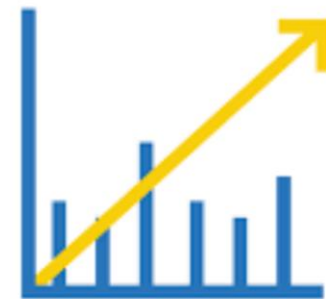
Assess current state of  
school practice in  
relation to that vision

Prioritize gaps in  
systems and practices

Connect to effective &  
specialized capacity  
builders to develop best  
practices

Improve school  
systems and practices

Then school and  
student  
**outcomes will improve**



# Heather Glen Elementary

---

- 2018 Rating of ***Improvement Required***
  - Overall Domain = 53 | Improvement Required
  - Student Achievement Domain = 57 | Improvement Required
  - School Progress Domain = 56 | Improvement Required
  - Closing the Gaps Domain = 45 | Improvement Required (*identified as Comprehensive School for Improvement based on D3 outcomes ... this is a min. two-year designation*)
- **Goal 1:** 70% of all students will perform at Approaches Grade Level standard, 50% at Meets Grade Level standard, and 21% at Masters Grade Level standard on the 2019 STAAR Reading assessment.
- **Goal 2:** 75% of all students will perform at Approaches Grade Level standard, 55% at Meets Grade Level standard, and 25% at Masters Grade Level standard on the 2019 STAAR Mathematics assessment.



# Heather Glen Elementary

---

## 2019 Overall Domain = 82 | B Rating

- Student Achievement Domain = 62 | D
  - School Progress Domain = 85 | B
  - Closing the Gaps Domain = 74 | C
- **Domain Accountability Targets:** Domain 1-85, Domain 2-90.
  - **Student Group Targets: (1)** Increasing Academic Achievement component score (Meets Grade Level Reading & Math) from 43 to 93, based on student group specific targets, **(2)** increasing English Language Proficiency Status component score from 0 to 100, based on the single measured ELL student group, **(3)** increase Student Success Status component score from 11 to 89, based on student group specific targets.



# Celebrating a B Rating



# The ESF is a Statewide Vision of Best Practices:

## 5 Prioritized Levers with 13 Essential Actions

### **Prioritized Lever 1: Strong School Leadership and Planning**

- Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities*
- Focused plan development and regular monitoring of implementation and outcomes*

### **Prioritized Lever 2: Effective, Well-Supported Teachers**

- Recruit, select, assign, induct, and retain a full staff of highly qualified educators*
- Build teacher capacity through observation and feedback cycles*

### **Prioritized Lever 3: Positive School Culture**

- Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations*
- Explicit behavioral expectations and management systems for students and staff*
- Proactive and responsive student support services*
- Involving families and community*

### **Prioritized Lever 4: High-Quality Curriculum**

- Curriculum and assessments aligned to TEKS with a year-long scope and sequence*

### **Prioritized Lever 5: Effective Instruction**

- Objective-driven daily lesson plans with formative assessments*
- Effective classroom routines and instructional strategies*
- Data-driven instruction*
- RTI for students with learning gaps*

# Prioritized Focus Areas

5.3 Data Driven Instruction	5.1 Objective Driven Daily Lesson Plans
<b>Key Practices</b>	<b>Key Practices</b>
<p>Review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p>	<p>Develop lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple/differentiated paths of instruction to a clearly defined curricular goal, and daily formative assessments along with exemplar responses.</p>
<p>Use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause of gaps, and create reteach plans.</p>	<p>Instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p>
<p>Schedule protected time into the master schedule to meet regularly to review formative student data, effective instructional strategies, and possible adjustments to instructional delivery.</p>	
<p>Implement systems to track student progress towards mastery of objectives, individual student fluency progress, etc.) and foster student ownership and goal setting.</p>	

# Overall D Campuses

---

## Club Hill Elementary School

**2019 Overall Domain = 69 | D**

- Student Achievement Domain = 67
- School Progress Domain = 70
- Closing the Gaps Domain = 68

### Domain Accountability Targets:

- Domain 1-75
- Domain 2-82
- Domain 3-74



## Montclair Elementary School

**2019 Overall Domain = 68 | D**

- Student Achievement Domain = 60
- School Progress Domain = 69
- Closing the Gaps Domain = 67

### Domain Accountability Targets:

- Domain 1-75
- Domain 2-83
- Domain 3-74



# Other Identified Campuses

---

## Campuses with D in Any Domain

(required to incorporate accountability improvement strategies in Campus Improvement Plan)

- Bussey Middle School
- O'Banion Middle School
- Sellers Middle School
- Webb Middle School
- Caldwell Elementary School
- Freeman Elementary School
- Southgate Elementary School
- Shorehaven Elementary School
- Williams Elementary School



Plan 4 Learning

# Questions?

---



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020

**Agenda Item:** 2021-2022 Choice of School Calendar

**Agenda Section:** Action Items

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

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Superintendent Goal #6 – Community Relations & Relationship Building**

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

**Summary/Background Information:**

*Supplementary Information* – The Choice of School calendar details the choice process from recruitment to student assignment. The Department of Student Services and Choice presents this calendar for review by the District Affairs Committee prior to review by the Multi Ethnic Committee.

**Administrative Recommendations:**

Administration recommends approval.



# Choice of School 2021-2022 Selection Period

Department of Student Services and School  
Choice

# Choice Periods

Grades 1-12 Choice of  
School and Magnet  
Windows Open

January 6, 2021

Grades PK - KG Choice  
of School and Magnet  
Windows Open

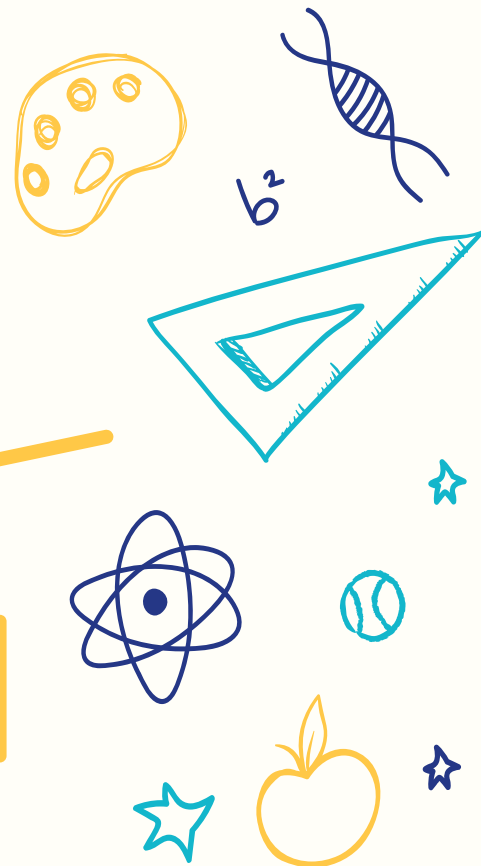
March 24, 2021

February 26, 2021

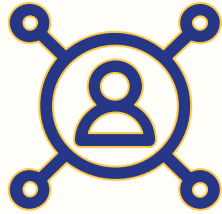
Grades 1-12 Choice  
Window Closes

May 28, 2021

Grades PK-KG Choice  
Window Closes

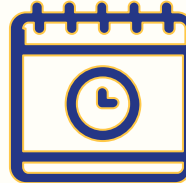


# FEATURES of 2021-22 CHOICE



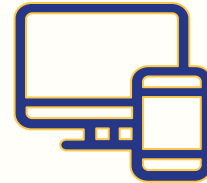
## New Public Facing System

Working with DocuNav to create a seamless experience between Magnet and Choice



## Extended Choice & Magnet Windows

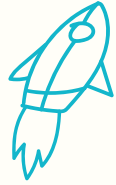
Maintaining longer windows for parents to make choices



## All Online

Since Spring 2020 our parents have been completing all processes online

**QUESTIONS**  
**??**





**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020

**Agenda Item:** Consider Approval of Budget Transfers and Amendments to the 2020-2021 General Fund, Student Nutrition Service Fund, and Debt Service Fund

**Agenda Section:** Action Item

**Administrator Responsible:** Mrs. Brandy Mayo  
Executive Director of Budget

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown are the transfers and amendments proposed for approval and their respective impacts on the 2020-2021 general fund, student nutrition service fund, and debt service fund.

This agenda item was reviewed during the Finance and Audit Committee Meeting on October 13, 2020.

**Administrative Recommendations:**

Provided for your consideration.



**BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2020-21  
October 27, 2020**

**REVENUES:**

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
57 Local Revenue	\$ 230,653,531	\$ 231,233,086	\$ -	\$ (850,000)	\$ 230,383,086
58 State Revenue	320,008,654	320,433,654			320,433,654
59 Federal Revenue	9,000,000	9,000,000			9,000,000
<b>Total Revenues</b>	<b>\$ 559,662,185</b>	<b>\$ 560,666,740</b>	<b>\$ -</b>	<b>\$ (850,000)</b>	<b>\$ 559,816,740</b>

**EXPENDITURES:**

11 Instruction	\$ 318,782,474	\$ 316,425,892	\$ (821,280)	\$ 60,000	\$ 315,664,612
12 Instructional Resources and Media Services	8,224,571	8,224,341	80,010		8,304,351
13 Curriculum Development and Instructional Staff Development	14,005,577	14,013,027	217,500		14,230,527
21 Instructional Leadership	9,696,055	9,731,055	-		9,731,055
23 School Leadership	34,986,245	35,012,540	120,944		35,133,484
31 Guidance, Counseling and Evaluation	26,267,605	26,267,605	302,200		26,569,805
32 Social Work Services	1,046,663	1,046,663	-		1,046,663
33 Health Services	7,874,364	8,515,565	110,839	891,000	9,517,404
34 Student Transportation	19,610,924	20,410,924	-		20,410,924
35 Food Service	300,000	300,000	(48,483)		251,517
36 Extracurricular Activities	13,877,625	13,877,625	(8,660)		13,868,965
41 General Administration	20,035,055	20,217,055	(679)		20,216,376
51 Facilities Maintenance & Operations	46,266,388	46,266,388	-	420,237	46,686,625
52 Security and Monitoring Services	7,197,217	7,199,217	326		7,199,543
53 Data Processing Services	17,057,325	17,042,325	-		17,042,325
61 Community Services	2,047,132	2,061,632	(1,200)		2,060,432
71 Debt Service - Principal on Long-Term Debt	484,000	484,000	-		484,000
72 Debt Service Interest on Long-Term Debt		0	-		-
73 Bond Issuance Cost and Fees		0	-		-
81 Facilities Acquisition and Construction		0	48,483		48,483
95 Juvenile Justice Program	36,000	36,000	-		36,000
99 Other Intergovernmental Charges	928,839	928,839	-		928,839
<b>Total Expenditures</b>	<b>\$ 548,724,059</b>	<b>\$ 548,060,693</b>	<b>\$ -</b>	<b>\$ 1,371,237</b>	<b>\$ 549,431,930</b>

<b>Excess (Deficiency) Revenues Over (Under) Expenditures</b>	<b>\$ 10,938,126</b>	<b>\$ 12,606,047</b>	<b>\$ -</b>	<b>\$ (2,221,237)</b>	<b>\$ 10,384,810</b>
<b>Other Financing Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Financing Uses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Net Change in Fund Balance</b>	<b>\$ 10,938,126</b>	<b>\$ 12,606,047</b>	<b>\$ -</b>	<b>\$ (2,221,237)</b>	<b>\$ 10,384,810</b>



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2020-21  
October 27, 2020**

**Budget Transfers**

**Expenditures**

	Increase	Decrease	Net
11 Instruction	\$ 21,580	\$ 842,860	\$ (821,280)
12 Instructional Resources and Media Services	80,010	-	80,010
13 Curriculum Development and Instructional Staff Development	220,000	2,500	217,500
23 School Leadership	130,824	9,880	120,944
31 Guidance, Counseling and Evaluation	302,200	-	302,200
33 Health Services	110,839	-	110,839
35 Food Service	-	48,483	(48,483)
36 Extracurricular Activities	-	8,660	(8,660)
41 General Administration	-	679	(679)
52 Security and Monitoring Services	326	-	326
61 Community Services	-	1,200	(1,200)
81 Facilities Acquisition and Construction	48,483	-	48,483
<b>Total Expenditures</b>	<b>914,262</b>	<b>914,262</b>	<b>-</b>

**Budget neutral transfers to realign expenditures.**

**Budget Amendments**

	Increase	Decrease	Net
57 Local Revenue		\$ 850,000	\$ (850,000)
<b>Total Revenues</b>	<b>-</b>	<b>850,000</b>	<b>(850,000)</b>

**Reduction of local revenue due to COVID related change in Natatorium revenue and revenue related to Pre-k and Montessori.**

**Expenditures**

	Increase	Decrease	Net
11 Instruction	\$ 60,000	\$ -	\$ 60,000
33 Health Services	891,000		891,000
51 Facilities Maintenance & Operations	420,237		420,237
<b>Total Expenditures</b>	<b>1,371,237</b>	<b>-</b>	<b>1,371,237</b>

**Increasing Function 11 to support dual credit stipends and benefits for teachers. Increasing function 51 for custodial services for COVID. Function 33 increased for glove purchase.**



**BUDGET TRANSFERS AND AMENDMENTS  
FOR THE STUDENT NUTRITION SERVICE FUND  
FISCAL YEAR 2020-21  
October 27, 2020**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Current Transfers Requested</b>	<b>Current Amendments Requested</b>	<b>Proposed Amended Budget</b>
<b>REVENUES:</b>					
57 Local Revenue	\$ 7,262,000	\$ 7,262,000	\$ -	\$ (3,631,000)	\$ 3,631,000
58 State Revenue	170,000	170,000			170,000
59 Federal Revenue	26,370,809	26,370,809		(13,185,404)	13,185,405
<b>Total Revenues</b>	<b>\$ 33,802,809</b>	<b>\$33,802,809</b>	<b>\$ -</b>	<b>\$ (16,816,404)</b>	<b>\$ 16,986,405</b>
<b>EXPENDITURES:</b>					
35 Food Service	\$ 34,302,809	\$ 34,302,809	\$ -	\$ (8,358,435)	\$ 25,944,374
51 Plant Maintenance & Operation					
<b>Total Expenditures</b>	<b>\$ 34,302,809</b>	<b>\$ 34,302,809</b>	<b>\$ -</b>	<b>\$ (8,358,435)</b>	<b>\$ 25,944,374</b>
<b>Excess (Deficiency) Revenues Over (Under) Expenditures</b>	<b>\$ (500,000)</b>	<b>\$ (500,000)</b>	<b>\$ -</b>	<b>\$ (8,457,969)</b>	<b>\$ (8,957,969)</b>
<b>Other Financing Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Financing Uses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Net Change in Fund Balance</b>	<b>\$ (500,000)</b>	<b>\$ (500,000)</b>	<b>\$ -</b>	<b>\$ (8,457,969)</b>	<b>\$ (8,957,969)</b>

**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS  
FOR THE STUDENT NUTRITION SERVICE FUNDS  
FISCAL YEAR 2020-21  
October 27, 2020**

**Budget Amendments**

<b>Revenue</b>	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
57 Local Revenue	\$ -	\$ 3,631,000	\$ (3,631,000)
59 Federal Revenue		13,185,404	(13,185,404)
<b>Total Revenue</b>	<b>\$ -</b>	<b>\$ 16,816,404</b>	<b>\$ (16,816,404)</b>

Decrease in local revenue due to loss of a la carte sales related to remote learning. Decrease in federal revenue due to loss in reimbursement due to lower participation.

**Expenditures**

	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
35 Food Service	\$ -	\$ 8,358,435	\$ (8,358,435)
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ 8,358,435</b>	<b>\$ (8,358,435)</b>

Decrease in function 35 due to reduction in food costs associated with lower participation.



**BUDGET TRANSFERS AND AMENDMENTS  
FOR THE DEBT SERVICE FUND  
FISCAL YEAR 2020-21  
October 27, 2020**

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
<b>REVENUES:</b>					
57 Local Revenue	\$ 71,955,387	\$ 71,955,387	\$ -	\$ (6,801,292)	\$ 65,154,095
58 State Revenue					-
59 Federal Revenue	470,994	470,994			470,994
<b>Total Revenues</b>	<b>\$ 72,426,381</b>	<b>\$ 72,426,381</b>	<b>\$ -</b>	<b>\$ (6,801,292)</b>	<b>65,625,089</b>
<b>EXPENDITURES:</b>					
71 Debt Service - Principal on Long-Term Debt	\$ 42,230,000	\$ 42,230,000	\$ -	\$ -	42,230,000
72 Debt Service Interest on Long-Term Debt	22,795,000	22,795,000			22,795,000
73 Bond Issuance Cost and Fees	1,000,000	1,000,000		(700,000)	300,000
<b>Total Expenditures</b>	<b>\$ 66,025,000</b>	<b>\$ 66,025,000</b>	<b>\$ -</b>	<b>\$ (700,000)</b>	<b>\$ 65,325,000</b>
 <i>Excess(Deficiency) Revenues Over(Under) Expenditures</i>	 \$ 6,401,381	 \$ 6,401,381	 \$ -	 \$ (6,101,292)	 \$ 300,089
 <i>Other Resources</i>	 \$ -	 -	 \$ -	 \$ -	 \$ -
 <i>Other Financing Uses</i>	 \$ -	 -	 \$ -	 \$ -	 \$ -
 <i>Net Change in Fund Balance</i>	 \$ 6,401,381	 \$ 6,401,381	 \$ -	 \$ (6,101,292)	 \$ 300,089

**DETAILS OF BUDGET TRANSFERS AND AMENDMENTS  
FOR THE DEBT SERVICE FUND  
FISCAL YEAR 2020-21  
October 27th, 2020**

**Budget Amendments**

<b>Revenue</b>	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
57 Local Revenue	\$ -	\$ 6,801,292	\$ (6,801,292)
<b>Total Revenue</b>	<b>\$ -</b>	<b>\$ 6,801,292</b>	<b>\$ (6,801,292)</b>

Decrease to local revenue due to further reduction in the I&S rate, budget was adopted at \$0.33, and the tax rate was officially adopted at \$0.305.

**Budget Transfers**

<b>Expenditures</b>	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
73 Bond Issuance Cost and Fees		\$ 700,000	(700,000)
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ 700,000</b>	<b>\$ (700,000)</b>

Decrease in function 73, as no bond fees are expected at this time.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020

**Agenda Item:** Consider Approval of Purchase of Fuel Quoting  
One (1) Year with Four (4) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Jack Youngkin  
Director of Transportation

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown is the recommendation of the bids for fuel quoting for the District, discussed in the October 13, 2020 Finance and Audit Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Petroleum Traders Corporation  
Pinnacle Petroleum Inc  
SB Fleet Lube LLC  
SC Fuels  
Sun Coast Resource Inc

The estimated total amount of the bid is not to exceed \$350,000. Potential funding is indicated below.

**General Fund (199)**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

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

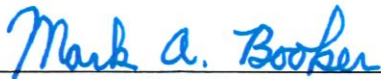
Petroleum Traders Corporation  
Pinnacle Petroleum Inc  
SB Fleet Lube LLC

SC Fuels  
Sun Coast Resource Inc

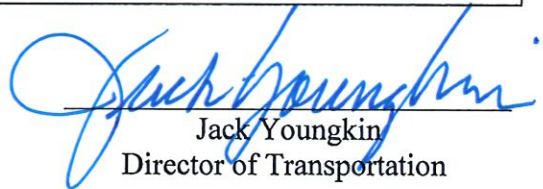
**NOT TO EXCEED AMOUNT:**

**\$350,000**

<b>Procurement Method:</b>	Request for Proposal
<b>Contract Number:</b>	7-20
<b>Contract Term:</b>	One (1) year with four (4) annual renewal options.
<b>Potential Funding Source:</b>	(199 General Fund)




Mark A. Booker  
Executive Director of Purchasing



Jack Youngkin  
Director of Transportation

Attest:

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



Brent Ringo, Ed.D.  
Chief Financial Officer



DATE: September 8, 2020

TO: Mark A. Booker, Executive Director of Purchasing

FROM: Jack Youngkin, Director of Transportation

RE: Recommendation to Award RFP 7-20 Fuel Quoting

---

**Action Required**

New Award

**Material/Service**

School bus and white fleet fuel

**Purpose**

Pool of suppliers from which to obtain fuel quotes on an as-needed basis for ground storage tanks.

**Board Goal Objective**

Not Applicable

**Superintendent's Goal**

**Superintendent Goal #5 – District Management**

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

**Recommended Amount**

\$350,000 – 199 General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT  
RFP 7-20 FUEL QUOTING

Item Description	Quantity	UOM	Supplier	Price	Extended Price
STATE SAMPLE PRICE PER GALLON OF ULTRA LOW SULFUR DIESEL MOTOR FUEL	7500	GL	PINNACLE PETROLEUM INC	0.06	427.50
			SB FLEET LUBE LLC	0.08	600.00
			PETROLEUM TRADERS CORPORATION	1.25	9,375.00
			SC FUELS	1.31	9,834.00
			SUN COAST RESOURCE INC	1.48	11,130.00
STATE SAMPLE PRICE PER GALLON FOR UNLEADED MOTOR FUEL MINIMUM 87.0+ OCTANE	8500	GL	PINNACLE PETROLEUM INC	0.05	440.30
			SB FLEET LUBE LLC	0.08	680.00
			PETROLEUM TRADERS CORPORATION	1.31	11,156.25
			SC FUELS	1.35	11,492.00
			SUN COAST RESOURCE INC	1.50	12,779.75

The District solicited 66 suppliers and received 5 responses.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020

**Agenda Item:** Consider Approval of Purchase of Musical Instruments, Supplies and Repairs  
One (1) Year with Two (2) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Joseph Figarelli  
Director of Visual & Performing Arts

**Board Goal Objective:**

Not Applicable

**Superintendent's Goal:**

**Superintendent Goal #4 – Educational Leadership**

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

**Summary/Background Information:**

Shown is the recommendation of the bids for musical instruments, supplies and repairs for the District, discussed in the October 13, 2020 Finance and Audit Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

See Attached List.

The estimated total amount of the bid is not to exceed \$1,235,000. Potential funding is indicated below.

**General Fund (199) – 90%**  
**Campus Activity Funds (461) – 10%**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

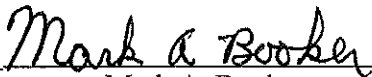
It is the administration's recommendation that the offer(s) for **Musical Instruments, Supplies and Repairs** from the company or companies listed below provides the best value to the Garland Independent School District.

See Attached List


**NOT TO EXCEED AMOUNT:**

**\$ 1,235,000**

<b>Procurement Method:</b>	Cooperative Purchase Contract EPCNT
<b>Contract Number:</b>	345-20-01
<b>Contract Term:</b>	One (1) year with two (2) annual renewal options.
<b>Potential Funding Source:</b>	(199 General Fund) – 90% (461 Campus Activity Funds) – 10%



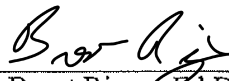
Mark A. Booker  
Executive Director of Purchasing



Joseph Figarelli  
Director of Visual & Performing Arts

Attest:

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



Brent Ringo, Ed.D.  
Chief Financial Officer

## 345-20-01 Musical Instruments, Supplies and Repairs

### Awarded Supplier List

Alamo Music Center  
Aves Audio Visual Systems, Inc.  
Bocal majority Bassoon Camp, LLC  
Carolyn Nussbaum Music Company  
Dallas Strings, Inc.  
David's Instrument Repair, Inc.  
Delgado Guitars  
Denton Bid Brass – Wessex Texas  
Engel Sons Violin Shop  
FLASH Visual Media  
J.W. Pepper Son, Inc.  
La Hacienda Musica  
Lone Star Percussion  
Luck's Music Library  
Melhart Music Center  
Midwest Musical Imports  
Moe-Bleichner Music Distribution  
Music in Motion  
Pender's Music Company  
Peripole, Inc.  
Professional Instrument Repair  
Rhythm Band Instruments, LLC  
Romeo Music  
SHAR Products Company  
Steve Weiss Music Inc.  
Taylor Music, Inc.  
Washington Music Center  
Wenger Corporation  
West Music Company  
Woodwind Brasswind, Inc.



DATE: September 15, 2020

TO: Diane Fields, Buyer

FROM: Joseph Figarelli, Director of Visual and Performing Arts

RE: Recommendation to Award Contract 345-20-01Musical Instruments,  
Supplies and Repairs

---

**Action Required**

New Award

**Material/Service**

Elementary and secondary musical instruments and equipment, cabinetry-instrument storage, audio equipment, shells, risers and repairs of musical instruments.

**Purpose**

All Garland ISD Visual and Performing Arts programs have the opportunity to purchase their musical instruments, equipment, supplies and have instruments repaired.

**Board Goal Objective**

Not Applicable

**Superintendent's Goal**

**Superintendent Goal #4 – Educational Leadership**

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

**Recommended Amount**

\$1,235,000- 199 General Fund 90% and 461 Campus Activity Funds 10%



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020  
**Agenda Item:** Consider Approval of Purchase of Hazardous Materials Consulting Services  
One (1) Year with Four (4) Annual Renewal Options  
**Agenda Section:** Action Item  
**Administrator Responsible:** Mr. Javier Fernandez  
Director of Facilities Planning and Construction Services

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown is the bid for the purchase of RFQ #361-16-21 Hazardous Materials Consulting Services. It is staff's recommendation that the bid be awarded as indicated below.

Industrial Hygiene & Safety Technology, Inc. (IHST)  
Farmer Environmental Group  
Pass Associates, Inc.  
ENSOLUM LLC, Environmental & Hydrogeologic Consultants  
Primera Professional Services Group  
The VERTEX Companies  
ERC  
Wood Environment & Infrastructure Solutions, Inc.  
Terracon

The estimated annual total amount of the bid is not to exceed \$350,000. The potential funding is indicated below.

**General Fund (199) – 34%**  
**Local Portion of Bond Projects (654) – 33%**  
**2014 Bond Authorization (681) – 33%**

This was presented to Facilities Committee and Finance and Audit Committee for review on October 13, 2020.

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

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


**NOT TO EXCEED BOARD APPROVED BUDGET AMOUNT:**

**\$350,000**

<b>Procurement Method:</b>	Request for Qualifications
<b>Contract Number:</b>	361-16-21
<b>Contract Term:</b>	One (1) Year with Four (4) Annual Renewal Options
<b>Potential Funding Source:</b>	199 General Funds – 34% 654 Local Portion of Bond Project – 33% 681 Bond Authorization Fund – 33%



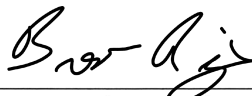
Mark A. Booker  
Executive Director of Purchasing



Javier Fernandez  
Director of Facilities Planning

Attest:

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



Brent Ringo, Ed.D.  
Chief Financial Officer

September 10, 2020		BID TAB RFQ #361-16-21									
RANKING			3	4	6	5	2	1	2	3	1
PART I QUALIFICATIONS	Max Points	GREEN PLANET INC	INDUSTRIAL HYGIENE & SAFETY TECHNOLOGY INC	FARMER ENVIRONMENTAL GROUP	PASS ASSOCIATES INC	ENSOLUM LLC   ENVIRONMENTAL & HYDROGEOLOGIC CONSULTANTS	PRIMERA PROFESSIONAL SERVICES GROUP	THE VERTEX COMPANIES	ERC	WOOD ENVIRONMENT & INFRASTRUCTURE SOLUTION INC	TERRACON
9.1.0 Corporate Background	25		23.3	23.8	21.8	22.8	24.1	24.8	24.8	23.7	24.4
9.3.0 Key Project Personnel	20		19.3	18.0	13.0	18.3	19.0	19.7	19.3	20.0	19.7
9.4.0 Previous Experience	10		9.7	9.3	9.0	9.3	9.7	9.0	9.7	8.8	9.7
9.5.0 Management Plan	10		9.3	10.0	9.3	9.7	9.7	10.0	9.3	9.7	9.7
SUBTOTAL Points	65	NON RESPONSIVE PROPOSAL	62	61	53	60	63	64	63	62	64
PART II-ADD FEE SCH			2	3	7	1	5	6	4	7	6
9.2.0 Fee Schedule	35		22.6	15.7	9.1	35.0	7.0	0.0	8.7	0.0	0.0
TOTAL	100		84	77	62	95	70	64	72	62	64

Notifications sent: 48 vendors. 10 responses, 1 of which is non-responsive.



DATE: September 16, 2020

TO: Mark Booker, Executive Director of Purchasing

FROM: Javier Fernandez, Director of Facilities Planning & Construction Services 

RE: RFQ #361-16-21 for Hazardous Materials Consulting Services

---

After reviewing RFQ #361-16-21 for Hazardous Materials Consulting Services, it is staff's recommendation that the request for qualifications be awarded as indicated below.

Industrial Hygiene & Safety Technology, Inc. (IHST)  
Farmer Environmental Group  
Pass Associates, Inc.  
ENSOLUM LLC, Environmental & Hydrogeologic Consultants  
Primera Professional Services Group  
The VERTEX Companies  
ERC  
Wood Environment & Infrastructure Solutions, Inc.  
Terracon

**Garland Independent School District  
Purchasing Department  
Memo**

DATE: September 11, 2020

TO: Mark A. Booker,  
Director of Purchasing

FROM: Nancy Nunez,  
Construction Bond Specialist, Purchasing

RE: **Recommendation to Award:  
RFQ# 361-16-21 for Hazardous Materials Consulting Services**

On September 1, 2020, ten (10) proposals were received in response to RFQ #361-16-21 for Hazardous Materials Consulting Services. Proposals were received from the following firms:

1. Green Planet, Inc. (NON RESPONSIVE)
2. Industrial Hygiene & Safety Technology, Inc. (IHST)
3. Farmer Environmental Group
4. Pass Associates, Inc.
5. ENSOLUM LLC, Environmental & Hydrogeologic Consultants
6. Primera Professional Services Group
7. The VERTEX Companies
8. ERC
9. Wood Environment & Infrastructure Solutions, Inc.
10. Terracon

Proposals were evaluated by Purchasing for compliance with minimum RFQ requirements and all firms were found compliant. Responses were reviewed and evaluated by the Evaluation Committee for compliance with service requirements. As a result, it is determined there are a pool of nine (9) qualified consultants to provide the best value based on information submitted. Green Planet confirmed they are non-responsive as a chemical and hazardous materials removal company rather than a licensed hazardous materials consultant.

Following the evaluation, all of the remaining nine (9) firms are qualified to perform the services with several having specialties that bring value and satisfy anticipated needs of the District. Based on the evaluation of their qualifications, the Evaluation Committee is recommending these nine (9) firms, 2-10, for award. Purchasing reviewed and concurs with the recommendation from the Evaluation Committee.

**Not to Exceed Annual Amount recommended:           \$350,000.00**

The amount is recommended from the Director, Facilities Planning and Construction Services who oversees the environmental needs of the District. The number of firms in the pool the needs of the District for current and future projects. Funding sources for these services will include 199 General Funds, 654 Local Portion of Bond Project, and 681 2014 Bond Authorization funds.

Facilities will be presenting to the Board of Trustees on October 27, 2020. Contract term will be for one (1) year from date of award with the option to renew annually for four (4) additional, one (1) year terms.

Respectfully Submitted,  
Nancy Nunez



## Garland Independent School District Board of Trustees

**Date of Meeting:** October 27, 2020

**Agenda Item:** Consider Extension of Architectural and Related Professional Services  
Final Additional Renewal Option

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Paul Gonzales  
Executive Director of Facilities and Maintenance

**Board Goal Objective:**

Not Applicable.

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown is the recommendation of the bid for RFQ #360-15 Architectural and Related Professional Services for the district. The Board approved the five (5) year agreement for the companies listed below. To complete coverage for the 2014 Bond Program, the Board of Trustees approved the agreement be extended for one (1) year with a one (1) year additional renewal option on September 19, 2019. This is the Final Additional Renewal Option.

Primary:	Secondary:	
Corgan	Alliance	PBK Architects, Inc.
Huckabee	Dimensions Architects	Perkins Will
	GSR Andrade Architects, Inc.	Stantec Architects, Inc.
	Harrison Kornberg	VAI Architects
	Page Southerland	VLK Architects, Inc.

The potential funding is indicated below.

**General Fund (199) – 44%**  
**Local Portion of Bond Projects (654) – 12%**  
**2014 Bond Program Funds (681) – 44%**

This was presented to Facilities Committee and Finance and Audit Committee for review on October 13, 2020.

**Administrative Recommendations:**

Provided for your consideration.



DATE: September 15, 2020

TO: Mark Booker, Executive Director of Purchasing

FROM: Paul Gonzales, Executive Director of Facilities and Maintenance

RE: RFQ #360-15 Consider Extension of Architectural and Related Professional Services – Final Additional Renewal Option

---

To complete coverage for the 2014 Bond Program, I recommend that the RFQ #360-15 Architectural and Related Professional Services be extended for the final additional renewal option with the companies approved by the Board of Trustees on December 9, 2014.

Primary:  
Corgan  
Huckabee

Secondary:  
Alliance  
Dimensions Architects  
GSR Andrade Architects, Inc.  
Harrison Kornberg  
Page Southerland  
PBK Architects, Inc.  
Perkins Will  
Stantec Architects, Inc.  
VAI Architects  
VLK Architects, Inc.

Thank you,

Paul Gonzales

cc: Javier Fernandez  
Nancy Nunez



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** October 27, 2020

**Agenda Item:** Consider Approval of Increase in Awarded Amount  
for Career and Technical Education Health Sciences  
Merchandise and Services  
First of Four (4) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Erika Crump  
Director of Career and Technical Education

**Board Goal Objective:**

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent’s Goal:**

**Superintendent Goal #1 – Student Results**

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

**Summary/Background Information:**

Shown is the recommendation of the increase in awarded amount for career and technical education health sciences merchandise and services for the District, discussed in the October 13, 2020 Finance and Audit Committee Meeting. It is staff’s recommendation that the bid be increased as indicated below.

Carolina Biological Supply Co  
Laerdal Medical Corporation  
Pocket Nurse Enterprises Inc  
Uniform World Inc

Original Award Amount: \$ 74,999  
(May 31, 2020)

Increase Amount: \$ 300,000

The estimated total amount of the bid is not to exceed \$374,999. Potential funding is indicated below.

**General Fund (199) – 85%**  
**Career and Technical- Basic Grant (244) – 5%**  
**Campus Activity Funds (461) – 5%**  
**Student Activity Account (865) – 5%**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**  
It is the administration's recommendation that the offer(s) for **Career and Technical Education Health Sciences Merchandise and Services** from the company or companies listed below provides the best value to the Garland Independent School District.

Carolina Biological Supply Co  
Laerdal Medical Corporation  
Pocket Nurse Enterprises Inc


Uniform World Inc

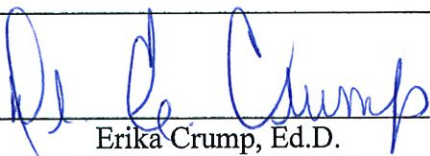
**ORIGINAL AMOUNT:** **\$74,999**  
(May 31, 2020)

**INCREASE AMOUNT:** **\$300,000**

**NOT TO EXCEED AMOUNT:** **\$374,999**

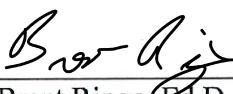
<b>Procurement Method:</b>	Request for Proposal	
<b>Contract Number:</b>	32-19-05	
<b>Contract Term:</b>	First of four (4) annual renewal options.	
<b>Potential Funding Source:</b>	(199 General Fund)	85%
	(244 Career and Technical- Basic Grant)	5%
	(461 Campus Activity Funds)	5%
	(865 Student Activity Account)	5%

  
\_\_\_\_\_  
Mark A. Booker  
Executive Director of Purchasing

  
\_\_\_\_\_  
Erika Crump, Ed.D.  
Director of Career and  
Technical Education

Attest:

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

  
\_\_\_\_\_  
Brent Ringo, Ed.D.  
Chief Financial Officer



DATE: August 26, 2020

TO: Mark A. Booker, Executive Director of Purchasing

FROM: Erika Crump, Director of Career and Technical Education

RE: Recommendation to Increase RFP 32-19-05 Career and Technical Education Health Sciences Merchandise and Services

---

**Action Required:**

Increase

**Material/Service:**

Health science materials, supplies and services for industry-caliber supplies for our health science classes and programs.

**Purpose:**

To provide state-of-the-art instructional supplies, materials, and services to properly outfit each health science class/program with equitable supplies needed to run campus programs across GISD in support of high-demand student enrollment classes.

**Board Goal Objective:**

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #1 – Student Results**

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

**Recommended Amount:**

\$300,000 - 199 General Fund 85%, 244 Career and Technical-Basic Grant 5%, 461 Campus Activity Funds 5%, 865 Student Activity Account 5%