

# Garland Independent School District

## Board of Trustees

### Regular Meeting

Tuesday, July 26, 2022

### Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance
- III. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Gilbreath-Reed Career and Technical Education Center prior to the start of the meeting indicated in the posted notice. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- IV. Information Items
  - A. Going the Extra Mile (GEMs)
    - 1. Recognize Going the Extra Mile (GEM) recipient Ashley Jackson - **Sherese Nix** 3
  - B. Review May Monthly Financials - **Ms. Allison Davenport** 5
  - C. Review May 2022 Tax Report - **Ms. Kristi Cooper** 15
- V. Discussion Items
  - A. Discuss June 15, 2022 Semi-Annual Report to Judge Ed Kinkeade - **Dr. Ricardo López** 19
  - B. Trustees' Report 96
    - 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 104
  - D. Future Agenda Items 106
- VI. Consent Agenda - Consider approval of
  - A. Human Resources Report - **Dr. Gradyne Brown** 108
- VII. Action Item (Non Consent)

A. Consider Approval of the 2022-2023 Student Code of Conduct - <b>Dr. Babetta Hemphill</b>	123
B. Consider Approval of SRO Interlocal Agreements - <b>Dr. Shelley Garrett</b>	186
C. Consider Approval of Board Policy DH (Local) - <b>Lisa Ray</b>	211
D. Consider Approval of Board Policy BDB (Local) - <b>Lisa Ray</b>	217
E. Consider Approval of TASB Update 119 Local Policies - <b>Lisa Ray</b>	222
F. New Bids	
1. Contract #55-22 - Consider Approval of Purchase of Liability (General, Professional, Employee Benefit) and Workers' Compensation Third Party Administration Services - <b>Mr.     John King</b>	254
2. Contract #289-22-01 - Consider Approval of Purchase of Internet Security Filtering - <b>Mr. Matt Yeager</b>	258
3. Contract #499-22-02 - Consider Approval of Recommended Contractor for Curtis Culwell Center Bipolar Ionization and HVAC at South Garland High School and North Garland High School - <b>Mr. Paul Gonzales</b>	262
G. Increase to Awarded Bids	
1. Contract #32-20-08 - Consider Approval of Increase in Awarded Amount for Career and Technical Education Firefighting Equipment and Services - <b>Mr. Coleman Bruman</b>	267
2. Contract #302-22-15 - Consider Approval of Increase in Awarded Amount for Instructional Materials and Related Supplies - <b>Dr. Kim Caddell</b>	270
VIII. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.	
A. Pursuant to Texas Government Code 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.	
IX. Reconvene from Executive Session for action relative to items considered during Executive Session	
X. Adjournment	



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** July 26, 2022  
**Agenda Item:** Going the Extra Mile (GEM) Recognition  
**Agenda Section:** Information Item  
**Administrator Responsible:** Sherese Nix, 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 acknowledgment of those outstanding Garland ISD employees who display superior commitment, innovation, leadership, work ethic, accomplishments and/or initiative.

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

Ashley Jackson, a Technology Digital Learning Facilitator, was nominated for going above and beyond by demonstrating an uncommon dedication to ensuring teachers understand how to leverage Canvas to meet all their students' needs.

**Administrative Recommendation:**

Provided for your consideration.



## Garland Independent School District Board of Trustees

**Date of Meeting:** July 26, 2022

**Agenda Item:** Review May 2022 Monthly Financials

**Agenda Section:** Information Item

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

**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 financials summary for the General Fund and ESSER.

**Administrative Recommendations:**

Provided for your information.

**June 20, 2022**

**To: Dr. Brent Ringo, Chief Financial Officer**

**From: Allison Davenport, Executive Director of Finance**

**Re: May 2022 Financial Statements – General Fund and ESSER**

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The District began to receive FY22 state funding in September. FY21 is now settled, with an adjustment to the final payment received in January 2022. The District is classified by TEA as payment class 2 and will receive 50% of our state aid funding prior to tax collections and the remaining 50% will come between April and August. The District will receive per capita funding from TEA beginning in October. Federal revenue is being received for indirect cost associated to federal funds and interim SHARS claims. The SHARS cost report settlement of \$6.7M was recognized in February 2022.

This is the eleventh month of our FY22 fiscal year. The attached analysis compares May 2022 YTD to May 2021 YTD.

Below is a budget to actual summary by summary account code. Attached is the detail by function and summary account code.

<b>Account</b>	<b>Exp Type</b>	<b>FY22 Budget</b>	<b>FY22 Actuals</b>	<b>% Spent</b>
6100	Payroll	456,673,996	384,916,812	84.3%
6200	Contracted Services	48,815,652	39,064,537	80.0%
6300	Supplies	27,212,147	18,297,994	67.2%
6400	Other Operating	10,049,307	7,027,076	69.9%
6500	Debt	482,517	467,927	97.0%
6600	Capital Outlay	629,613	406,847	64.6%
8900	Transfers Out	5,317,037	5,317,037	100.0%
	<b>Total</b>	<b>549,180,269</b>	<b>455,498,230</b>	<b>82.9%</b>

ESSER II and ESSER III funding will be utilized by the District during FY22. The budget and actuals report for each ESSER fund is included.

**Garland Independent School District  
Comparison of General Fund Revenue  
May 31, 2022**

Revenue	Current Year				Prior Year (May 2021)		
	Budget	YTD Actual	%YTD	(Over)/Under	Budget	YTD Actual	%YTD
<b>Local Resources:</b>							
5711 Taxes, Current Year	\$ 220,414,473	\$ 220,264,549	99.9%	\$ 149,924	\$ 210,303,531	\$ 209,393,269	99.6%
5712 Taxes, Delinquent	850,000	908,469	106.9%	(58,469)	850,000	398,404	46.9%
5719 Penalties, Interest and Other Tax Revenue	1,070,000	1,592,273	148.8%	(522,273)	1,070,000	1,288,333	120.4%
Total Taxes	222,334,473	222,765,292	100.2%	(430,819)	212,223,531	211,080,005	99.5%
5739 Tuition and Fees	100,000	86,672	86.7%	13,328	100,000	54,519	54.5%
5742 Investment Earnings	200,000	204,422	102.2%	(4,422)	600,000	284,673	47.4%
5743 Rental of Facilities	650,000	305,434	47.0%	344,566	50,000	123,272	246.5%
5745 Insurance Recovery	927,701	1,095,271	118.1%	(167,570)	6,201	57,810	932.3%
5749 Miscellaneous	1,600,000	1,093,852	68.4%	506,148	550,000	316,989	57.6%
5752 Athletic	780,000	720,651	92.4%	59,349	100,000	4,799	4.8%
5755 Enterprising Services	-	970	>100%	(970)	-	(99)	0.0%
5769 Intermediate Sources	-	259,000	>100%	(259,000)	579,555	226,000	39.0%
Total Other Local Resources	4,257,701	3,766,272	88.5%	491,429	1,985,756	1,067,963	53.8%
Total Local Revenue	226,592,174	226,531,564	100.0%	60,610	214,209,287	212,147,968	99.0%
<b>State Resources:</b>							
5811 Per Capita	20,091,740	11,529,888	57.4%	8,561,852	20,680,000	15,579,479	75.3%
5812 Foundation School Program	221,488,763	144,132,577	65.1%	77,356,186	242,130,654	155,869,813	64.4%
5819 Other Foundation School Program Act Revenues	-	387,667	>100%	(387,667)	-	-	0.0%
5829 State Program Revenue - TEA	7,206,840	2,727	0.04%	7,204,113	425,000	433,865	102.1%
5831 TRS On-Behalf	28,000,000	22,409,669	80.0%	5,590,331	28,000,000	22,388,483	80.0%
Total State Revenue	276,787,343	178,462,528	64.5%	98,324,815	291,235,654	194,271,640	66.7%
<b>Federal Resources:</b>							
5929 Federal Revenue - TEA	9,000,000	6,516,079	72.4%	2,483,921	2,000,000	1,445,527	72.3%
5931 SHARS Reimbursement	7,400,000	6,995,573	94.5%	404,427	7,000,000	6,548,227	93.5%
5949 Other Fed Rev Distributed Directly from Fed Govt	-	58,780	>100%	(58,780)	-	150,980	>100%
Total Federal Revenue	16,400,000	13,570,432	82.7%	2,829,568	9,000,000	8,144,733	90.5%
<b>Other Sources:</b>							
7912 Sale of Real and Personal Property	-	1,400,828	>100%	(1,400,828)	-	49,384	>100%
Total Other Sources	-	1,400,828	0.0%	(1,400,828)	-	49,384	0.0%
<b>Total General Fund Revenue and Other Sources</b>	<b>519,779,517</b>	<b>419,965,352</b>	<b>80.8%</b>	<b>99,814,165</b>	<b>514,444,941</b>	<b>414,613,725</b>	<b>80.6%</b>

**Garland Independent School District**  
**Comparison of General Fund Expenditures by Function**  
**May 31, 2022**

	Current Year				Prior Year (May 2021)		
	Budget	YTD Actual	%YTD	(Over)/Under	Budget	YTD Actual	%YTD
11 Instruction	\$ 315,388,192	\$ 263,334,630	83.5%	\$ 52,053,562	\$ 313,055,738	\$ 270,311,817	86.3%
12 Library	8,376,895	7,108,239	84.9%	1,268,656	8,233,448	7,386,543	89.7%
13 Curriculum and Staff Development	14,983,158	11,422,502	76.2%	3,560,656	14,857,541	11,814,164	79.5%
21 Instructional Leadership	8,637,366	6,331,025	73.3%	2,306,341	8,989,498	7,096,845	78.9%
23 School Leadership	34,410,196	29,376,381	85.4%	5,033,815	34,593,252	29,732,851	85.9%
31 Guidance, Counseling and Evaluation Services	26,519,563	21,869,967	82.5%	4,649,596	26,033,888	22,210,548	85.3%
32 Social Work Services	590,210	451,684	76.5%	138,526	671,193	452,746	67.5%
33 Health Services	8,756,183	7,150,169	81.7%	1,606,014	9,615,340	7,317,863	76.1%
34 Student Transportation	20,610,210	16,969,095	82.3%	3,641,115	18,968,260	14,883,341	78.5%
35 Food Services	177,804	6,252	3.5%	171,552	251,517	7,597	3.0%
36 Extracurricular Activities	13,109,539	10,339,395	78.9%	2,770,144	13,360,488	8,723,093	65.3%
41 General Administration	19,069,584	14,994,705	78.6%	4,074,879	18,856,688	14,581,817	77.3%
51 Maintenance and Operations	46,267,561	38,150,652	82.5%	8,116,909	47,524,367	36,425,132	76.6%
52 Security and Monitoring Services	7,444,198	5,882,022	79.0%	1,562,176	8,702,244	5,743,108	66.0%
53 Data Processing Services	16,324,345	14,392,177	88.2%	1,932,168	15,148,433	12,450,985	82.2%
61 Community Services	1,754,628	1,232,023	70.2%	522,605	1,884,797	1,330,283	70.6%
71 Debt Service	482,517	467,927	97.0%	14,590	484,000	482,517	99.7%
81 Facilities Acquisition and Construction	27,136	12,664	46.7%	14,472	69,483	-	0.0%
95 Payments to JJAEP	36,000	16,224	45.1%	19,776	36,000	7,446	20.7%
99 Other Intergovernmental Charges	897,947	673,461	75.0%	224,486	963,769	722,826	75.0%
<b>Total Expenditures</b>	<b>543,863,232</b>	<b>450,181,193</b>	<b>82.8%</b>	<b>93,682,039</b>	<b>542,299,944</b>	<b>451,681,519</b>	<b>83.3%</b>
Other Uses:							
8900 Transfer Out	5,317,037	5,317,037	100.0%	-	4,535,819	4,535,819	100.0%
Total Other Uses	<b>5,317,037</b>	<b>5,317,037</b>	<b>100.0%</b>	<b>-</b>	<b>4,535,819</b>	<b>4,535,819</b>	<b>100.0%</b>
<b>Total Expenditures and Other Uses</b>	<b>549,180,269</b>	<b>455,498,230</b>	<b>82.9%</b>	<b>93,682,039</b>	<b>546,835,763</b>	<b>456,217,338</b>	<b>83.4%</b>

**Garland Independent School District  
Comparison of General Fund Expenditures  
May 31, 2022**

	Current Year				Prior Year (May 2021)		
	Budget	YTD Actual	%YTD	(Over)/Under	Budget	YTD Actual	%YTD
<b>11 Instruction:</b>							
6100 Payroll	\$ 297,305,857	\$ 250,079,523	84.1%	\$ 47,226,334	\$ 290,286,592	\$ 255,332,665	88.0%
6200 Contracted Services	5,038,990	4,175,830	82.9%	863,160	4,533,019	3,724,695	82.2%
6300 Supplies	11,913,948	8,264,141	69.4%	3,649,807	17,482,321	10,907,675	62.4%
6400 Other Expense	931,506	724,361	77.8%	207,145	583,253	321,502	55.1%
6600 Capital Outlay	197,891	90,775	45.9%	107,116	170,553	25,279	14.8%
<b>Total Instruction</b>	<b>315,388,192</b>	<b>263,334,630</b>	<b>83.5%</b>	<b>52,053,562</b>	<b>313,055,738</b>	<b>270,311,817</b>	<b>86.3%</b>
<b>12 Library:</b>							
6100 Payroll	7,249,221	6,124,444	84.5%	1,124,777	7,297,347	6,477,482	88.8%
6200 Contracted Services	76,703	75,506	98.4%	1,197	69,856	68,689	98.3%
6300 Supplies	1,045,603	904,217	86.5%	141,386	864,057	839,183	97.1%
6400 Other Expense	5,368	4,072	75.9%	1,296	2,188	1,190	54.4%
<b>Total Library</b>	<b>8,376,895</b>	<b>7,108,239</b>	<b>84.9%</b>	<b>1,268,656</b>	<b>8,233,448</b>	<b>7,386,543</b>	<b>89.7%</b>
<b>13 Curriculum and Staff Development:</b>							
6100 Payroll	13,346,888	10,538,092	79.0%	2,808,796	13,343,991	11,037,873	82.7%
6200 Contracted Services	863,423	497,630	57.6%	365,793	793,218	528,182	66.6%
6300 Supplies	218,059	161,435	74.0%	56,624	271,714	138,786	51.1%
6400 Other Expense	554,788	225,345	40.6%	329,443	448,618	109,322	24.4%
<b>Total Curriculum and Staff Development</b>	<b>14,983,158</b>	<b>11,422,502</b>	<b>76.2%</b>	<b>3,560,656</b>	<b>14,857,541</b>	<b>11,814,164</b>	<b>79.5%</b>
<b>21 Instructional Leadership</b>							
6100 Payroll	7,388,327	5,565,368	75.3%	1,822,959	7,843,045	6,540,850	83.4%
6200 Contracted Services	754,114	508,311	67.4%	245,803	803,750	377,381	47.0%
6300 Supplies	328,573	172,730	52.6%	155,843	270,047	155,646	57.6%
6400 Other Expense	166,352	84,616	50.9%	81,736	72,656	22,968	31.6%
<b>Total Instructional Leadership</b>	<b>8,637,366</b>	<b>6,331,025</b>	<b>73.3%</b>	<b>2,306,341</b>	<b>8,989,498</b>	<b>7,096,845</b>	<b>78.9%</b>
<b>23 School Leadership</b>							
6100 Payroll	33,279,568	28,806,067	86.6%	4,473,501	33,624,206	29,141,468	86.7%
6200 Contracted Services	192,157	82,251	42.8%	109,906	163,669	86,680	53.0%
6300 Supplies	654,250	312,055	47.7%	342,195	478,325	356,828	74.6%
6400 Other Expense	284,221	176,008	61.9%	108,213	327,052	147,874	45.2%
<b>Total School Leadership</b>	<b>34,410,196</b>	<b>29,376,381</b>	<b>85.4%</b>	<b>5,033,815</b>	<b>34,593,252</b>	<b>29,732,851</b>	<b>85.9%</b>

**Garland Independent School District  
Comparison of General Fund Expenditures  
May 31, 2022**

	<b>Current Year</b>				<b>Prior Year (May 2021)</b>		
	Budget	YTD Actual	%YTD	(Over)/Under	Budget	YTD Actual	%YTD
<b>31 Guidance, Counseling and Evaluation Services:</b>							
6100 Payroll	24,030,014	20,364,568	84.7%	3,665,446	23,478,843	20,668,843	88.0%
6200 Contracted Services	821,383	785,230	95.6%	36,153	1,021,158	941,713	92.2%
6300 Supplies	1,596,886	672,440	42.1%	924,446	1,484,424	571,384	38.5%
6400 Other Expense	71,280	47,729	67.0%	23,551	49,463	28,607	57.8%
<b>Total Guidance, Counseling and Evaluation Services</b>	<b>26,519,563</b>	<b>21,869,967</b>	<b>82.5%</b>	<b>4,649,596</b>	<b>26,033,888</b>	<b>22,210,548</b>	<b>85.3%</b>
<b>32 Social Work Services:</b>							
6100 Payroll	588,910	451,387	76.6%	137,523	663,393	452,460	68.2%
6200 Contracted Services	1,000	-	0.0%	1,000	7,000	-	0.0%
6300 Supplies	300	298	99.2%	2	800	285	35.7%
<b>Total Social Work Services</b>	<b>590,210</b>	<b>451,684</b>	<b>76.5%</b>	<b>138,526</b>	<b>671,193</b>	<b>452,746</b>	<b>67.5%</b>
<b>33 Health Services:</b>							
6100 Payroll	8,419,478	6,927,704	82.3%	1,491,774	8,155,263	6,703,920	82.2%
6200 Contracted Services	16,061	5,890	36.7%	10,171	7,818	1,588.73	20.3%
6300 Supplies	271,226	174,993	64.5%	96,233	1,436,526	606,389	42.2%
6400 Other Expense	19,968	12,682	63.5%	7,286	15,733	5,966.01	37.9%
6600 Capital Outlay	29,450	28,900	98.1%	550	-	-	0.0%
<b>Total Health Services</b>	<b>8,756,183</b>	<b>7,150,169</b>	<b>81.7%</b>	<b>1,606,014</b>	<b>9,615,340</b>	<b>7,317,863</b>	<b>76.1%</b>
<b>34 Student Transportation:</b>							
6100 Payroll	15,601,466	13,866,369	88.9%	1,735,097	14,953,324	12,095,370	80.9%
6200 Contracted Services	1,890,597	1,266,266	67.0%	624,331	1,957,942	1,229,794	62.8%
6300 Supplies	3,204,401	2,324,065	72.5%	880,336	2,395,403	1,540,446	64.3%
6400 Other Expense	(101,282)	(502,633)	496.3%	401,351	(338,409)	17,730.70	-5.2%
6600 Capital Outlay	15,028	15,028	100.0%	0	-	-	-
<b>Total Student Transportation</b>	<b>20,610,210</b>	<b>16,969,095</b>	<b>82.3%</b>	<b>3,641,115</b>	<b>18,968,260</b>	<b>14,883,341</b>	<b>78.5%</b>
<b>35 Food Services:</b>							
6100 Payroll	84,522	6,252	7.4%	78,270	10,265	7,597	74.0%
6400 Other Expense	93,282	-	0.0%	93,282	241,252	-	0.0%
<b>Total Food Services</b>	<b>177,804</b>	<b>6,252</b>	<b>3.5%</b>	<b>171,552</b>	<b>251,517</b>	<b>7,597</b>	<b>3.0%</b>
<b>36 Extracurricular Activities:</b>							
6100 Payroll	6,073,865	5,389,878	88.7%	683,987	6,252,541	5,219,619	83.5%
6200 Contracted Services	2,228,356	1,411,739	63.4%	816,617	1,973,235	1,011,206	51.2%
6300 Supplies	2,543,698	1,528,692	60.1%	1,015,006	3,756,390	1,508,154	40.1%
6400 Other Expense	2,219,400	1,964,929	88.5%	254,471	1,366,881	984,114	72.0%
6600 Capital Outlay	44,220	44,157	99.9%	63	11,441	-	0.0%
<b>Total Extracurricular Activities</b>	<b>13,109,539</b>	<b>10,339,395</b>	<b>78.9%</b>	<b>2,770,144</b>	<b>13,360,488</b>	<b>8,723,093</b>	<b>65.3%</b>

**Garland Independent School District  
Comparison of General Fund Expenditures  
May 31, 2022**

	<b>Current Year</b>				<b>Prior Year (May 2021)</b>		
	Budget	YTD Actual	%YTD	(Over)/Under	Budget	YTD Actual	%YTD
<b>41 General Administration:</b>							
6100 Payroll	12,870,027	11,370,698	88.4%	1,499,329	12,621,444	11,145,662	88.3%
6200 Contracted Services	2,570,005	1,666,949	64.9%	903,056	3,034,229	1,562,361	51.5%
6300 Supplies	1,225,297	626,189	51.1%	599,108	1,094,633	605,840	55.3%
6400 Other Expense	2,404,255	1,330,870	55.4%	1,073,385	2,106,382	1,267,954	60.2%
<b>Total General Administration</b>	<b>19,069,584</b>	<b>14,994,705</b>	<b>78.6%</b>	<b>4,074,879</b>	<b>18,856,688</b>	<b>14,581,817</b>	<b>77.3%</b>
<b>51 Maintenance and Operations:</b>							
6100 Payroll	19,382,912	15,551,030	80.2%	3,831,882	20,286,438	16,443,226	81.1%
6200 Contracted Services	20,161,358	17,015,781	84.4%	3,145,577	20,483,364	14,414,109	70.4%
6300 Supplies	3,163,084	2,517,716	79.6%	645,368	3,412,983	2,787,663	81.7%
6400 Other Expense	3,264,092	2,871,637	88.0%	392,455	2,483,007	2,322,799	93.5%
6600 Capital Outlay	296,115	194,488	65.7%	101,627	858,575	457,335	53.3%
<b>Total Maintenance and Operations</b>	<b>46,267,561</b>	<b>38,150,652</b>	<b>82.5%</b>	<b>8,116,909</b>	<b>47,524,367</b>	<b>36,425,132</b>	<b>76.6%</b>
<b>52 Security and Monitoring Services:</b>							
6100 Payroll	2,024,777	1,761,252	87.0%	263,525	2,225,725	1,896,304	85.2%
6200 Contracted Services	5,179,033	3,939,741	76.1%	1,239,292	6,239,493	3,647,667	58.5%
6300 Supplies	195,702	139,997	71.5%	55,705	225,011	187,737	83.4%
6400 Other Expense	11,186	7,532	67.3%	3,654	12,015	11,400	94.9%
6600 Capital Outlay	33,500	33,500	100.0%	-	-	-	-
<b>Total Security and Monitoring Services</b>	<b>7,444,198</b>	<b>5,882,022</b>	<b>79.0%</b>	<b>1,562,176</b>	<b>8,702,244</b>	<b>5,743,108</b>	<b>66.0%</b>
<b>53 Data Processing Services:</b>							
6100 Payroll	7,800,210	7,061,685	90.5%	738,525	7,757,374	6,833,358	88.1%
6200 Contracted Services	7,781,084	6,837,327	87.9%	943,757	6,536,957	5,279,596	80.8%
6300 Supplies	667,809	440,486	66.0%	227,323	802,477	318,907	39.7%
6400 Other Expense	75,242	52,680	70.0%	22,562	49,836	17,336	34.8%
6600 Capital Outlay	-	-	0.0%	-	1,789	1,788	99.9%
<b>Total Data Processing Services</b>	<b>16,324,345</b>	<b>14,392,177</b>	<b>88.2%</b>	<b>1,932,168</b>	<b>15,148,433</b>	<b>12,450,985</b>	<b>82.2%</b>
<b>61 Community Services:</b>							
6100 Payroll	1,227,954	1,052,496	85.7%	175,458	1,276,298	1,072,231	84.0%
6200 Contracted Services	293,714	93,738	31.9%	199,976	358,885	108,669	30.3%
6300 Supplies	183,311	58,539	31.9%	124,772	229,125	140,283	61.2%
6400 Other Expense	49,649	27,250	54.9%	22,399	20,489	9,100	44.4%
<b>Total Community Services</b>	<b>1,754,628</b>	<b>1,232,023</b>	<b>70.2%</b>	<b>522,605</b>	<b>1,884,797</b>	<b>1,330,283</b>	<b>70.6%</b>

**Garland Independent School District  
Comparison of General Fund Expenditures  
May 31, 2022**

	<b>Current Year</b>				<b>Prior Year (May 2021)</b>		
	Budget	YTD Actual	%YTD	(Over)/Under	Budget	YTD Actual	%YTD
71 Debt Service:							
6500 Debt Service	482,517	467,927	97.0%	14,590	484,000	482,517	99.7%
Total Debt Service	<b>482,517</b>	<b>467,927</b>	<b>97.0%</b>	<b>14,590</b>	<b>484,000</b>	<b>482,517</b>	-
81 Facilities Acquisition and Construction:							
6200 Contracted Services	13,727	12,664	92.3%	1,063	69,483	-	0.0%
6600 Capital Outlay	13,409	-	0.0%	13,409			
Total Facilities Acquisition and Construction	<b>27,136</b>	<b>12,664</b>	<b>46.7%</b>	<b>14,472</b>	<b>69,483</b>	-	-
95 Payments to JJAEP:							
6200 Contracted Services	36,000	16,224	45.1%	19,776	36,000	7,446	20.7%
Total Payments to JJAEP	<b>36,000</b>	<b>16,224</b>	<b>45.1%</b>	<b>19,776</b>	<b>36,000</b>	<b>7,446</b>	<b>20.7%</b>
99 Other Intergovernmental Charges:							
6200 Contracted Services	897,947	673,461	75.0%	224,486	963,769	722,826	75.0%
Total Other Intergovernmental Charges	<b>897,947</b>	<b>673,461</b>	<b>75.0%</b>	<b>224,486</b>	<b>963,769</b>	<b>722,826</b>	<b>75.0%</b>
<b>Total Expenditures</b>	<b>543,863,232</b>	<b>450,181,193</b>	<b>82.8%</b>	<b>93,682,039</b>	<b>542,299,944</b>	<b>451,681,519</b>	<b>83.3%</b>
Other Uses:							
8900 Transfer Out	5,317,037	5,317,037	100.0%	-	4,535,819	4,535,819	100.0%
Total Other Uses	<b>5,317,037</b>	<b>5,317,037</b>	<b>100.0%</b>	-	<b>4,535,819</b>	<b>4,535,819</b>	<b>100.0%</b>
<b>Total Expenditures and Other Uses</b>	<b>549,180,269</b>	<b>455,498,230</b>	<b>82.9%</b>	<b>93,682,039</b>	<b>546,835,763</b>	<b>456,217,338</b>	<b>83.4%</b>

**Garland Independent School District  
 ESSER II - 281022 Budget to Actuals  
 May 2022 Board Report**

Task	Task Name	Budget	Encumbrances	Expenditures
<b>1</b>	<b>Stipends</b>			
1.1	Vaccine Stipend	3,675,000	-	2,965,364
1.2	Booster Stipend	1,837,500	-	715,857
1.3	Substitute Stipend	380,000	-	76,390
1.4	Local COVID Leave	855,406	-	181,516
<b>2</b>	<b>Technology</b>			
2.1	Private Cell Network	15,630,745	-	-
<b>3</b>	<b>Tutoring</b>			
3.1	Accelerated Instruction Tutoring	867,950	-	-
<b>4</b>	<b>Intersession</b>			
4.1	CTA/CTS Intersession	352,800	-	17,311
<b>5</b>	<b>Curriculum</b>			
5.1	Literacy	2,633,834	-	-
5.2	Mathematics	1,205,827	-	-
5.3	Science	37,350	-	-
5.4	Asynchronous Materials - Supp Pay	225,000	-	-
5.5	Professional Development	587,768	-	-
5.6	Instructional Technology	62,000	-	-
<b>6</b>	<b>ELL</b>	1,176,400	-	-
<b>7</b>	<b>EDL</b>			
7.1	Elementary Schools	1,231,230	-	44,025
7.2	Middle Schools	1,111,320	-	306,776
7.3	High Schools	181,440	-	50,201
<b>8</b>	<b>Special Education</b>	2,763,736	-	-
<b>9</b>	<b>Mental Health (SS)</b>	1,738,000	-	-
<b>10</b>	<b>Cleaning</b>			
10.1	Instrument Cleaning	400,000	-	-
<b>11</b>	<b>Maintenance</b>			
11.1	SGHS & NGHS HVAC	717,000	-	-
11.2	CCC HVAC	83,000	-	-
<b>12</b>	<b>Instructional Materials Allotment</b>	6,400,000	594,073	2,599,769
<b>13</b>	<b>Guidance and Counseling</b>	260,000	-	-
<b>14</b>	<b>Innovation</b>	400,000	-	-
	Indirect Costs	4,513,597	-	700,730
	<b>TOTAL</b>	<b>49,326,903</b>	<b>594,073</b>	<b>7,657,938</b>

Garland Independent School District  
 ESSER III - 282021 Budget to Actuals  
 May 2022 Board Report

Task	Task Name	Budget	Encumbrances	Expenditures
<b>1</b>	<b>Retention Stipends</b>	48,000,000	-	13,547,692
<b>2</b>	<b>Technology</b>			
2.1	All Teachers/Instructional Support Staff Laptops	10,000,000	247,244	9,775,232
2.2	Network WiFi Upgrades at all locations	10,000,000	1,847,527	4,759,796
2.3	1:1 MS/HS Refresh Plan	8,100,000	-	3,005,520
<b>3</b>	<b>Tutoring</b>			
3.1	2021-2022 School Yr	3,087,000	-	1,187,532
<b>4</b>	<b>Intersession</b>			
4.01	2021-2022 School Yr	11,316,742	-	4,310,687
<b>5</b>	<b>Curriculum</b>			
5.1	Literacy	2,255,732	-	-
5.2	Mathematics	171,555	-	-
5.3	Science	300,000	-	-
<b>6</b>	<b>ELL</b>	454,116	-	-
<b>7</b>	<b>Dyslexia</b>	682,000	-	-
<b>8</b>	<b>Special Education</b>			
8.01	Leveled Inst Materia	142,500	45,074	
<b>9</b>	<b>SEL/Mental Health</b>			
9.1	Curriculum	3,678,000	-	-
9.2	Telehealth	1,875,000	-	-
9.3	Panorama Survey	82,500	-	27,500
<b>10</b>	<b>Cleaning</b>			
10.1	Shoulder Pad Cleaning	120,000	-	-
	Indirect Costs	10,136,897	-	3,687,758
	<b>TOTAL</b>	<b>110,402,042</b>	<b>2,139,845</b>	<b>40,301,718</b>



## Garland Independent School District Board of Trustees

**Date of Meeting:** July 26, 2022  
**Agenda Item:** Review May 2022 Tax Report  
**Agenda Section:** Information Item  
**Administrator Responsible:** Ms. Kristi Cooper  
Director of Tax 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:**

Attached is the Garland Independent School District tax report for May 2022 including a list of tax refunds, totaling \$3,879.75.

**Administrative Recommendations:**

Provided for your information.



**Garland Independent School District**  
Department of Taxation

**Street Address**

901 West State Street  
Garland, TX  
75040

**Phone**

972-494-8570

**FAX**

972-494-8631

To: Allison Davenport  
Executive Director of Finance  
Business Operations

From: Kristi Cooper  
Director of Tax Services

Subject: Monthly Report

Attached is the monthly report for the month of May 2022 as well as the listing of refund(s) that exceed \$500.00.

All refunds issued during FY22 in excess of \$500 will be presented to the Board of Trustees for ratification in June of 2022.

The information contained in this report is true and correct to the best of my knowledge.

## Tax Collections Report

Garland ISD				
Tax Collection Report Through 5-31-2022				

	Tax Year 2021	Tax Year 2020	Change from 2020 Prior Year	Percent Change
<b>CURRENT TAX LEVY:</b>				
Gross Tax Levy as of September 1, 2021	292,655,343.08	261,712,073.17	30,943,269.91	12%
Adjustments and Transfers to Inactives	6,778,090.84	21,288,079.20	-14,509,988.36	
<b>ADJUSTED TAX LEVY- CURRENT</b>	<b>299,433,433.92</b>	<b>283,000,152.37</b>	<b>16,433,281.55</b>	<b>5.81%</b>
Cumulative Collections this month	294,821,372.67	277,606,248.23	17,215,124.44	
Cumulative Collections last month	293,247,902.64	276,625,235.27	16,622,667.37	
Current Collections This Month- Current	1,573,470.03	981,012.96	592,457.07	
<b>CURRENT TAX LEVY OUTSTANDING ON 5-31-2022</b>	<b>4,612,061.25</b>	<b>5,393,904.14</b>	<b>-781,842.89</b>	<b>-14.49%</b>
Delinquent Tax Levy				
Delinquent Tax roll as of September 1, 2021	6,657,901.08	6,297,755.74	360,145.34	5.72%
Adjustments and Transfers to Inactives	-1,234,976.76	-895,051.10	-339,925.66	
<b>NET COLLECTABLE - DELINQUENT</b>	<b>5,422,924.32</b>	<b>5,402,704.64</b>	<b>20,219.68</b>	<b>0.37%</b>
Cumulative Collections this month - Delinquent	1,196,193.10	1,217,138.27	-20,945.17	-1.72%
Cumulative Collections last month - Delinquent	1,221,399.19	1,086,657.37	134,741.82	
	-25,206.09	130,480.90	-155,686.99	
<b>DELINQUENT TAX LEVY OUTSTANDING ON 5-31-2022</b>	<b>4,226,731.22</b>	<b>4,185,566.37</b>	<b>41,164.85</b>	<b>0.98%</b>

<b>TOTAL COLLECTIONS - MONTH TO DATE</b>				
Current	1,573,470.03	981,012.96	592,457.07	
Delinquent	-25,206.09	130,480.90	-155,686.99	
Penalty & Interest	228,110.45	161,981.98	66,128.47	
Ag Rollback Taxes	0.00	0.00	0.00	
Additional Penalty & Court Cost	132,537.02	48,380.43	84,156.59	
<b>Total This Month</b>	<b>1,908,911.41</b>	<b>1,321,856.27</b>	<b>587,055.14</b>	<b>44.41%</b>
<b>TOTAL COLLECTIONS - YEAR TO DATE</b>				
Current	294,821,372.67	277,606,248.23	17,215,124.44	
Delinquent	1,196,193.10	1,217,138.27	-20,945.17	
Penalty & Interest	1,530,762.87	1,369,800.12	160,962.75	
Ag Rollback Taxes	135,173.14	58,245.59	76,927.55	
Additional Penalty & Court Cost	538,410.92	426,317.49	112,093.43	
<b>Total Year to Date</b>	<b>298,221,912.70</b>	<b>280,677,749.70</b>	<b>17,544,163.00</b>	<b>6.25%</b>

<b>PERCENT OF NET COLLECTABLE COLLECTED - MONTH TO DATE</b>				
Current Collection / Adjusted Current Tax Levy	0.53%	0.35%	0.18%	
Delinquent Collection / Adjusted Current Tax Levy	-0.01%	0.05%	-0.05%	-118%
Collection-P&I-Add.Pen-C.C./Adjusted Current Tax Levy	0.64%	0.47%	0.17%	36%

<b>PERCENT OF NET COLLECTABLE COLLECTED - YEAR TO DATE</b>		<b>3 Year Average</b>		
		<u>Current</u>	<u>Delinquent</u>	N/A
Current Collection / Adjusted Current Tax Levy	98.46%	98.09%		
Delinquent Collection / Adjusted Delinquent Tax Levy	22.06%		20.09%	

BOARD REFUNDS FOR OVERPAYMENTS OR ERRONEOUS PAYMENTS

<u>NAME</u>	<u>ADDRESS</u>	<u>AMOUNT</u>	<u>REASON</u>
1. Fidelity National Title Agency Inc	2750 Churchill Dr Ste 110	\$ 1,113.63	Overpayment
2. Jimmy Francis	206 Willowcrest Dr	\$ 1,981.37	Erroneous
3. Phyllis Moynihan	2900 Cerro Ranch Rd	\$ 784.75	Erroneous
<b>Total</b>		<b>\$ 3,879.75</b>	

**No delinquent accounts under above named person or account number**

**No interest due on any above refund**



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	July 26, 2022
<b>Agenda Item:</b>	June 15, 2022 Semi-Annual Report to Judge Ed Kinkeade
<b>Agenda Section:</b>	Discussion Item
<b>Administrator Responsible:</b>	Dr. Ricardo López Superintendent  Mechelle Hogan Board Service Manager

### **Board Goal Objective:**

#### **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 (C  
CM-R) requirements.

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

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

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

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

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

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

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

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

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

The June 15, 2022 semi-annual report to Judge Ed Kinkeade is included with the agenda under separate cover. Dr. López will answer any questions the Board may have on this report.

### **Administrative Recommendations:**

Provided for your discussion.



**Garland Independent School District**  
Office of Superintendent

**Street Address**

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

**Phone**

972-487-3023

**FAX**

972-485-4936

June 15, 2022

The Honorable Ed Kinkeade, Judge  
United States District Court for the  
Northern District of Texas, Dallas Division  
1100 Commerce Street, Room #15E6  
Dallas, Texas 75242

RE: The United States of America, et al  
v. Garland Independent School  
District, No. CA3-4100R

Dear Judge Kinkeade:

Pursuant to the order in the Agreed Judgment of July 14, 1987, please accept this letter and accompanying exhibits as the Garland Independent School District's June semi-annual report on the status of the Freedom of Choice Plan (with Court-ordered Modifications, as Amended in 1987). The report will be reviewed by the Board of Trustees in August 2022. The Multi-Ethnic Committee will review the report at one of their meetings in the fall or spring of the 2022-2023 school year.

The points enumerated below describe current conditions and developments since the last report of December 15, 2021. The narrative portion of the report continues to be abbreviated and the accompanying exhibits provide corroborative and supplemental data.

Major occurrences since December 15, 2021, are as follows:

1. The school year ended at the three elementary academies (Kimberlin, Hillside, and Walnut Glen), the four math-science-technology centers (Watson, Beaver, Jackson, and North Garland), the middle school academy (Austin), the Classical Centers (Vial and Brandenburg), the two Montessori campuses (Luna and Herfurth) and the magnet programs at all seven high schools.

See Exhibit 1.

2. The annual Freedom of Choice period for students entering grades 1-12 ended on February 20, 2022, and the annual Freedom of Choice period for students entering prekindergarten and kindergarten ended on May 4, 2022. This is the time

parents selected the school(s) they wish their children to attend in 2022-23. With reference to Austin, Hillside, Kimberlin, Walnut Glen, Beaver, Watson, Jackson MST, North Garland MST, the Classical Centers at Vial and Brandenburg, and the magnet programs at Herfurth, Luna, Garland HS, Lakeview Centennial HS, Rowlett HS, South Garland HS, Naaman Forest HS, North Garland HS, and Sachse HS, it was then important to screen applicants for these schools and fill spaces. Based on the screening exercise at the other campuses, the following figures are pertinent:

- a. Hillside currently has 328 gifted/talented students enrolled for the fall. Included are 17 Kindergarteners, 50 first graders, 63 second graders, 58 third graders, 64 fourth graders, and 76 fifth graders. Of this total number, 56 (17.07%) will be White; 44 (13.41%) will be Black; 72 (21.95%) will be Asian; 143 (43.60%) will be Hispanic; and 13 (3.96%) will be two or more races or ethnicities.
- b. Kimberlin currently has 321 gifted/talented students enrolled for the fall. Included are 18 Kindergarteners, 45 first graders, 59 second graders, 64 third graders, 64 fourth graders, and 71 fifth graders. Of this total number, 123 (38.32%) will be White; 47 (14.64%) will be Black; 68 (21.18%) will be Asian; 59 (18.38%) will be Hispanic; 1 (0.31%) will be American Indian and 23 (7.17%) will be two or more races or ethnicities.
- c. Walnut Glen currently has 256 gifted/talented students enrolled for the fall. Included are 12 Kindergarteners, 32 first graders, 49 second graders, 56 third graders, 56 fourth graders, and 51 fifth graders. Of this total number, 51 (19.92%) will be White; 21 (8.20%) will be Black; 67 (26.17%) will be Asian; 105 (41.02%) will be Hispanic; 1 (0.39%) will be American Indian and 11 (4.30%) will be two or more races or ethnicities.
- d. Beaver Technology Center for Math and Science currently has 317 MST students enrolled for the fall. Included are 27 Kindergarteners, 40 first graders, 54 second graders, 58 third graders, 70 fourth graders, and 68 fifth graders. Of this number, 54 (17.03%) will be White; 47 (14.83%) will be Black; 72 (22.71%) will be Asian; 134 (42.27%) will be Hispanic; and 10 (3.15%) will be two or more races or ethnicities.
- e. Watson Technology Center for Math and Science currently has 341 MST students enrolled for the fall. Included are 26 Kindergarteners, 35 first graders, 66 second graders, 68 third graders, 67 fourth graders, and 79 fifth graders. Of this number, 69 (20.23%) will be White; 61 (17.89%) will be Black; 42 (12.32%) will be Asian; 151 (44.28%) will be Hispanic, and 18 (5.28%) will be two or more races or ethnicities.
- f. Austin currently has 707 gifted/talented students enrolled for the fall. Included are 232 sixth graders, 239 seventh graders, and 236 eighth graders. Of this total number, 189 (26.73%) will be White; 85 (12.02%) will be Black; 154 (21.78%) will be Asian; 250 (35.36%) will be Hispanic; 1 (0.14%) will be Pacific Islander and 28 (3.96%) will be two or more races or ethnicities.

- g. Garland High School's IB Program has 952 students enrolled in the fall. Included are 338 ninth graders, 243 tenth graders, 198 eleventh graders, and 173 twelfth graders. Of this total number, 196 (20.59%) will be White; 132 (13.87%) will be Black; 168 (17.65%) will be Asian; 4 (0.42%) will be American Indian; 425 (44.64%) will be Hispanic; 3 (0.32%) will be Pacific Islander and 24 (2.52%) will be two or more races or ethnicities.
- h. At Jackson Middle School, there are currently 622 students enrolled in the MST component for the fall. Included will be 204 sixth graders, 203 seventh graders, and 215 eighth graders. Of this total number, 130 (20.90%) will be White; 116 (18.65%) will be Black; 109 (17.52%) will be Asian; 3 (0.48%) will be American Indian; 239 (38.42%) will be Hispanic; and 25 (4.02%) will be two or more races or ethnicities.
- i. At North Garland High School, there are currently 1319 students enrolled in the MST component for the fall. Included will be 406 ninth graders, 378 tenth graders, 314 eleventh graders, and 221 twelfth graders. Of this number, 145 (10.99%) will be White; 214 (16.22%) will be Black; 381 (28.89%) will be Asian; 7 (0.53%) will be American Indian; 546 (41.39%) will be Hispanic; 1 (0.08%) will be Pacific Islander and 25 (1.90%) will be two or more races or ethnicities.
- j. At The Classical Center at Vial Elementary School, there are currently 421 magnet students enrolled for the fall. Included will be 49 Kindergarteners, 72 first graders; 73 second graders, 73 third graders, 73 fourth graders, and 81 fifth graders. Of this number, 49 (11.64%) will be White; 74 (17.58%) will be Black; 25 (5.94%) will be Asian; 1 (0.24%) will be American Indian; 249 (59.14%) will be Hispanic; and 23 (5.46%) will be two or more races or ethnicities.
- k. At The Classical Center at Brandenburg Middle School, there are currently 665 magnet students enrolled for the fall. Included will be 200 sixth graders, 229 seventh graders, and 236 eighth graders. Of the total number, 144 (21.65%) will be White; 107 (16.09%) will be Black; 44 (6.62%) will be Asian; 338 (50.83%) will be Hispanic; 4 (0.60%) will be American Indian; and 28 (4.21%) will be two or more races or ethnicities.
- l. Lakeview Centennial High School's Collegiate Academy component has 1,151 students enrolled in the fall. Included are 272 ninth graders, 300 tenth graders, 304 eleventh graders, and 275 twelfth graders. Of this total number, 180 (15.64%) will be White; 244 (21.20%) will be Black; 69 (5.99%) will be Asian; 1 (0.09%) will be American Indian; 624 (54.21%) will be Hispanic; and 33 (2.87%) will be two or more races or ethnicities.
- m. Herfurth Elementary School Montessori program has 473 students enrolled in the fall. Included in the 473 students are 35 Early Childhood students, 47 Pre-K students, 64 Kindergartners, 72 first graders, 64 second graders, 70 third graders, 64 fourth graders, and 57 fifth graders. Of this number, 117 (24.74%) are White; 67 (14.16%) are African-American; 197 (41.65%) are Hispanic; 47 (9.94%) are

Asian; 1 (0.21%) are American Indian; 2 (0.42%) are Pacific Islander; and 42 (8.88%) are two or more races or ethnicities.

- n. Luna Elementary School Montessori program has 384 students enrolled in the fall. Included in the 384 students are 32 Early Childhood students, 33 Pre-K students, 67 Kindergartners, 62 first graders, 56 second graders, 54 third graders, 43 fourth graders, and 37 fifth graders. Of this number, 123 (32.03%) are White; 66 (17.19%) are African-American; 100 (26.04%) are Hispanic; 68 (17.71%) are Asian; 2 (0.52%) are American Indian; 1 (0.26%) are Pacific Islander; and 24 (6.25%) are two or more races or ethnicities.
- o. Rowlett High School P-TECH component has 668 students enrolled in the fall. Included are 178 ninth graders, 203 tenth graders, 166 eleventh graders, and 121 twelfth graders. Of this total number, 159 (23.80%) will be White; 157 (23.50%) will be Black; 38 (5.69%) will be Asian; 295 (44.16%) will be Hispanic; 1 (0.15%) will be Pacific Islander and 18 (2.69%) will be two or more races or ethnicities.
- p. South Garland High School Early College component has 522 students enrolled in the fall. Included are 115 ninth graders, 131 tenth graders, 153 eleventh graders, and 123 twelfth graders. Of this total number, 17 (3.26%) will be White; 44 (8.43%) will be Black; 6 (1.15%) will be Asian; 1 (0.19%) will be American Indian; 448 (85.82%) will be Hispanic; and 6 (1.15%) will be two or more races or ethnicities.
- q. Naaman Forest High School Collegiate Academy component has 614 students enrolled in the fall. Included are 140 ninth graders, 172 tenth graders, 163 eleventh graders, and 139 twelfth graders. Of this total number, 78 (12.70%) will be White; 121 (19.71%) will be Black; 61 (9.93%) will be Asian; 3 (0.49%) will be American Indian; 338 (55.05%) will be Hispanic; and 13 (2.12%) will be two or more races or ethnicities.
- r. Sachse High School P-TECH component has 590 students enrolled in the fall. Included are 235 ninth graders, 244 tenth graders, 111 eleventh graders, and 0 twelfth graders. This is a new program so there are currently no twelfth-grade sections for the 2022-2023 school year. Of this total number, 183 (31.02%) will be White; 115 (19.49%) will be Black; 55 (9.32%) will be Asian; 3 (0.51%) will be American Indian; 205 (34.75%) will be Hispanic; 1 (0.17%) will be Pacific Islander and 28 (4.75%) will be two or more races or ethnicities.

See Exhibit 1.

- 3. Only 14.68% of our early elementary to twelfth grade students were identified as White on the Ethnicity/Race Questionnaire. Based on this data the district's required ethnic-balance percentages extend from a low of 0% White to a high of 34.68% White. As a result of the preliminary 2022-2023 choice of school process, one campus exceeds the upper end of the ethnic band of 44.4%; Keeley Elementary School.

See Exhibit 2.

4. All of the district's elementary schools are closed in at least one grade level for the 2022-23 school year in their regular/English as a Second Language (ESL) class or bilingual classes due to grade level capacities. Four of the district's middle schools are restricted due to overcrowding. Six of the district's seven high schools have reached capacity in one or more grade levels and are also restricted. When a secondary school reaches capacity at one or more grade levels, the district restricts enrollment of the school to a specific geographic region to control the overcrowding. Secondary schools operating under restricted enrollment are allowed to admit only those students that reside on their designated bus route or within close proximity (attendance/walk zone) to the school. Newly enrolled high school students who wish to attend Memorial Pathway Academy must be recommended by their home school and accepted into the program.

A waiting list is maintained at each school that had to deny the initial enrollment or choice to a student due to overcrowding. Once conditions allow a school to add students from the waiting list, students are called off the waiting list. First priority is given to students who have siblings enrolled at the campus in a 'neighborhood seat' for the upcoming school year. Once siblings have been united, students are called from the list based on their proximity to the campus. A list of campus closings by grade level is included in Exhibit 3.

See Exhibit 3.

5. Transportation costs associated with the Court Order are estimated at \$14,257,378.12 for 2022-23 and \$10,970,774.72 in 2021-22.

See Exhibit 4.

6. The District currently has 4,322 classroom teachers employed. Of this number, 2,101 are elementary teachers, 927 are middle school teachers, and 1,294 are high school teachers. Of the total number of teachers, 2,512 (58.12%) are White; 704 (16.29%) are African American; 785 (18.16%) are Hispanic; 155 (3.59%) are Asian; 152 (3.52%) are American Indian; and 14 (0.32%) are Native Hawaiian or Other Pacific Islander. Minority teachers represent 41.88% of the total number of classroom teachers.
7. The Personnel Department recruited at several predominantly Black colleges in Texas in-person and virtually due to pandemic restrictions and one predominantly African-American professional event/conference. The Personnel Department will continue to recruit at Historically Black Colleges and Universities (HBCU) in-state and out of state and Hispanic Serving Institutions (HSI) for the 2022-2023 academic year as well as utilize virtual options when practical.

See Exhibit 5.

Judge Ed Kinkeade  
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8. The District is in compliance with the Court directive to solicit scholarships for minority students. In June 2022, several scholarships were awarded to minority students at a total value of \$42,274,560.00.

See Exhibit 6.

Respectfully submitted,



Dr. Ricardo López

RL/mh

Copy: Lisa Ray, General Counsel for the Garland I.S.D.  
Edward B. Cloutman, Attorney-at-Law for the Garland NAACP  
Christopher S. Awad, Attorney-at-Law for the U.S. Department of Justice  
Ken Paxton, Attorney General's Office of the State of Texas  
School Trustees  
Multi-Ethnic Committee Members  
Garland Branch NAACP

## EXHIBITS

## EXHIBIT 1

End of Year Enrollment for  
Academies, Technology Centers,  
The Classical Centers, Montessori Schools  
IB Program, P-Tech, Collegiate Academies and  
Early College High School Programs

**Garland Independent School District - Fall 2022 - 2023 Enrollment**

		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
<b>Magnet School</b>		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
Campus	Grade	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Garland HS</b>																																
002	09	156	46.15%	461	62.98%	1	0.30%	1	0.14%	56	16.57%	60	8.20%	48	14.20%	103	14.07%	1	0.30%	1	0.14%	60	17.75%	86	11.75%	16	4.73%	20	2.73%	338	46.00%	732
002	10	121	49.79%	451	69.60%	1	0.41%	2	0.31%	32	13.17%	37	5.71%	35	14.40%	81	12.50%	0	0.00%	0	0.00%	50	20.58%	70	10.80%	4	1.65%	7	1.08%	243	37.00%	648
002	11	86	43.43%	354	65.92%	0	0.00%	2	0.37%	44	22.22%	53	9.87%	19	9.60%	56	10.43%	1	0.51%	1	0.19%	44	22.22%	61	11.36%	4	2.02%	10	1.86%	198	36.00%	537
002	12	62	35.84%	332	62.29%	2	1.16%	3	0.56%	36	20.81%	43	8.07%	30	17.34%	84	15.76%	1	0.58%	1	0.19%	42	24.28%	64	12.01%	0	0.00%	6	1.13%	173	32.00%	533
<b>002 Total</b>		<b>425</b>	<b>44.64%</b>	<b>1598</b>	<b>65.22%</b>	<b>4</b>	<b>0.42%</b>	<b>8</b>	<b>0.33%</b>	<b>168</b>	<b>17.65%</b>	<b>193</b>	<b>7.88%</b>	<b>132</b>	<b>13.87%</b>	<b>324</b>	<b>13.22%</b>	<b>3</b>	<b>0.32%</b>	<b>3</b>	<b>0.12%</b>	<b>196</b>	<b>20.59%</b>	<b>281</b>	<b>11.47%</b>	<b>24</b>	<b>2.52%</b>	<b>43</b>	<b>1.76%</b>	<b>952</b>	<b>38.00%</b>	<b>2450</b>
<b>South Garland HS</b>																																
003	09	100	86.96%	459	82.41%	0	0.00%	0	0.00%	1	0.87%	9	1.62%	9	7.83%	56	10.05%	0	0.00%	1	0.18%	3	2.61%	20	3.59%	2	1.74%	12	2.15%	115	20.00%	557
003	10	114	87.02%	465	77.11%	0	0.00%	1	0.17%	3	2.29%	12	1.99%	6	4.58%	86	14.26%	0	0.00%	0	0.00%	6	4.58%	27	4.48%	2	1.53%	12	1.99%	131	21.00%	603
003	11	133	86.93%	427	84.06%	1	0.65%	2	0.39%	2	1.31%	9	1.77%	13	8.50%	53	10.43%	0	0.00%	0	0.00%	4	2.61%	15	2.95%	0	0.00%	2	0.39%	153	30.00%	508
003	12	101	82.11%	421	78.69%	0	0.00%	2	0.37%	0	0.00%	8	1.50%	16	13.01%	77	14.39%	0	0.00%	0	0.00%	4	3.25%	18	3.36%	2	1.63%	9	1.68%	123	22.00%	535
<b>003 Total</b>		<b>448</b>	<b>85.82%</b>	<b>1772</b>	<b>80.44%</b>	<b>1</b>	<b>0.19%</b>	<b>5</b>	<b>0.23%</b>	<b>6</b>	<b>1.15%</b>	<b>38</b>	<b>1.72%</b>	<b>44</b>	<b>8.43%</b>	<b>272</b>	<b>12.35%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>0.05%</b>	<b>17</b>	<b>3.26%</b>	<b>80</b>	<b>3.63%</b>	<b>6</b>	<b>1.15%</b>	<b>35</b>	<b>1.59%</b>	<b>522</b>	<b>23.00%</b>	<b>2203</b>
<b>North Garland HS</b>																																
004	09	173	42.61%	404	53.44%	1	0.25%	2	0.26%	104	25.62%	157	20.77%	78	19.21%	117	15.48%	1	0.25%	1	0.13%	40	9.85%	60	7.94%	9	2.22%	15	1.98%	406	53.00%	756
004	10	162	42.86%	448	58.41%	3	0.79%	4	0.52%	109	28.84%	148	19.30%	59	15.61%	97	12.65%	0	0.00%	0	0.00%	37	9.79%	57	7.43%	8	2.12%	13	1.69%	378	49.00%	767
004	11	133	42.36%	372	55.52%	2	0.64%	3	0.45%	89	28.34%	132	19.70%	50	15.92%	95	14.18%	0	0.00%	0	0.00%	35	11.15%	59	8.81%	5	1.59%	9	1.34%	314	46.00%	670
004	12	78	35.29%	380	56.38%	1	0.45%	4	0.59%	79	35.75%	151	22.40%	27	12.22%	69	10.24%	0	0.00%	0	0.00%	33	14.93%	63	9.35%	3	1.36%	7	1.04%	221	32.00%	674
<b>004 Total</b>		<b>546</b>	<b>41.39%</b>	<b>1604</b>	<b>55.95%</b>	<b>7</b>	<b>0.53%</b>	<b>13</b>	<b>0.45%</b>	<b>381</b>	<b>28.89%</b>	<b>588</b>	<b>20.51%</b>	<b>214</b>	<b>16.22%</b>	<b>378</b>	<b>13.18%</b>	<b>1</b>	<b>0.08%</b>	<b>1</b>	<b>0.03%</b>	<b>145</b>	<b>10.99%</b>	<b>239</b>	<b>8.34%</b>	<b>25</b>	<b>1.90%</b>	<b>44</b>	<b>1.53%</b>	<b>1319</b>	<b>46.00%</b>	<b>2867</b>
<b>Lakeview HS</b>																																
005	09	149	54.78%	279	49.47%	0	0.00%	0	0.00%	15	5.51%	21	3.72%	48	17.65%	173	30.67%	0	0.00%	0	0.00%	50	18.38%	69	12.23%	10	3.68%	22	3.90%	272	48.00%	564
005	10	183	61.00%	350	54.43%	1	0.33%	2	0.31%	13	4.33%	22	3.42%	58	19.33%	194	30.17%	0	0.00%	0	0.00%	35	11.67%	56	8.71%	10	3.33%	19	2.95%	300	46.00%	643
005	11	161	52.96%	308	51.42%	0	0.00%	0	0.00%	20	6.58%	29	4.84%	70	23.03%	182	30.38%	0	0.00%	1	0.17%	45	14.80%	64	10.68%	8	2.63%	15	2.50%	304	50.00%	599
005	12	131	47.64%	271	48.31%	0	0.00%	1	0.18%	21	7.64%	36	6.42%	68	24.73%	176	31.37%	0	0.00%	0	0.00%	50	18.18%	66	11.76%	5	1.82%	11	1.96%	275	49.00%	561
<b>005 Total</b>		<b>624</b>	<b>54.21%</b>	<b>1208</b>	<b>51.04%</b>	<b>1</b>	<b>0.09%</b>	<b>3</b>	<b>0.13%</b>	<b>69</b>	<b>5.99%</b>	<b>108</b>	<b>4.56%</b>	<b>244</b>	<b>21.20%</b>	<b>725</b>	<b>30.63%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>0.04%</b>	<b>180</b>	<b>15.64%</b>	<b>255</b>	<b>10.77%</b>	<b>33</b>	<b>2.87%</b>	<b>67</b>	<b>2.83%</b>	<b>1151</b>	<b>48.00%</b>	<b>2367</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
Campus	Grade																															
<b>Naaman Forest HS</b>																																
008	08	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	1		
008	09	77	55.00%	334	57.29%	0	0.00%	1	0.17%	12	8.57%	54	9.26%	35	25.00%	137	23.50%	0	0.00%	0	0.00%	14	10.00%	43	7.38%	2	1.43%	14	2.40%	140	24.00%	583
008	10	95	55.23%	402	58.43%	1	0.58%	1	0.15%	13	7.56%	63	9.16%	32	18.60%	134	19.48%	0	0.00%	0	0.00%	26	15.12%	71	10.32%	5	2.91%	17	2.47%	172	25.00%	688
008	11	83	50.92%	257	54.11%	0	0.00%	1	0.21%	24	14.72%	55	11.58%	35	21.47%	113	23.79%	0	0.00%	0	0.00%	19	11.66%	41	8.63%	2	1.23%	8	1.68%	163	34.00%	475
008	12	83	59.71%	283	54.84%	2	1.44%	5	0.97%	12	8.63%	65	12.60%	19	13.67%	102	19.77%	0	0.00%	0	0.00%	19	13.67%	49	9.50%	4	2.88%	12	2.33%	139	26.00%	516
008 Total		338	55.05%	1277	56.43%	3	0.49%	8	0.35%	61	9.93%	237	10.47%	121	19.71%	486	21.48%	0	0.00%	0	0.00%	78	12.70%	204	9.01%	13	2.12%	51	2.25%	614	27.00%	2263
<b>Rowlett HS</b>																																
009	09	90	50.56%	260	46.26%	0	0.00%	0	0.00%	10	5.62%	20	3.56%	35	19.66%	141	25.09%	0	0.00%	0	0.00%	41	23.03%	131	23.31%	2	1.12%	10	1.78%	178	31.00%	562
009	10	88	43.35%	284	42.71%	0	0.00%	2	0.30%	14	6.90%	35	5.26%	50	24.63%	182	27.37%	0	0.00%	0	0.00%	43	21.18%	140	21.05%	8	3.94%	22	3.31%	203	30.00%	665
009	11	67	40.36%	237	42.63%	0	0.00%	2	0.36%	7	4.22%	23	4.14%	44	26.51%	158	28.42%	0	0.00%	0	0.00%	44	26.51%	119	21.40%	4	2.41%	17	3.06%	166	29.00%	556
009	12	50	41.32%	252	45.32%	0	0.00%	1	0.18%	7	5.79%	25	4.50%	28	23.14%	133	23.92%	1	0.83%	2	0.36%	31	25.62%	125	22.48%	4	3.31%	18	3.24%	121	21.00%	556
009 Total		295	44.16%	1033	44.16%	0	0.00%	5	0.21%	38	5.69%	103	4.40%	157	23.50%	614	26.25%	1	0.15%	2	0.09%	159	23.80%	515	22.02%	18	2.69%	67	2.86%	668	28.00%	2339
<b>Sachse HS</b>																																
010	08	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
010	09	90	38.30%	277	35.15%	1	0.43%	3	0.38%	15	6.38%	83	10.53%	49	20.85%	161	20.43%	0	0.00%	2	0.25%	67	28.51%	230	29.19%	13	5.53%	32	4.06%	235	29.00%	788
010	10	70	28.69%	280	34.40%	1	0.41%	2	0.25%	29	11.89%	103	12.65%	51	20.90%	161	19.78%	1	0.41%	2	0.25%	81	33.20%	235	28.87%	11	4.51%	31	3.81%	244	29.00%	814
010	11	45	40.54%	249	33.51%	1	0.90%	1	0.13%	11	9.91%	84	11.31%	15	13.51%	131	17.63%	0	0.00%	5	0.67%	35	31.53%	249	33.51%	4	3.60%	24	3.23%	111	14.00%	743
010	12	0	0%	223	31.77%	0	0%	3	0.43%	0	0%	93	13.25%	0	0%	99	14.10%	0	0%	1	0.14%	0	0%	269	38.32%	0	0%	14	1.99%	0	0.00%	702
010 Total		205	34.75%	1029	33.76%	3	0.51%	10	0.33%	55	9.32%	363	11.91%	115	19.49%	552	18.11%	1	0.17%	10	0.33%	183	31.02%	983	32.25%	28	4.75%	101	3.31%	590	19.00%	3048
<b>Austin Academy MS</b>																																
041	06	69	29.74%	147	44.82%	0	0.00%	0	0.00%	56	24.14%	60	18.29%	32	13.79%	43	13.11%	1	0.43%	1	0.30%	66	28.45%	68	20.73%	8	3.45%	9	2.74%	232	70.00%	328
041	07	88	36.82%	162	49.54%	0	0.00%	0	0.00%	59	24.69%	66	20.18%	28	11.72%	33	10.09%	0	0.00%	0	0.00%	55	23.01%	57	17.43%	9	3.77%	9	2.75%	239	73.00%	327
041	08	93	39.41%	159	48.77%	0	0.00%	0	0.00%	39	16.53%	43	13.19%	25	10.59%	38	11.66%	0	0.00%	0	0.00%	68	28.81%	75	23.01%	11	4.66%	11	3.37%	236	72.00%	326
041 Total		250	35.36%	468	47.71%	0	0.00%	0	0.00%	154	21.78%	169	17.23%	85	12.02%	114	11.62%	1	0.14%	1	0.10%	189	26.73%	200	20.39%	28	3.96%	29	2.96%	707	72.00%	981

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt
Campus	Grade																															
<b>Bussey MS</b>																																
042	06	0	0%	214	68.15%	0	0%	0	0.00%	0	0%	25	7.96%	0	0%	45	14.33%	0	0%	0	0.00%	0	0%	18	5.73%	0	0%	12	3.82%	0	0.00%	314
042	07	0	0%	209	76.00%	0	0%	2	0.73%	0	0%	13	4.73%	0	0%	37	13.45%	0	0%	0	0.00%	0	0%	14	5.09%	0	0%	0	0.00%	0	0.00%	275
042	08	0	0%	248	76.54%	0	0%	0	0.00%	0	0%	11	3.40%	0	0%	49	15.12%	0	0%	1	0.31%	0	0%	10	3.09%	0	0%	5	1.54%	0	0.00%	324
042 Total		0	0%	671	73.49%	0	0%	2	0.22%	0	0%	49	5.37%	0	0%	131	14.35%	0	0%	1	0.11%	0	0%	42	4.60%	0	0%	17	1.86%	0	0.00%	913
<b>Sam Houston MS</b>																																
043	06	0	0%	245	85.66%	0	0%	0	0.00%	0	0%	6	2.10%	0	0%	20	6.99%	0	0%	0	0.00%	0	0%	12	4.20%	0	0%	3	1.05%	0	0.00%	286
043	07	0	0%	278	87.42%	0	0%	1	0.31%	0	0%	5	1.57%	0	0%	18	5.66%	0	0%	0	0.00%	0	0%	10	3.14%	0	0%	6	1.89%	0	0.00%	318
043	08	0	0%	309	90.88%	0	0%	1	0.29%	0	0%	3	0.88%	0	0%	19	5.59%	0	0%	1	0.29%	0	0%	5	1.47%	0	0%	2	0.59%	0	0.00%	340
043 Total		0	0%	832	88.14%	0	0%	2	0.21%	0	0%	14	1.48%	0	0%	57	6.04%	0	0%	1	0.11%	0	0%	27	2.86%	0	0%	11	1.17%	0	0.00%	944
<b>Jackson Technology MS</b>																																
045	06	76	37.25%	214	54.04%	1	0.49%	1	0.25%	34	16.67%	62	15.66%	46	22.55%	56	14.14%	0	0.00%	0	0.00%	39	19.12%	47	11.87%	8	3.92%	16	4.04%	204	51.00%	396
045	07	74	36.45%	201	52.89%	0	0.00%	0	0.00%	36	17.73%	57	15.00%	41	20.20%	63	16.58%	0	0.00%	0	0.00%	45	22.17%	52	13.68%	7	3.45%	7	1.84%	203	53.00%	380
045	08	89	41.40%	243	57.31%	2	0.93%	2	0.47%	39	18.14%	66	15.57%	29	13.49%	43	10.14%	0	0.00%	0	0.00%	46	21.40%	55	12.97%	10	4.65%	15	3.54%	215	50.00%	424
045 Total		239	38.42%	658	54.83%	3	0.48%	3	0.25%	109	17.52%	185	15.42%	116	18.65%	162	13.50%	0	0.00%	0	0.00%	130	20.90%	154	12.83%	25	4.02%	38	3.17%	622	51.00%	1200
<b>O'Banion MS</b>																																
046	06	0	0%	219	74.74%	0	0%	2	0.68%	0	0%	8	2.73%	0	0%	46	15.70%	0	0%	0	0.00%	0	0%	15	5.12%	0	0%	3	1.02%	0	0.00%	293
046	07	0	0%	253	78.57%	0	0%	0	0.00%	0	0%	6	1.86%	0	0%	45	13.98%	0	0%	0	0.00%	0	0%	14	4.35%	0	0%	4	1.24%	0	0.00%	322
046	08	0	0%	267	81.40%	0	0%	2	0.61%	0	0%	2	0.61%	0	0%	37	11.28%	0	0%	0	0.00%	0	0%	17	5.18%	0	0%	3	0.91%	0	0.00%	328
046 Total		0	0%	739	78.37%	0	0%	4	0.42%	0	0%	16	1.70%	0	0%	128	13.57%	0	0%	0	0.00%	0	0%	46	4.88%	0	0%	10	1.06%	0	0.00%	943
<b>Brandenburg MS</b>																																
047	06	102	51.00%	182	56.35%	0	0.00%	0	0.00%	14	7.00%	17	5.26%	28	14.00%	58	17.96%	0	0.00%	0	0.00%	45	22.50%	53	16.41%	11	5.50%	13	4.02%	200	61.00%	323
047	07	117	51.09%	192	54.08%	3	1.31%	5	1.41%	11	4.80%	16	4.51%	37	16.16%	70	19.72%	0	0.00%	0	0.00%	55	24.02%	64	18.03%	6	2.62%	8	2.25%	229	64.00%	355
047	08	119	50.42%	201	55.07%	1	0.42%	3	0.82%	19	8.05%	20	5.48%	42	17.80%	75	20.55%	0	0.00%	0	0.00%	44	18.64%	54	14.79%	11	4.66%	12	3.29%	236	64.00%	365
047 Total		338	50.83%	575	55.13%	4	0.60%	8	0.77%	44	6.62%	53	5.08%	107	16.09%	203	19.46%	0	0.00%	0	0.00%	144	21.65%	171	16.40%	28	4.21%	33	3.16%	665	63.00%	1043
<b>Sellers MS</b>																																
048	06	35	42.68%	174	59.39%	2	2.44%	2	0.68%	10	12.20%	27	9.22%	20	24.39%	53	18.09%	0	0.00%	0	0.00%	9	10.98%	25	8.53%	6	7.32%	12	4.10%	82	27.00%	293
048	07	38	43.18%	190	60.51%	0	0.00%	0	0.00%	8	9.09%	20	6.37%	16	18.18%	59	18.79%	1	1.14%	1	0.32%	22	25.00%	36	11.46%	3	3.41%	8	2.55%	88	28.00%	314
048	08	40	56.34%	178	67.42%	0	0.00%	0	0.00%	8	11.27%	19	7.20%	14	19.72%	44	16.67%	0	0.00%	0	0.00%	8	11.27%	20	7.58%	1	1.41%	3	1.14%	71	26.00%	264
048 Total		113	46.89%	542	62.23%	2	0.83%	2	0.23%	26	10.79%	66	7.58%	50	20.75%	156	17.91%	1	0.41%	1	0.11%	39	16.18%	81	9.30%	10	4.15%	23	2.64%	241	27.00%	871

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Webb MS</b>																																
049	06	0	0%	99	36.26%	0	0%	1	0.37%	0	0%	53	19.41%	0	0%	71	26.01%	0	0%	0	0.00%	0	0%	43	15.75%	0	0%	6	2.20%	0	0.00%	273
049	07	0	0%	126	41.58%	0	0%	1	0.33%	0	0%	68	22.44%	0	0%	74	24.42%	0	0%	0	0.00%	0	0.00%	28	9.24%	0	0%	6	1.98%	0	0.00%	303
049	08	0	0%	145	43.41%	0	0%	1	0.30%	0	0%	67	20.06%	0	0%	71	21.26%	0	0%	0	0.00%	0	0.00%	41	12.28%	0	0%	9	2.69%	0	0.00%	334
049 Total		0	0%	370	40.66%	0	0%	3	0.33%	0	0%	188	20.66%	0	0%	216	23.74%	0	0%	0	0.00%	0	0%	112	12.31%	0	0%	21	2.31%	0	0.00%	910
<b>Coyle MS</b>																																
050	06	0	0%	138	45.70%	0	0%	0	0.00%	0	0%	18	5.96%	0	0%	74	24.50%	0	0%	1	0.33%	0	0%	64	21.19%	0	0%	7	2.32%	0	0.00%	302
050	07	0	0%	129	46.24%	0	0%	4	1.43%	0	0%	11	3.94%	0	0%	75	26.88%	0	0%	0	0.00%	0	0%	47	16.85%	0	0%	13	4.66%	0	0.00%	279
050	08	0	0%	132	45.05%	0	0%	2	0.68%	0	0%	15	5.12%	0	0%	78	26.62%	0	0%	0	0.00%	0	0%	53	18.09%	0	0%	13	4.44%	0	0.00%	293
050 Total		0	0%	399	45.65%	0	0%	6	0.69%	0	0%	44	5.03%	0	0%	227	25.97%	0	0%	1	0.11%	0	0%	164	18.76%	0	0%	33	3.78%	0	0.00%	874
<b>Lyles MS</b>																																
051	06	0	0%	138	44.81%	0	0%	2	0.65%	0	0%	22	7.14%	0	0%	106	34.42%	0	0%	1	0.32%	0	0%	27	8.77%	0	0%	12	3.90%	0	0.00%	308
051	07	0	0%	127	47.74%	0	0%	0	0.00%	0	0%	6	2.26%	0	0%	109	40.98%	0	0%	0	0.00%	0	0%	18	6.77%	0	0%	6	2.26%	0	0.00%	266
051	08	0	0%	125	47.17%	0	0%	1	0.38%	0	0%	15	5.66%	0	0%	113	42.64%	0	0%	0	0.00%	0	0%	7	2.64%	0	0%	4	1.51%	0	0.00%	265
051 Total		0	0%	390	46.48%	0	0%	3	0.36%	0	0%	43	5.13%	0	0%	328	39.09%	0	0%	1	0.12%	0	0%	52	6.20%	0	0%	22	2.62%	0	0.00%	839
<b>B G Hudson MS</b>																																
052	06	0	0%	144	35.04%	0	0%	0	0.00%	0	0%	70	17.03%	0	0%	61	14.84%	0	0%	2	0.49%	0	0%	116	28.22%	0	0%	18	4.38%	0	0.00%	411
052	07	0	0%	141	33.57%	0	0%	0	0.00%	0	0%	63	15.00%	0	0%	70	16.67%	0	0%	3	0.71%	0	0%	127	30.24%	0	0%	16	3.81%	0	0.00%	420
052	08	0	0%	129	33.16%	0	0%	0	0.00%	0	0%	73	18.77%	0	0%	56	14.40%	0	0%	0	0.00%	0	0%	119	30.59%	0	0%	12	3.08%	0	0.00%	389
052 Total		0	0%	414	33.93%	0	0%	0	0.00%	0	0%	206	16.89%	0	0%	187	15.33%	0	0%	5	0.41%	0	0%	362	29.67%	0	0%	46	3.77%	0	0.00%	1220
<b>Schrade MS</b>																																
054	06	0	0%	106	33.87%	0	0%	0	0.00%	0	0%	16	5.11%	0	0%	103	32.91%	0	0%	0	0.00%	0	0%	75	23.96%	0	0%	13	4.15%	0	0.00%	313
054	07	0	0%	97	32.77%	0	0%	0	0.00%	0	0%	20	6.76%	0	0%	109	36.82%	0	0%	1	0.34%	0	0%	57	19.26%	0	0%	12	4.05%	0	0.00%	296
054	08	0	0%	111	33.23%	0	0%	0	0.00%	0	0%	9	2.69%	0	0%	103	30.84%	0	0%	1	0.30%	0	0%	91	27.25%	0	0%	19	5.69%	0	0.00%	334
054 Total		0	0%	314	33.30%	0	0%	0	0.00%	0	0%	45	4.77%	0	0%	315	33.40%	0	0%	2	0.21%	0	0%	223	23.65%	0	0%	44	4.67%	0	0.00%	943

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
Campus	Grade																															
<b>Beaver ES</b>																																
101	KG	9	33.33%	13	31.71%	0	0.00%	0	0.00%	10	37.04%	14	34.15%	3	11.11%	6	14.63%	0	0.00%	0	0.00%	4	14.81%	7	17.07%	1	3.70%	1	2.44%	27	65.00%	41
101	01	21	52.50%	35	50.72%	0	0.00%	0	0.00%	9	22.50%	13	18.84%	4	10.00%	10	14.49%	0	0.00%	0	0.00%	6	15.00%	10	14.49%	0	0.00%	1	1.45%	40	57.00%	69
101	02	26	48.15%	48	52.75%	0	0.00%	0	0.00%	14	25.93%	19	20.88%	9	16.67%	13	14.29%	0	0.00%	0	0.00%	3	5.56%	9	9.89%	2	3.70%	2	2.20%	54	59.00%	91
101	03	24	41.38%	46	45.54%	0	0.00%	0	0.00%	9	15.52%	16	15.84%	11	18.97%	12	11.88%	0	0.00%	0	0.00%	11	18.97%	20	19.80%	3	5.17%	7	6.93%	58	57.00%	101
101	04	29	41.43%	46	42.20%	0	0.00%	0	0.00%	16	22.86%	21	19.27%	10	14.29%	20	18.35%	0	0.00%	0	0.00%	15	21.43%	20	18.35%	0	0.00%	2	1.83%	70	64.00%	109
101	05	25	36.76%	50	46.30%	0	0.00%	0	0.00%	14	20.59%	19	17.59%	10	14.71%	14	12.96%	0	0.00%	0	0.00%	15	22.06%	18	16.67%	4	5.88%	7	6.48%	68	62.00%	108
101 Total		134	42.27%	238	45.86%	0	0.00%	0	0.00%	72	22.71%	102	19.65%	47	14.83%	75	14.45%	0	0.00%	0	0.00%	54	17.03%	84	16.18%	10	3.15%	20	3.85%	317	61.00%	519
<b>Bullock ES</b>																																
102	PK	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
102	KG	0	0%	36	70.59%	0	0%	0	0.00%	0	0%	10	19.61%	0	0%	3	5.88%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	3.92%	0	0.00%	51
102	01	0	0%	64	71.91%	0	0%	1	1.12%	0	0%	12	13.48%	0	0%	11	12.36%	0	0%	0	0.00%	0	0%	1	1.12%	0	0%	0	0.00%	0	0.00%	89
102	02	0	0%	62	68.89%	0	0%	0	0.00%	0	0%	9	10.00%	0	0%	16	17.78%	0	0%	0	0.00%	0	0%	1	1.11%	0	0%	2	2.22%	0	0.00%	90
102	03	0	0%	63	70.79%	0	0%	0	0.00%	0	0%	11	12.36%	0	0%	11	12.36%	0	0%	0	0.00%	0	0%	1	1.12%	0	0%	3	3.37%	0	0.00%	89
102	04	0	0%	61	79.22%	0	0%	0	0.00%	0	0%	7	9.09%	0	0%	9	11.69%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	77
102	05	0	0%	58	71.60%	0	0%	0	0.00%	0	0%	11	13.58%	0	0%	10	12.35%	0	0%	0	0.00%	0	0%	1	1.23%	0	0%	1	1.23%	0	0.00%	81
102 Total		0	0%	345	72.18%	0	0%	1	0.21%	0	0%	60	12.55%	0	0%	60	12.55%	0	0%	0	0.00%	0	0%	4	0.84%	0	0%	8	1.67%	0	0.00%	478
<b>Caldwell ES</b>																																
103	KG	0	0%	28	90.32%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	6.45%	0	0%	0	0.00%	0	0%	1	3.23%	0	0%	0	0.00%	0	0.00%	31
103	01	0	0%	60	89.55%	0	0%	1	1.49%	0	0%	0	0.00%	0	0%	2	2.99%	0	0%	0	0.00%	0	0%	4	5.97%	0	0%	0	0.00%	0	0.00%	67
103	02	0	0%	54	87.10%	0	0%	0	0.00%	0	0%	1	1.61%	0	0%	3	4.84%	0	0%	0	0.00%	0	0%	3	4.84%	0	0%	1	1.61%	0	0.00%	62
103	03	0	0%	54	84.38%	0	0%	0	0.00%	0	0%	1	1.56%	0	0%	7	10.94%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	3.13%	0	0.00%	64
103	04	0	0%	40	72.73%	0	0%	1	1.82%	0	0%	0	0.00%	0	0%	7	12.73%	0	0%	0	0.00%	0	0%	6	10.91%	0	0%	1	1.82%	0	0.00%	55
103	05	0	0%	57	89.06%	0	0%	0	0.00%	0	0%	1	1.56%	0	0%	4	6.25%	0	0%	0	0.00%	0	0%	2	3.13%	0	0%	0	0.00%	0	0.00%	64
103 Total		0	0%	293	85.42%	0	0%	2	0.58%	0	0%	3	0.87%	0	0%	25	7.29%	0	0%	0	0.00%	0	0%	16	4.66%	0	0%	4	1.17%	0	0.00%	343

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Centerville ES</b>																																
105	E1	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	1		
105	PK	0	0%	2	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	2		
105	KG	0	0%	5	83.33%	0	0%	1	16.67%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	6		
105	01	0	0%	41	89.13%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	6.52%	0	0%	0	0.00%	0	0%	2	4.35%	0	0%	0	0.00%	46		
105	02	0	0%	38	74.51%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	6	11.76%	0	0%	0	0.00%	0	0%	5	9.80%	0	0%	2	3.92%	51		
105	03	0	0%	41	87.23%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	5	10.64%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.13%	47		
105	04	0	0%	36	80.00%	0	0%	0	0.00%	0	0%	1	2.22%	0	0%	6	13.33%	0	0%	0	0.00%	0	0%	2	4.44%	0	0%	0	0.00%	45		
105	05	0	0%	36	78.26%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	7	15.22%	0	0%	0	0.00%	0	0%	2	4.35%	0	0%	1	2.17%	46		
105 Total		0	0%	200	81.97%	0	0%	1	0.41%	0	0%	1	0.41%	0	0%	27	11.07%	0	0%	0	0.00%	0	0%	11	4.51%	0	0%	4	1.64%	0	0.00%	244
<b>Cooper ES</b>																																
107	E1	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	1		
107	KG	0	0%	4	57.14%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	28.57%	0	0%	1	14.29%	0	0.00%	7
107	01	0	0%	42	65.63%	0	0%	1	1.56%	0	0%	2	3.13%	0	0%	8	12.50%	0	0%	0	0.00%	0	0%	10	15.63%	0	0%	1	1.56%	0	0.00%	64
107	02	0	0%	36	63.16%	0	0%	0	0.00%	0	0%	3	5.26%	0	0%	12	21.05%	0	0%	0	0.00%	0	0%	4	7.02%	0	0%	2	3.51%	0	0.00%	57
107	03	0	0%	43	68.25%	0	0%	1	1.59%	0	0%	2	3.17%	0	0%	8	12.70%	0	0%	0	0.00%	0	0%	7	11.11%	0	0%	2	3.17%	0	0.00%	63
107	04	0	0%	46	60.53%	0	0%	1	1.32%	0	0%	9	11.84%	0	0%	8	10.53%	0	0%	0	0.00%	0	0%	11	14.47%	0	0%	1	1.32%	0	0.00%	76
107	05	0	0%	47	73.44%	0	0%	0	0.00%	0	0%	4	6.25%	0	0%	8	12.50%	0	0%	0	0.00%	0	0%	5	7.81%	0	0%	0	0.00%	0	0.00%	64
107 Total		0	0%	218	65.66%	0	0%	3	0.90%	0	0%	20	6.02%	0	0%	45	13.55%	0	0%	0	0.00%	0	0%	39	11.75%	0	0%	7	2.11%	0	0.00%	332
<b>Daugherty ES</b>																																
108	KG	0	0%	21	87.50%	0	0%	0	0.00%	0	0%	1	4.17%	0	0%	1	4.17%	0	0%	0	0.00%	0	0%	1	4.17%	0	0%	0	0.00%	0	0.00%	24
108	01	0	0%	124	89.86%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	7	5.07%	0	0%	0	0.00%	0	0%	6	4.35%	0	0%	1	0.72%	0	0.00%	138
108	02	0	0%	113	85.61%	0	0%	1	0.76%	0	0%	1	0.76%	0	0%	11	8.33%	0	0%	0	0.00%	0	0%	5	3.79%	0	0%	1	0.76%	0	0.00%	132
108	03	0	0%	126	90.65%	0	0%	1	0.72%	0	0%	2	1.44%	0	0%	5	3.60%	0	0%	0	0.00%	0	0%	5	3.60%	0	0%	0	0.00%	0	0.00%	139
108	04	0	0%	120	92.31%	0	0%	0	0.00%	0	0%	1	0.77%	0	0%	6	4.62%	0	0%	0	0.00%	0	0%	2	1.54%	0	0%	1	0.77%	0	0.00%	130
108	05	0	0%	116	89.23%	0	0%	1	0.77%	0	0%	1	0.77%	0	0%	7	5.38%	0	0%	0	0.00%	0	0%	5	3.85%	0	0%	0	0.00%	0	0.00%	130
108 Total		0	0%	620	89.47%	0	0%	3	0.43%	0	0%	6	0.87%	0	0%	37	5.34%	0	0%	0	0.00%	0	0%	24	3.46%	0	0%	3	0.43%	0	0.00%	693

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
Campus	Grade																															
<b>Freeman ES</b>																																
109	E1	0	0%	2	66.67%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	33.33%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	3
109	PK	0	0%	4	33.33%	0	0%	0	0.00%	0	0%	1	8.33%	0	0%	4	33.33%	0	0%	0	0.00%	0	0%	3	25.00%	0	0%	0	0.00%	0	0.00%	12
109	KG	0	0%	20	80.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	4	16.00%	0	0%	0	0.00%	0	0%	1	4.00%	0	0%	0	0.00%	0	0.00%	25
109	01	0	0%	30	73.17%	0	0%	0	0.00%	0	0%	1	2.44%	0	0%	7	17.07%	0	0%	0	0.00%	0	0%	2	4.88%	0	0%	1	2.44%	0	0.00%	41
109	02	0	0%	34	82.93%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	7.32%	0	0%	0	0.00%	0	0%	4	9.76%	0	0%	0	0.00%	0	0.00%	41
109	03	0	0%	30	81.08%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	4	10.81%	0	0%	0	0.00%	0	0%	3	8.11%	0	0%	0	0.00%	0	0.00%	37
109	04	0	0%	32	86.49%	0	0%	0	0.00%	0	0%	1	2.70%	0	0%	3	8.11%	0	0%	0	0.00%	0	0%	1	2.70%	0	0%	0	0.00%	0	0.00%	37
109	05	0	0%	34	75.56%	0	0%	1	2.22%	0	0%	0	0.00%	0	0%	7	15.56%	0	0%	0	0.00%	0	0%	3	6.67%	0	0%	0	0.00%	0	0.00%	45
109 Total		0	0%	186	77.18%	0	0%	1	0.41%	0	0%	3	1.24%	0	0%	33	13.69%	0	0%	0	0.00%	0	0%	17	7.05%	0	0%	1	0.41%	0	0.00%	241
<b>Handley ES</b>																																
110	02	0	0%	33	55.00%	0	0%	0	0.00%	0	0%	1	1.67%	0	0%	20	33.33%	0	0%	0	0.00%	0	0%	2	3.33%	0	0%	4	6.67%	0	0.00%	60
110	03	0	0%	35	55.56%	0	0%	0	0.00%	0	0%	1	1.59%	0	0%	23	36.51%	0	0%	0	0.00%	0	0%	3	4.76%	0	0%	1	1.59%	0	0.00%	63
110	04	0	0%	28	46.67%	0	0%	0	0.00%	0	0%	1	1.67%	0	0%	28	46.67%	0	0%	0	0.00%	0	0%	2	3.33%	0	0%	1	1.67%	0	0.00%	60
110	05	0	0%	37	57.81%	0	0%	0	0.00%	0	0%	1	1.56%	0	0%	23	35.94%	0	0%	0	0.00%	0	0%	3	4.69%	0	0%	0	0.00%	0	0.00%	64
110 Total		0	0%	133	53.85%	0	0%	0	0.00%	0	0%	4	1.62%	0	0%	94	38.06%	0	0%	0	0.00%	0	0%	10	4.05%	0	0%	6	2.43%	0	0.00%	247
<b>Kimberlin Academy ES</b>																																
111	KG	4	22.22%	7	29.17%	0	0.00%	0	0.00%	7	38.89%	7	29.17%	4	22.22%	5	20.83%	0	0.00%	0	0.00%	3	16.67%	5	20.83%	0	0.00%	0	0.00%	18	75.00%	24
111	01	7	15.56%	21	30.43%	0	0.00%	0	0.00%	10	22.22%	10	14.49%	7	15.56%	12	17.39%	0	0.00%	0	0.00%	20	44.44%	24	34.78%	1	2.22%	2	2.90%	45	65.00%	69
111	02	16	27.12%	33	38.37%	0	0.00%	0	0.00%	12	20.34%	13	15.12%	6	10.17%	12	13.95%	0	0.00%	0	0.00%	20	33.90%	22	25.58%	5	8.47%	6	6.98%	59	68.00%	86
111	03	12	18.75%	27	30.34%	1	1.56%	1	1.12%	10	15.63%	10	11.24%	11	17.19%	15	16.85%	0	0.00%	1	1.12%	29	45.31%	33	37.08%	1	1.56%	2	2.25%	64	71.00%	89
111	04	10	15.63%	22	25.00%	0	0.00%	0	0.00%	15	23.44%	16	18.18%	8	12.50%	18	20.45%	0	0.00%	0	0.00%	20	31.25%	21	23.86%	11	17.19%	11	12.50%	64	72.00%	88
111	05	10	14.08%	28	28.87%	0	0.00%	0	0.00%	14	19.72%	15	15.46%	11	15.49%	16	16.49%	0	0.00%	0	0.00%	31	43.66%	32	32.99%	5	7.04%	6	6.19%	71	73.00%	97
111 Total		59	18.38%	138	30.46%	1	0.31%	1	0.22%	68	21.18%	71	15.67%	47	14.64%	78	17.22%	0	0.00%	1	0.22%	123	38.32%	137	30.24%	23	7.17%	27	5.96%	321	70.00%	453

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Park Crest ES</b>																																
112	PK	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	1		
112	KG	0	0%	35	83.33%	0	0%	0	0.00%	0	0%	2	4.76%	0	0%	3	7.14%	0	0%	0	0.00%	0	0%	2	4.76%	0	0%	0	0.00%	42		
112	01	0	0%	42	87.50%	0	0%	0	0.00%	0	0%	2	4.17%	0	0%	2	4.17%	0	0%	0	0.00%	0	0%	2	4.17%	0	0%	0	0.00%	48		
112	02	0	0%	38	86.36%	0	0%	0	0.00%	0	0%	1	2.27%	0	0%	4	9.09%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.27%	44		
112	03	0	0%	37	82.22%	0	0%	0	0.00%	0	0%	1	2.22%	0	0%	1	2.22%	0	0%	0	0.00%	0	0%	5	11.11%	0	0%	1	2.22%	45		
112	04	0	0%	40	88.89%	0	0%	0	0.00%	0	0%	1	2.22%	0	0%	2	4.44%	0	0%	0	0.00%	0	0%	2	4.44%	0	0%	0	0.00%	45		
112	05	0	0%	42	87.50%	0	0%	0	0.00%	0	0%	1	2.08%	0	0%	2	4.17%	0	0%	0	0.00%	0	0%	1	2.08%	0	0%	2	4.17%	48		
112 Total		0	0%	235	86.08%	0	0%	0	0.00%	0	0%	8	2.93%	0	0%	14	5.13%	0	0%	0	0.00%	0	0%	12	4.40%	0	0%	4	1.47%	273		
<b>Southgate ES</b>																																
113	E1	0	0%	5	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	5		
113	PK	0	0%	9	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	9		
113	KG	0	0%	2	66.67%	0	0%	0	0.00%	0	0%	1	33.33%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	3		
113	02	0	0%	51	77.27%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	11	16.67%	0	0%	0	0.00%	0	0%	3	4.55%	0	0%	1	1.52%	66		
113	03	0	0%	43	78.18%	0	0%	0	0.00%	0	0%	2	3.64%	0	0%	7	12.73%	0	0%	1	1.82%	0	0%	1	1.82%	0	0%	1	1.82%	55		
113	04	0	0%	38	71.70%	0	0%	0	0.00%	0	0%	1	1.89%	0	0%	9	16.98%	0	0%	0	0.00%	0	0%	3	5.66%	0	0%	2	3.77%	53		
113	05	0	0%	48	73.85%	0	0%	1	1.54%	0	0%	2	3.08%	0	0%	11	16.92%	0	0%	0	0.00%	0	0%	2	3.08%	0	0%	1	1.54%	65		
113 Total		0	0%	196	76.56%	0	0%	1	0.39%	0	0%	6	2.34%	0	0%	38	14.84%	0	0%	1	0.39%	0	0%	9	3.52%	0	0%	5	1.95%	256		
<b>Watson Technology ES</b>																																
115	KG	11	42.31%	17	48.57%	0	0.00%	0	0.00%	5	19.23%	5	14.29%	6	23.08%	6	17.14%	0	0.00%	0	0.00%	4	15.38%	7	20.00%	0	0.00%	0	0.00%	26	74.00%	35
115	01	16	45.71%	37	61.67%	0	0.00%	0	0.00%	6	17.14%	7	11.67%	6	17.14%	8	13.33%	0	0.00%	0	0.00%	4	11.43%	4	6.67%	3	8.57%	4	6.67%	35	58.00%	60
115	02	36	54.55%	55	56.70%	0	0.00%	0	0.00%	10	15.15%	12	12.37%	5	7.58%	9	9.28%	0	0.00%	0	0.00%	13	19.70%	18	18.56%	2	3.03%	3	3.09%	66	68.00%	97
115	03	31	45.59%	56	53.33%	0	0.00%	0	0.00%	6	8.82%	9	8.57%	17	25.00%	22	20.95%	0	0.00%	0	0.00%	12	17.65%	15	14.29%	2	2.94%	3	2.86%	68	64.00%	105
115	04	30	44.78%	50	50.00%	0	0.00%	0	0.00%	3	4.48%	8	8.00%	13	19.40%	16	16.00%	0	0.00%	0	0.00%	19	28.36%	24	24.00%	2	2.99%	2	2.00%	67	67.00%	100
115	05	27	34.18%	48	41.03%	0	0.00%	0	0.00%	12	15.19%	19	16.24%	14	17.72%	20	17.09%	0	0.00%	1	0.85%	17	21.52%	20	17.09%	9	11.39%	9	7.69%	79	67.00%	117
115 Total		151	44.28%	263	51.17%	0	0.00%	0	0.00%	42	12.32%	60	11.67%	61	17.89%	81	15.76%	0	0.00%	1	0.19%	69	20.23%	88	17.12%	18	5.28%	21	4.09%	341	66.00%	514

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total				
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All						
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt						
<b>Weaver ES</b>																																		
116	E1	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	1				
116	PK	0	0%	5	83.33%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	16.67%	0	0.00%	6		
116	KG	0	0%	32	76.19%	0	0%	0	0.00%	0	0%	2	4.76%	0	0%	4	9.52%	0	0%	0	0.00%	0	0%	4	9.52%	0	0%	0	0.00%	0	0.00%	42		
116	01	0	0%	46	64.79%	0	0%	1	1.41%	0	0%	5	7.04%	0	0%	11	15.49%	0	0%	0	0.00%	0	0%	5	7.04%	0	0%	3	4.23%	0	0.00%	71		
116	02	0	0%	50	72.46%	0	0%	0	0.00%	0	0%	4	5.80%	0	0%	11	15.94%	0	0%	0	0.00%	0	0%	3	4.35%	0	0%	1	1.45%	0	0.00%	69		
116	03	0	0%	39	68.42%	0	0%	0	0.00%	0	0%	2	3.51%	0	0%	11	19.30%	0	0%	0	0.00%	0	0%	4	7.02%	0	0%	1	1.75%	0	0.00%	57		
116	04	0	0%	45	70.31%	0	0%	0	0.00%	0	0%	4	6.25%	0	0%	14	21.88%	0	0%	0	0.00%	0	0%	1	1.56%	0	0%	0	0.00%	0	0.00%	64		
116	05	1	50.00%	42	76.36%	0	0.00%	0	0.00%	0	0.00%	1	1.82%	0	0.00%	7	12.73%	0	0.00%	0	0.00%	0	0.00%	1	50.00%	5	9.09%	0	0.00%	0	0.00%	2	3.00%	55
<b>116 Total</b>		<b>1</b>	<b>50.00%</b>	<b>260</b>	<b>71.23%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>0.27%</b>	<b>0</b>	<b>0.00%</b>	<b>18</b>	<b>4.93%</b>	<b>0</b>	<b>0.00%</b>	<b>58</b>	<b>15.89%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>50.00%</b>	<b>22</b>	<b>6.03%</b>	<b>0</b>	<b>0.00%</b>	<b>6</b>	<b>1.64%</b>	<b>2</b>	<b>0.00%</b>	<b>365</b>		
<b>Williams ES</b>																																		
117	KG	0	0%	9	81.82%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	9.09%	0	0%	0	0.00%	0	0%	1	9.09%	0	0%	0	0.00%	0	0.00%	11		
117	01	0	0%	34	80.95%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	7.14%	0	0%	0	0.00%	0	0%	4	9.52%	0	0%	1	2.38%	0	0.00%	42		
117	02	0	0%	36	83.72%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	4.65%	0	0%	0	0.00%	0	0%	3	6.98%	0	0%	2	4.65%	0	0.00%	43		
117	03	0	0%	33	80.49%	0	0%	0	0.00%	0	0%	1	2.44%	0	0%	2	4.88%	0	0%	0	0.00%	0	0%	4	9.76%	0	0%	1	2.44%	0	0.00%	41		
117	04	0	0%	36	80.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	4.44%	0	0%	0	0.00%	0	0%	4	8.89%	0	0%	3	6.67%	0	0.00%	45		
117	05	0	0%	35	85.37%	0	0%	1	2.44%	0	0%	0	0.00%	0	0%	1	2.44%	0	0%	0	0.00%	0	0%	3	7.32%	0	0%	1	2.44%	0	0.00%	41		
<b>117 Total</b>		<b>0</b>	<b>0%</b>	<b>183</b>	<b>82.06%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.45%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.45%</b>	<b>0</b>	<b>0%</b>	<b>11</b>	<b>4.93%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>19</b>	<b>8.52%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>3.59%</b>	<b>0</b>	<b>0.00%</b>	<b>223</b>		
<b>Bradfield ES</b>																																		
119	KG	0	0%	48	97.96%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.04%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	49		
119	01	0	0%	75	88.24%	0	0%	0	0.00%	0	0%	4	4.71%	0	0%	3	3.53%	0	0%	0	0.00%	0	0%	1	1.18%	0	0%	2	2.35%	0	0.00%	85		
119	02	0	0%	56	88.89%	0	0%	1	1.59%	0	0%	2	3.17%	0	0%	1	1.59%	0	0%	0	0.00%	0	0%	2	3.17%	0	0%	1	1.59%	0	0.00%	63		
119	03	0	0%	63	86.30%	0	0%	0	0.00%	0	0%	4	5.48%	0	0%	2	2.74%	0	0%	1	1.37%	0	0%	2	2.74%	0	0%	1	1.37%	0	0.00%	73		
119	04	0	0%	53	84.13%	0	0%	0	0.00%	0	0%	3	4.76%	0	0%	1	1.59%	0	0%	0	0.00%	0	0%	4	6.35%	0	0%	2	3.17%	0	0.00%	63		
119	05	0	0%	71	83.53%	0	0%	0	0.00%	0	0%	4	4.71%	0	0%	5	5.88%	0	0%	1	1.18%	0	0%	4	4.71%	0	0%	0	0.00%	0	0.00%	85		
<b>119 Total</b>		<b>0</b>	<b>0%</b>	<b>366</b>	<b>87.56%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.24%</b>	<b>0</b>	<b>0%</b>	<b>17</b>	<b>4.07%</b>	<b>0</b>	<b>0%</b>	<b>13</b>	<b>3.11%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.48%</b>	<b>0</b>	<b>0%</b>	<b>13</b>	<b>3.11%</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>1.44%</b>	<b>0</b>	<b>0.00%</b>	<b>418</b>		

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Shorehaven ES</b>																																
120	E1	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	1		
120	PK	0	0%	3	37.50%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	25.00%	0	0%	0	0.00%	0	0%	3	37.50%	0	0%	0	0.00%	8		
120	KG	0	0%	37	74.00%	0	0%	0	0.00%	0	0%	1	2.00%	0	0%	9	18.00%	0	0%	0	0.00%	0	0%	3	6.00%	0	0%	0	0.00%	50		
120	01	0	0%	31	67.39%	0	0%	0	0.00%	0	0%	2	4.35%	0	0%	7	15.22%	0	0%	0	0.00%	0	0%	4	8.70%	0	0%	2	4.35%	46		
120	02	0	0%	40	85.11%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	6	12.77%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.13%	47		
120	03	0	0%	36	83.72%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	5	11.63%	0	0%	0	0.00%	0	0%	1	2.33%	0	0%	1	2.33%	43		
120	04	0	0%	39	86.67%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	6.67%	0	0%	1	2.22%	0	0%	1	2.22%	0	0%	1	2.22%	45		
120	05	0	0%	47	87.04%	0	0%	0	0.00%	0	0%	1	1.85%	0	0%	5	9.26%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	1.85%	54		
120 Total		0	0%	233	79.25%	0	0%	0	0.00%	0	0%	4	1.36%	0	0%	38	12.93%	0	0%	1	0.34%	0	0%	12	4.08%	0	0%	6	2.04%	0	0.00%	294
<b>Montclair ES</b>																																
121	KG	0	0%	25	65.79%	0	0%	0	0.00%	0	0%	3	7.89%	0	0%	3	7.89%	0	0%	0	0.00%	0	0%	7	18.42%	0	0%	0	0.00%	0	0.00%	38
121	01	0	0%	59	71.08%	0	0%	0	0.00%	0	0%	4	4.82%	0	0%	13	15.66%	0	0%	0	0.00%	0	0%	4	4.82%	0	0%	3	3.61%	0	0.00%	83
121	02	0	0%	57	77.03%	0	0%	0	0.00%	0	0%	3	4.05%	0	0%	8	10.81%	0	0%	0	0.00%	0	0%	6	8.11%	0	0%	0	0.00%	0	0.00%	74
121	03	0	0%	50	64.10%	0	0%	0	0.00%	0	0%	3	3.85%	0	0%	17	21.79%	0	0%	0	0.00%	0	0%	7	8.97%	0	0%	1	1.28%	0	0.00%	78
121	04	0	0%	58	74.36%	0	0%	0	0.00%	0	0%	3	3.85%	0	0%	11	14.10%	0	0%	0	0.00%	0	0%	5	6.41%	0	0%	1	1.28%	0	0.00%	78
121	05	0	0%	54	78.26%	0	0%	0	0.00%	0	0%	2	2.90%	0	0%	7	10.14%	0	0%	0	0.00%	0	0%	3	4.35%	0	0%	3	4.35%	0	0.00%	69
121 Total		0	0%	303	72.14%	0	0%	0	0.00%	0	0%	18	4.29%	0	0%	59	14.05%	0	0%	0	0.00%	0	0%	32	7.62%	0	0%	8	1.90%	0	0.00%	420
<b>Walnut Glen Academy ES</b>																																
122	KG	1	8.33%	4	19.05%	0	0.00%	0	0.00%	6	50.00%	8	38.10%	1	8.33%	1	4.76%	0	0.00%	0	0.00%	3	25.00%	7	33.33%	1	8.33%	1	4.76%	12	57.00%	21
122	01	16	50.00%	22	44.00%	1	3.13%	1	2.00%	7	21.88%	10	20.00%	4	12.50%	10	20.00%	0	0.00%	0	0.00%	3	9.38%	4	8.00%	1	3.13%	3	6.00%	32	64.00%	50
122	02	22	44.90%	31	43.66%	0	0.00%	0	0.00%	9	18.37%	11	15.49%	5	10.20%	9	12.68%	0	0.00%	0	0.00%	9	18.37%	13	18.31%	4	8.16%	7	9.86%	49	69.00%	71
122	03	24	42.86%	29	39.73%	0	0.00%	0	0.00%	16	28.57%	17	23.29%	3	5.36%	10	13.70%	0	0.00%	0	0.00%	11	19.64%	15	20.55%	2	3.57%	2	2.74%	56	76.00%	73
122	04	25	44.64%	33	42.31%	0	0.00%	0	0.00%	13	23.21%	18	23.08%	6	10.71%	13	16.67%	0	0.00%	0	0.00%	10	17.86%	11	14.10%	2	3.57%	3	3.85%	56	71.00%	78
122	05	17	33.33%	30	40.54%	0	0.00%	0	0.00%	16	31.37%	18	24.32%	2	3.92%	6	8.11%	0	0.00%	0	0.00%	15	29.41%	18	24.32%	1	1.96%	2	2.70%	51	68.00%	74
122 Total		105	41.02%	149	40.60%	1	0.39%	1	0.27%	67	26.17%	82	22.34%	21	8.20%	49	13.35%	0	0.00%	0	0.00%	51	19.92%	68	18.53%	11	4.30%	18	4.90%	256	69.00%	367

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Golden Meadows ES</b>																																
123	KG	0	0%	39	60.00%	0	0%	0	0.00%	0	0%	3	4.62%	0	0%	16	24.62%	0	0%	0	0.00%	0	0%	5	7.69%	0	0%	2	3.08%	0	0.00%	65
123	01	0	0%	35	74.47%	0	0%	0	0.00%	0	0%	4	8.51%	0	0%	3	6.38%	0	0%	0	0.00%	0	0%	4	8.51%	0	0%	1	2.13%	0	0.00%	47
123	02	0	0%	45	77.59%	0	0%	0	0.00%	0	0%	3	5.17%	0	0%	4	6.90%	0	0%	0	0.00%	0	0%	6	10.34%	0	0%	0	0.00%	0	0.00%	58
123	03	0	0%	51	85.00%	0	0%	0	0.00%	0	0%	3	5.00%	0	0%	3	5.00%	0	0%	1	1.67%	0	0%	1	1.67%	0	0%	1	1.67%	0	0.00%	60
123	04	0	0%	62	80.52%	0	0%	0	0.00%	0	0%	1	1.30%	0	0%	7	9.09%	0	0%	0	0.00%	0	0%	6	7.79%	0	0%	1	1.30%	0	0.00%	77
123	05	0	0%	61	88.41%	0	0%	0	0.00%	0	0%	2	2.90%	0	0%	1	1.45%	0	0%	0	0.00%	0	0%	4	5.80%	0	0%	1	1.45%	0	0.00%	69
123 Total		0	0%	293	77.93%	0	0%	0	0.00%	0	0%	16	4.26%	0	0%	34	9.04%	0	0%	1	0.27%	0	0%	26	6.91%	0	0%	6	1.60%	0	0.00%	376
<b>Heather Glen ES</b>																																
124	KG	0	0%	27	67.50%	0	0%	0	0.00%	0	0%	3	7.50%	0	0%	8	20.00%	0	0%	0	0.00%	0	0%	2	5.00%	0	0%	0	0.00%	0	0.00%	40
124	01	0	0%	34	77.27%	0	0%	2	4.55%	0	0%	0	0.00%	0	0%	6	13.64%	0	0%	0	0.00%	0	0%	2	4.55%	0	0%	0	0.00%	0	0.00%	44
124	02	0	0%	31	72.09%	0	0%	1	2.33%	0	0%	1	2.33%	0	0%	8	18.60%	0	0%	0	0.00%	0	0%	1	2.33%	0	0%	1	2.33%	0	0.00%	43
124	03	0	0%	33	73.33%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	9	20.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	6.67%	0	0.00%	45
124	04	0	0%	37	64.91%	0	0%	1	1.75%	0	0%	2	3.51%	0	0%	11	19.30%	0	0%	0	0.00%	0	0%	6	10.53%	0	0%	0	0.00%	0	0.00%	57
124	05	0	0%	32	72.73%	0	0%	1	2.27%	0	0%	2	4.55%	0	0%	8	18.18%	0	0%	0	0.00%	0	0%	1	2.27%	0	0%	0	0.00%	0	0.00%	44
124 Total		0	0%	194	71.06%	0	0%	5	1.83%	0	0%	8	2.93%	0	0%	50	18.32%	0	0%	0	0.00%	0	0%	12	4.40%	0	0%	4	1.47%	0	0.00%	273
<b>Hillside Academy ES</b>																																
125	KG	6	35.29%	12	46.15%	0	0.00%	0	0.00%	7	41.18%	7	26.92%	2	11.76%	3	11.54%	0	0.00%	0	0.00%	2	11.76%	4	15.38%	0	0.00%	0	0.00%	17	65.00%	26
125	01	24	48.00%	35	47.95%	0	0.00%	0	0.00%	5	10.00%	7	9.59%	7	14.00%	12	16.44%	0	0.00%	1	1.37%	10	20.00%	14	19.18%	4	8.00%	4	5.48%	50	68.00%	73
125	02	30	47.62%	44	52.38%	0	0.00%	0	0.00%	14	22.22%	15	17.86%	10	15.87%	12	14.29%	0	0.00%	0	0.00%	5	7.94%	9	10.71%	4	6.35%	4	4.76%	63	75.00%	84
125	03	28	48.28%	44	55.00%	0	0.00%	0	0.00%	12	20.69%	14	17.50%	8	13.79%	10	12.50%	0	0.00%	0	0.00%	7	12.07%	9	11.25%	3	5.17%	3	3.75%	58	72.00%	80
125	04	28	43.75%	39	45.88%	0	0.00%	0	0.00%	13	20.31%	15	17.65%	6	9.38%	10	11.76%	0	0.00%	0	0.00%	16	25.00%	20	23.53%	1	1.56%	1	1.18%	64	75.00%	85
125	05	27	35.53%	44	44.00%	0	0.00%	0	0.00%	21	27.63%	25	25.00%	11	14.47%	14	14.00%	0	0.00%	0	0.00%	16	21.05%	16	16.00%	1	1.32%	1	1.00%	76	76.00%	100
125 Total		143	43.60%	218	48.66%	0	0.00%	0	0.00%	72	21.95%	83	18.53%	44	13.41%	61	13.62%	0	0.00%	1	0.22%	56	17.07%	72	16.07%	13	3.96%	13	2.90%	328	73.00%	448

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Davis ES</b>																																
126	PK	0	0%	2	50.00%	0	0%	0	0.00%	0	0%	1	25.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	25.00%	0	0%	0	0.00%	0	0.00%	4
126	KG	0	0%	27	55.10%	0	0%	0	0.00%	0	0%	11	22.45%	0	0%	7	14.29%	0	0%	0	0.00%	0	0%	4	8.16%	0	0%	0	0.00%	0	0.00%	49
126	01	0	0%	41	65.08%	0	0%	0	0.00%	0	0%	8	12.70%	0	0%	8	12.70%	0	0%	0	0.00%	0	0%	4	6.35%	0	0%	2	3.17%	0	0.00%	63
126	02	0	0%	34	59.65%	0	0%	0	0.00%	0	0%	11	19.30%	0	0%	10	17.54%	0	0%	0	0.00%	0	0%	2	3.51%	0	0%	0	0.00%	0	0.00%	57
126	03	0	0%	50	70.42%	0	0%	0	0.00%	0	0%	9	12.68%	0	0%	6	8.45%	0	0%	0	0.00%	0	0%	6	8.45%	0	0%	0	0.00%	0	0.00%	71
126	04	0	0%	51	71.83%	0	0%	0	0.00%	0	0%	14	19.72%	0	0%	3	4.23%	0	0%	0	0.00%	0	0%	2	2.82%	0	0%	1	1.41%	0	0.00%	71
126	05	0	0%	61	68.54%	0	0%	0	0.00%	0	0%	20	22.47%	0	0%	6	6.74%	0	0%	0	0.00%	0	0%	2	2.25%	0	0%	0	0.00%	0	0.00%	89
<b>126 Total</b>		<b>0</b>	<b>0%</b>	<b>266</b>	<b>65.84%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>74</b>	<b>18.32%</b>	<b>0</b>	<b>0%</b>	<b>40</b>	<b>9.90%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>21</b>	<b>5.20%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0.74%</b>	<b>0</b>	<b>0.00%</b>	<b>404</b>
<b>Roach ES</b>																																
127	PK	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
127	KG	0	0%	7	70.00%	0	0%	0	0.00%	0	0%	1	10.00%	0	0%	1	10.00%	0	0%	0	0.00%	0	0%	1	10.00%	0	0%	0	0.00%	0	0.00%	10
127	01	0	0%	34	77.27%	0	0%	0	0.00%	0	0%	1	2.27%	0	0%	6	13.64%	0	0%	0	0.00%	0	0%	3	6.82%	0	0%	0	0.00%	0	0.00%	44
127	02	0	0%	42	77.78%	0	0%	0	0.00%	0	0%	4	7.41%	0	0%	5	9.26%	0	0%	0	0.00%	0	0%	2	3.70%	0	0%	1	1.85%	0	0.00%	54
127	03	0	0%	62	83.78%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	5	6.76%	0	0%	0	0.00%	0	0%	7	9.46%	0	0%	0	0.00%	0	0.00%	74
127	04	0	0%	57	75.00%	0	0%	0	0.00%	0	0%	5	6.58%	0	0%	8	10.53%	0	0%	0	0.00%	0	0%	3	3.95%	0	0%	3	3.95%	0	0.00%	76
127	05	0	0%	52	67.53%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	11	14.29%	0	0%	0	0.00%	0	0%	12	15.58%	0	0%	2	2.60%	0	0.00%	77
<b>127 Total</b>		<b>0</b>	<b>0%</b>	<b>254</b>	<b>75.60%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.30%</b>	<b>0</b>	<b>0%</b>	<b>11</b>	<b>3.27%</b>	<b>0</b>	<b>0%</b>	<b>36</b>	<b>10.71%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>28</b>	<b>8.33%</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>1.79%</b>	<b>0</b>	<b>0.00%</b>	<b>336</b>
<b>Ethridge ES</b>																																
128	KG	0	0%	5	45.45%	0	0%	0	0.00%	0	0%	2	18.18%	0	0%	2	18.18%	0	0%	0	0.00%	0	0%	1	9.09%	0	0%	1	9.09%	0	0.00%	11
128	01	0	0%	75	60.48%	0	0%	0	0.00%	0	0%	15	12.10%	0	0%	17	13.71%	0	0%	0	0.00%	0	0%	14	11.29%	0	0%	3	2.42%	0	0.00%	124
128	02	0	0%	79	61.24%	0	0%	1	0.78%	0	0%	16	12.40%	0	0%	19	14.73%	0	0%	0	0.00%	0	0%	13	10.08%	0	0%	1	0.78%	0	0.00%	129
128	03	0	0%	65	61.90%	0	0%	0	0.00%	0	0%	15	14.29%	0	0%	14	13.33%	0	0%	0	0.00%	0	0%	8	7.62%	0	0%	3	2.86%	0	0.00%	105
128	04	0	0%	68	55.74%	0	0%	1	0.82%	0	0%	21	17.21%	0	0%	21	17.21%	0	0%	0	0.00%	0	0%	5	4.10%	0	0%	6	4.92%	0	0.00%	122
128	05	0	0%	60	48.00%	0	0%	0	0.00%	0	0%	23	18.40%	0	0%	24	19.20%	0	0%	1	0.80%	0	0%	13	10.40%	0	0%	4	3.20%	0	0.00%	125
<b>128 Total</b>		<b>0</b>	<b>0%</b>	<b>352</b>	<b>57.14%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.32%</b>	<b>0</b>	<b>0%</b>	<b>92</b>	<b>14.94%</b>	<b>0</b>	<b>0%</b>	<b>97</b>	<b>15.75%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.16%</b>	<b>0</b>	<b>0%</b>	<b>54</b>	<b>8.77%</b>	<b>0</b>	<b>0%</b>	<b>18</b>	<b>2.92%</b>	<b>0</b>	<b>0.00%</b>	<b>616</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Classical Center at Vial ES</b>																																
129	KG	25	51.02%	27	46.55%	1	2.04%	1	1.72%	2	4.08%	4	6.90%	8	16.33%	9	15.52%	0	0.00%	0	0.00%	9	18.37%	12	20.69%	4	8.16%	5	8.62%	49	84.00%	58
129	01	47	65.28%	52	52.53%	0	0.00%	0	0.00%	8	11.11%	12	12.12%	6	8.33%	18	18.18%	0	0.00%	0	0.00%	8	11.11%	14	14.14%	3	4.17%	3	3.03%	72	72.00%	99
129	02	49	67.12%	56	56.00%	0	0.00%	0	0.00%	4	5.48%	6	6.00%	9	12.33%	21	21.00%	0	0.00%	0	0.00%	6	8.22%	10	10.00%	5	6.85%	7	7.00%	73	73.00%	100
129	03	45	61.64%	59	59.60%	0	0.00%	0	0.00%	5	6.85%	9	9.09%	10	13.70%	17	17.17%	0	0.00%	0	0.00%	7	9.59%	8	8.08%	6	8.22%	6	6.06%	73	73.00%	99
129	04	42	57.53%	51	52.04%	0	0.00%	2	2.04%	2	2.74%	2	2.04%	17	23.29%	24	24.49%	0	0.00%	0	0.00%	9	12.33%	15	15.31%	3	4.11%	4	4.08%	73	74.00%	98
129	05	41	50.62%	53	48.18%	0	0.00%	0	0.00%	4	4.94%	6	5.45%	24	29.63%	35	31.82%	0	0.00%	0	0.00%	10	12.35%	13	11.82%	2	2.47%	3	2.73%	81	73.00%	110
<b>129 Total</b>		<b>249</b>	<b>59.14%</b>	<b>298</b>	<b>52.84%</b>	<b>1</b>	<b>0.24%</b>	<b>3</b>	<b>0.53%</b>	<b>25</b>	<b>5.94%</b>	<b>39</b>	<b>6.91%</b>	<b>74</b>	<b>17.58%</b>	<b>124</b>	<b>21.99%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>49</b>	<b>11.64%</b>	<b>72</b>	<b>12.77%</b>	<b>23</b>	<b>5.46%</b>	<b>28</b>	<b>4.96%</b>	<b>421</b>	<b>74.00%</b>	<b>564</b>
<b>Club Hill ES</b>																																
132	02	0	0%	41	65.08%	0	0%	0	0.00%	0	0%	4	6.35%	0	0%	9	14.29%	0	0%	0	0.00%	0	0%	6	9.52%	0	0%	3	4.76%	0	0.00%	63
132	03	0	0%	40	53.33%	0	0%	0	0.00%	0	0%	5	6.67%	0	0%	17	22.67%	0	0%	0	0.00%	0	0%	7	9.33%	0	0%	6	8.00%	0	0.00%	75
132	04	0	0%	38	61.29%	0	0%	0	0.00%	0	0%	4	6.45%	0	0%	16	25.81%	0	0%	0	0.00%	0	0%	3	4.84%	0	0%	1	1.61%	0	0.00%	62
132	05	0	0%	43	62.32%	0	0%	0	0.00%	0	0%	3	4.35%	0	0%	15	21.74%	0	0%	0	0.00%	0	0%	7	10.14%	0	0%	1	1.45%	0	0.00%	69
<b>132 Total</b>		<b>0</b>	<b>0%</b>	<b>162</b>	<b>60.22%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>16</b>	<b>5.95%</b>	<b>0</b>	<b>0%</b>	<b>57</b>	<b>21.19%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>23</b>	<b>8.55%</b>	<b>0</b>	<b>0%</b>	<b>11</b>	<b>4.09%</b>	<b>0</b>	<b>0.00%</b>	<b>269</b>
<b>Hickman ES</b>																																
133	KG	0	0%	15	30.00%	0	0%	0	0.00%	0	0%	14	28.00%	0	0%	16	32.00%	0	0%	0	0.00%	0	0%	5	10.00%	0	0%	0	0.00%	0	0.00%	50
133	01	0	0%	23	31.51%	0	0%	0	0.00%	0	0%	29	39.73%	0	0%	15	20.55%	0	0%	0	0.00%	0	0%	5	6.85%	0	0%	1	1.37%	0	0.00%	73
133	02	0	0%	21	32.31%	0	0%	0	0.00%	0	0%	20	30.77%	0	0%	16	24.62%	0	0%	1	1.54%	0	0%	5	7.69%	0	0%	2	3.08%	0	0.00%	65
133	03	0	0%	17	21.25%	0	0%	1	1.25%	0	0%	30	37.50%	0	0%	23	28.75%	0	0%	0	0.00%	0	0%	7	8.75%	0	0%	2	2.50%	0	0.00%	80
133	04	0	0%	24	34.29%	0	0%	0	0.00%	0	0%	16	22.86%	0	0%	24	34.29%	0	0%	0	0.00%	0	0%	5	7.14%	0	0%	1	1.43%	0	0.00%	70
133	05	0	0%	14	29.17%	0	0%	0	0.00%	0	0%	10	20.83%	0	0%	17	35.42%	0	0%	0	0.00%	0	0%	5	10.42%	0	0%	2	4.17%	0	0.00%	48
<b>133 Total</b>		<b>0</b>	<b>0%</b>	<b>114</b>	<b>29.53%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.26%</b>	<b>0</b>	<b>0%</b>	<b>119</b>	<b>30.83%</b>	<b>0</b>	<b>0%</b>	<b>111</b>	<b>28.76%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.26%</b>	<b>0</b>	<b>0%</b>	<b>32</b>	<b>8.29%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>2.07%</b>	<b>0</b>	<b>0.00%</b>	<b>386</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Northlake ES</b>																																
134	KG	0	0%	33	78.57%	0	0%	0	0.00%	0	0%	3	7.14%	0	0%	4	9.52%	0	0%	0	0.00%	0	0%	2	4.76%	0	0%	0	0.00%	0	0.00%	42
134	01	0	0%	60	75.95%	0	0%	2	2.53%	0	0%	3	3.80%	0	0%	9	11.39%	0	0%	0	0.00%	0	0%	4	5.06%	0	0%	1	1.27%	0	0.00%	79
134	02	0	0%	45	68.18%	0	0%	0	0.00%	0	0%	2	3.03%	0	0%	13	19.70%	0	0%	0	0.00%	0	0%	6	9.09%	0	0%	0	0.00%	0	0.00%	66
134	03	0	0%	55	71.43%	0	0%	0	0.00%	0	0%	4	5.19%	0	0%	9	11.69%	0	0%	0	0.00%	0	0%	8	10.39%	0	0%	1	1.30%	0	0.00%	77
134	04	0	0%	49	67.12%	0	0%	0	0.00%	0	0%	4	5.48%	0	0%	13	17.81%	0	0%	0	0.00%	0	0%	6	8.22%	0	0%	1	1.37%	0	0.00%	73
134	05	0	0%	51	72.86%	0	0%	0	0.00%	0	0%	2	2.86%	0	0%	5	7.14%	0	0%	0	0.00%	0	0%	10	14.29%	0	0%	2	2.86%	0	0.00%	70
134 Total		0	0%	293	71.99%	0	0%	2	0.49%	0	0%	18	4.42%	0	0%	53	13.02%	0	0%	0	0.00%	0	0%	36	8.85%	0	0%	5	1.23%	0	0.00%	407
<b>Toler ES</b>																																
136	PK	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0.00%	1
136	KG	0	0%	24	58.54%	0	0%	1	2.44%	0	0%	1	2.44%	0	0%	11	26.83%	0	0%	0	0.00%	0	0%	2	4.88%	0	0%	2	4.88%	0	0.00%	41
136	01	0	0%	33	54.10%	0	0%	0	0.00%	0	0%	2	3.28%	0	0%	15	24.59%	0	0%	0	0.00%	0	0%	10	16.39%	0	0%	1	1.64%	0	0.00%	61
136	02	0	0%	27	46.55%	0	0%	0	0.00%	0	0%	1	1.72%	0	0%	15	25.86%	0	0%	0	0.00%	0	0%	11	18.97%	0	0%	4	6.90%	0	0.00%	58
136	03	0	0%	31	48.44%	0	0%	0	0.00%	0	0%	2	3.13%	0	0%	14	21.88%	0	0%	0	0.00%	0	0%	9	14.06%	0	0%	8	12.50%	0	0.00%	64
136	04	0	0%	35	44.30%	0	0%	0	0.00%	0	0%	3	3.80%	0	0%	31	39.24%	0	0%	0	0.00%	0	0%	7	8.86%	0	0%	3	3.80%	0	0.00%	79
136	05	0	0%	40	51.28%	0	0%	0	0.00%	0	0%	2	2.56%	0	0%	19	24.36%	0	0%	0	0.00%	0	0%	12	15.38%	0	0%	5	6.41%	0	0.00%	78
136 Total		0	0%	190	49.74%	0	0%	1	0.26%	0	0%	11	2.88%	0	0%	105	27.49%	0	0%	0	0.00%	0	0%	52	13.61%	0	0%	23	6.02%	0	0.00%	382
<b>Rowlett ES</b>																																
137	KG	0	0%	8	32.00%	0	0%	1	4.00%	0	0%	1	4.00%	0	0%	2	8.00%	0	0%	0	0.00%	0	0%	12	48.00%	0	0%	1	4.00%	0	0.00%	25
137	01	0	0%	45	52.33%	0	0%	1	1.16%	0	0%	4	4.65%	0	0%	19	22.09%	0	0%	0	0.00%	0	0%	15	17.44%	0	0%	2	2.33%	0	0.00%	86
137	02	0	0%	53	63.10%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	12	14.29%	0	0%	0	0.00%	0	0%	15	17.86%	0	0%	4	4.76%	0	0.00%	84
137	03	0	0%	47	54.02%	0	0%	0	0.00%	0	0%	2	2.30%	0	0%	17	19.54%	0	0%	0	0.00%	0	0%	19	21.84%	0	0%	2	2.30%	0	0.00%	87
137	04	0	0%	49	57.65%	0	0%	1	1.18%	0	0%	0	0.00%	0	0%	15	17.65%	0	0%	0	0.00%	0	0%	17	20.00%	0	0%	3	3.53%	0	0.00%	85
137	05	0	0%	47	61.04%	0	0%	0	0.00%	0	0%	2	2.60%	0	0%	8	10.39%	0	0%	0	0.00%	0	0%	19	24.68%	0	0%	1	1.30%	0	0.00%	77
137 Total		0	0%	249	56.08%	0	0%	3	0.68%	0	0%	9	2.03%	0	0%	73	16.44%	0	0%	0	0.00%	0	0%	97	21.85%	0	0%	13	2.93%	0	0.00%	444

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total				
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All						
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt						
<b>Spring Creek ES</b>																																		
138	E2	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	1				
138	PK	0	0%	6	46.15%	0	0%	0	0.00%	0	0%	1	7.69%	0	0%	2	15.38%	0	0%	0	0.00%	0	0.00%	0	0%	3	23.08%	0	0%	1	7.69%	13		
138	KG	0	0%	18	32.73%	0	0%	0	0.00%	0	0%	9	16.36%	0	0%	12	21.82%	0	0%	0	0.00%	0	0.00%	0	0%	12	21.82%	0	0%	4	7.27%	55		
138	01	0	0%	49	44.55%	0	0%	0	0.00%	0	0%	14	12.73%	0	0%	25	22.73%	0	0%	0	0.00%	0	0.00%	0	0%	18	16.36%	0	0%	4	3.64%	110		
138	02	0	0%	52	54.74%	0	0%	0	0.00%	0	0%	14	14.74%	0	0%	11	11.58%	0	0%	0	0.00%	0	0.00%	0	0%	15	15.79%	0	0%	3	3.16%	95		
138	03	0	0%	42	39.62%	0	0%	0	0.00%	0	0%	25	23.58%	0	0%	20	18.87%	0	0%	0	0.00%	0	0.00%	0	0%	18	16.98%	0	0%	1	0.94%	106		
138	04	0	0%	36	36.00%	0	0%	0	0.00%	0	0%	15	15.00%	0	0%	28	28.00%	0	0%	0	0.00%	0	0.00%	0	0%	18	18.00%	0	0%	3	3.00%	100		
138	05	0	0%	39	37.14%	0	0%	0	0.00%	0	0%	24	22.86%	0	0%	25	23.81%	0	0%	0	0.00%	0	0.00%	0	0%	13	12.38%	0	0%	4	3.81%	105		
<b>138 Total</b>		<b>0</b>	<b>0%</b>	<b>243</b>	<b>41.54%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>102</b>	<b>17.44%</b>	<b>0</b>	<b>0%</b>	<b>123</b>	<b>21.03%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>97</b>	<b>16.58%</b>	<b>0</b>	<b>0%</b>	<b>20</b>	<b>3.42%</b>	<b>0</b>	<b>0.00%</b>	<b>585</b>
<b>Luna ES</b>																																		
139	E1	9	28.13%	9	27.27%	0	0.00%	0	0.00%	8	25.00%	8	24.24%	8	25.00%	9	27.27%	0	0.00%	0	0.00%	6	18.75%	6	18.18%	1	3.13%	1	3.03%	32	96.00%	33		
139	PK	10	30.30%	11	26.83%	0	0.00%	0	0.00%	2	6.06%	4	9.76%	7	21.21%	9	21.95%	0	0.00%	0	0.00%	9	27.27%	11	26.83%	5	15.15%	6	14.63%	33	80.00%	41		
139	KG	16	23.88%	20	22.99%	1	1.49%	1	1.15%	15	22.39%	20	22.99%	11	16.42%	14	16.09%	0	0.00%	0	0.00%	17	25.37%	24	27.59%	7	10.45%	8	9.20%	67	77.00%	87		
139	01	16	25.81%	29	28.43%	0	0.00%	0	0.00%	15	24.19%	27	26.47%	9	14.52%	13	12.75%	0	0.00%	0	0.00%	21	33.87%	31	30.39%	1	1.61%	2	1.96%	62	60.00%	102		
139	02	16	28.57%	23	27.71%	0	0.00%	0	0.00%	11	19.64%	19	22.89%	5	8.93%	6	7.23%	1	1.79%	1	1.20%	20	35.71%	30	36.14%	3	5.36%	4	4.82%	56	67.00%	83		
139	03	15	27.78%	18	24.66%	1	1.85%	1	1.37%	8	14.81%	11	15.07%	12	22.22%	15	20.55%	0	0.00%	0	0.00%	15	27.78%	24	32.88%	3	5.56%	4	5.48%	54	73.00%	73		
139	04	10	23.26%	10	22.73%	0	0.00%	0	0.00%	3	6.98%	3	6.82%	7	16.28%	7	15.91%	0	0.00%	0	0.00%	20	46.51%	21	47.73%	3	6.98%	3	6.82%	43	97.00%	44		
139	05	8	21.62%	8	21.62%	0	0.00%	0	0.00%	6	16.22%	6	16.22%	7	18.92%	7	18.92%	0	0.00%	0	0.00%	15	40.54%	15	40.54%	1	2.70%	1	2.70%	37	100.00%	37		
<b>139 Total</b>		<b>100</b>	<b>26.04%</b>	<b>128</b>	<b>25.60%</b>	<b>2</b>	<b>0.52%</b>	<b>2</b>	<b>0.40%</b>	<b>68</b>	<b>17.71%</b>	<b>98</b>	<b>19.60%</b>	<b>66</b>	<b>17.19%</b>	<b>80</b>	<b>16.00%</b>	<b>1</b>	<b>0.26%</b>	<b>1</b>	<b>0.20%</b>	<b>123</b>	<b>32.03%</b>	<b>162</b>	<b>32.40%</b>	<b>24</b>	<b>6.25%</b>	<b>29</b>	<b>5.80%</b>	<b>384</b>	<b>76.00%</b>	<b>500</b>		
<b>Back ES</b>																																		
140	KG	0	0%	18	45.00%	0	0%	0	0.00%	0	0%	5	12.50%	0	0%	9	22.50%	0	0%	0	0.00%	0	0%	5	12.50%	0	0%	3	7.50%	0	0.00%	40		
140	01	0	0%	17	29.31%	0	0%	0	0.00%	0	0%	9	15.52%	0	0%	16	27.59%	0	0%	0	0.00%	0	0%	14	24.14%	0	0%	2	3.45%	0	0.00%	58		
140	02	0	0%	19	35.19%	0	0%	1	1.85%	0	0%	5	9.26%	0	0%	23	42.59%	0	0%	0	0.00%	0	0%	5	9.26%	0	0%	1	1.85%	0	0.00%	54		
140	03	0	0%	27	47.37%	0	0%	0	0.00%	0	0%	12	21.05%	0	0%	12	21.05%	0	0%	0	0.00%	0	0%	0	0%	2	3.51%	0	0%	4	7.02%	0	0.00%	57
140	04	0	0%	34	52.31%	0	0%	1	1.54%	0	0%	10	15.38%	0	0%	16	24.62%	0	0%	0	0.00%	0	0%	0	0%	4	6.15%	0	0%	0	0.00%	0	0.00%	65
140	05	0	0%	26	48.15%	0	0%	0	0.00%	0	0%	7	12.96%	0	0%	9	16.67%	0	0%	0	0.00%	0	0%	0	0%	12	22.22%	0	0%	0	0.00%	0	0.00%	54
<b>140 Total</b>		<b>0</b>	<b>0%</b>	<b>141</b>	<b>42.99%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.61%</b>	<b>0</b>	<b>0%</b>	<b>48</b>	<b>14.63%</b>	<b>0</b>	<b>0%</b>	<b>85</b>	<b>25.91%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>42</b>	<b>12.80%</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>3.05%</b>	<b>0</b>	<b>0.00%</b>	<b>328</b>		

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt
<b>Shugart ES</b>																																
141	E1	0	0%	2	66.67%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	33.33%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	3
141	PK	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
141	KG	0	0%	17	35.42%	0	0%	0	0.00%	0	0%	7	14.58%	0	0%	21	43.75%	0	0%	0	0.00%	0	0%	1	2.08%	0	0%	2	4.17%	0	0.00%	48
141	01	0	0%	28	50.91%	0	0%	0	0.00%	0	0%	1	1.82%	0	0%	24	43.64%	0	0%	0	0.00%	0	0%	2	3.64%	0	0%	0	0.00%	0	0.00%	55
141	02	0	0%	19	42.22%	0	0%	0	0.00%	0	0%	3	6.67%	0	0%	19	42.22%	0	0%	0	0.00%	0	0%	2	4.44%	0	0%	2	4.44%	0	0.00%	45
141	03	0	0%	40	60.61%	0	0%	0	0.00%	0	0%	2	3.03%	0	0%	20	30.30%	0	0%	0	0.00%	0	0%	3	4.55%	0	0%	1	1.52%	0	0.00%	66
141	04	0	0%	33	43.42%	0	0%	0	0.00%	0	0%	5	6.58%	0	0%	33	43.42%	0	0%	0	0.00%	0	0%	4	5.26%	0	0%	1	1.32%	0	0.00%	76
141	05	0	0%	29	42.65%	0	0%	0	0.00%	0	0%	3	4.41%	0	0%	31	45.59%	0	0%	0	0.00%	0	0%	4	5.88%	0	0%	1	1.47%	0	0.00%	68
<b>141 Total</b>		<b>0</b>	<b>0%</b>	<b>169</b>	<b>46.69%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>21</b>	<b>5.80%</b>	<b>0</b>	<b>0%</b>	<b>149</b>	<b>41.16%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>16</b>	<b>4.42%</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>1.93%</b>	<b>0</b>	<b>0.00%</b>	<b>362</b>
<b>Herfurth ES</b>																																
142	E1	15	42.86%	15	42.86%	0	0.00%	0	0.00%	5	14.29%	5	14.29%	3	8.57%	3	8.57%	0	0.00%	0	0.00%	10	28.57%	10	28.57%	2	5.71%	2	5.71%	35	100.00%	35
142	PK	21	44.68%	21	44.68%	0	0.00%	0	0.00%	5	10.64%	5	10.64%	3	6.38%	3	6.38%	1	2.13%	1	2.13%	11	23.40%	11	23.40%	6	12.77%	6	12.77%	47	100.00%	47
142	KG	17	26.56%	19	24.36%	0	0.00%	0	0.00%	8	12.50%	10	12.82%	16	25.00%	18	23.08%	1	1.56%	1	1.28%	15	23.44%	22	28.21%	7	10.94%	8	10.26%	64	82.00%	78
142	01	36	50.00%	42	44.68%	0	0.00%	0	0.00%	5	6.94%	8	8.51%	9	12.50%	11	11.70%	0	0.00%	0	0.00%	11	15.28%	20	21.28%	11	15.28%	13	13.83%	72	76.00%	94
142	02	22	34.38%	27	32.53%	0	0.00%	0	0.00%	7	10.94%	9	10.84%	11	17.19%	18	21.69%	0	0.00%	0	0.00%	20	31.25%	22	26.51%	4	6.25%	7	8.43%	64	77.00%	83
142	03	37	52.86%	45	50.00%	0	0.00%	0	0.00%	3	4.29%	5	5.56%	6	8.57%	14	15.56%	0	0.00%	0	0.00%	20	28.57%	22	24.44%	4	5.71%	4	4.44%	70	77.00%	90
142	04	26	40.63%	26	40.63%	1	1.56%	1	1.56%	9	14.06%	9	14.06%	10	15.63%	10	15.63%	0	0.00%	0	0.00%	15	23.44%	15	23.44%	3	4.69%	3	4.69%	64	100.00%	64
142	05	23	40.35%	23	40.35%	0	0.00%	0	0.00%	5	8.77%	5	8.77%	9	15.79%	9	15.79%	0	0.00%	0	0.00%	15	26.32%	15	26.32%	5	8.77%	5	8.77%	57	100.00%	57
<b>142 Total</b>		<b>197</b>	<b>41.65%</b>	<b>218</b>	<b>39.78%</b>	<b>1</b>	<b>0.21%</b>	<b>1</b>	<b>0.18%</b>	<b>47</b>	<b>9.94%</b>	<b>56</b>	<b>10.22%</b>	<b>67</b>	<b>14.16%</b>	<b>86</b>	<b>15.69%</b>	<b>2</b>	<b>0.42%</b>	<b>2</b>	<b>0.36%</b>	<b>117</b>	<b>24.74%</b>	<b>137</b>	<b>25.00%</b>	<b>42</b>	<b>8.88%</b>	<b>48</b>	<b>8.76%</b>	<b>473</b>	<b>86.00%</b>	<b>548</b>
<b>Abbett ES</b>																																
143	KG	0	0%	7	35.00%	0	0%	1	5.00%	0	0%	1	5.00%	0	0%	1	5.00%	0	0%	0	0.00%	0	0%	6	30.00%	0	0%	4	20.00%	0	0.00%	20
143	01	0	0%	42	33.60%	0	0%	1	0.80%	0	0%	17	13.60%	0	0%	29	23.20%	0	0%	1	0.80%	0	0%	30	24.00%	0	0%	5	4.00%	0	0.00%	125
143	02	0	0%	34	37.78%	0	0%	2	2.22%	0	0%	9	10.00%	0	0%	24	26.67%	0	0%	0	0.00%	0	0%	19	21.11%	0	0%	2	2.22%	0	0.00%	90
143	03	0	0%	49	40.16%	0	0%	1	0.82%	0	0%	19	15.57%	0	0%	16	13.11%	0	0%	0	0.00%	0	0%	31	25.41%	0	0%	6	4.92%	0	0.00%	122
143	04	0	0%	50	38.46%	0	0%	0	0.00%	0	0%	23	17.69%	0	0%	22	16.92%	0	0%	1	0.77%	0	0%	27	20.77%	0	0%	7	5.38%	0	0.00%	130
143	05	0	0%	44	36.07%	0	0%	0	0.00%	0	0%	24	19.67%	0	0%	22	18.03%	0	0%	0	0.00%	0	0%	26	21.31%	0	0%	6	4.92%	0	0.00%	122
<b>143 Total</b>		<b>0</b>	<b>0%</b>	<b>226</b>	<b>37.11%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>0.82%</b>	<b>0</b>	<b>0%</b>	<b>93</b>	<b>15.27%</b>	<b>0</b>	<b>0%</b>	<b>114</b>	<b>18.72%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.33%</b>	<b>0</b>	<b>0%</b>	<b>139</b>	<b>22.82%</b>	<b>0</b>	<b>0%</b>	<b>30</b>	<b>4.93%</b>	<b>0</b>	<b>0.00%</b>	<b>609</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Keeley ES</b>																																
144	KG	0	0%	9	19.15%	0	0%	1	2.13%	0	0%	1	2.13%	0	0%	4	8.51%	0	0%	0	0.00%	0	0%	29	61.70%	0	0%	3	6.38%	0	0.00%	47
144	01	0	0%	26	30.23%	0	0%	1	1.16%	0	0%	5	5.81%	0	0%	13	15.12%	0	0%	0	0.00%	0	0%	38	44.19%	0	0%	3	3.49%	0	0.00%	86
144	02	0	0%	31	28.44%	0	0%	2	1.83%	0	0%	6	5.50%	0	0%	17	15.60%	0	0%	1	0.92%	0	0%	48	44.04%	0	0%	4	3.67%	0	0.00%	109
144	03	0	0%	30	27.78%	0	0%	0	0.00%	0	0%	10	9.26%	0	0%	20	18.52%	0	0%	0	0.00%	0	0%	39	36.11%	0	0%	9	8.33%	0	0.00%	108
144	04	0	0%	22	24.18%	0	0%	0	0.00%	0	0%	3	3.30%	0	0%	21	23.08%	0	0%	0	0.00%	0	0%	43	47.25%	0	0%	2	2.20%	0	0.00%	91
144	05	0	0%	26	24.07%	0	0%	1	0.93%	0	0%	12	11.11%	0	0%	19	17.59%	0	0%	0	0.00%	0	0%	47	43.52%	0	0%	3	2.78%	0	0.00%	108
144 Total		0	0%	144	26.23%	0	0%	5	0.91%	0	0%	37	6.74%	0	0%	94	17.12%	0	0%	1	0.18%	0	0%	244	44.44%	0	0%	24	4.37%	0	0.00%	549
<b>Sewell ES</b>																																
145	KG	0	0%	16	30.19%	0	0%	0	0.00%	0	0%	13	24.53%	0	0%	7	13.21%	0	0%	0	0.00%	0	0%	14	26.42%	0	0%	3	5.66%	0	0.00%	53
145	01	0	0%	23	20.35%	0	0%	0	0.00%	0	0%	22	19.47%	0	0%	27	23.89%	0	0%	1	0.88%	0	0%	37	32.74%	0	0%	3	2.65%	0	0.00%	113
145	02	0	0%	24	21.62%	0	0%	1	0.90%	0	0%	14	12.61%	0	0%	29	26.13%	0	0%	0	0.00%	0	0%	36	32.43%	0	0%	7	6.31%	0	0.00%	111
145	03	0	0%	23	21.90%	0	0%	2	1.90%	0	0%	17	16.19%	0	0%	23	21.90%	0	0%	0	0.00%	0	0%	36	34.29%	0	0%	4	3.81%	0	0.00%	105
145	04	0	0%	36	27.48%	0	0%	2	1.53%	0	0%	20	15.27%	0	0%	31	23.66%	0	0%	0	0.00%	0	0%	33	25.19%	0	0%	9	6.87%	0	0.00%	131
145	05	0	0%	22	19.47%	0	0%	3	2.65%	0	0%	21	18.58%	0	0%	18	15.93%	0	0%	2	1.77%	0	0%	40	35.40%	0	0%	7	6.19%	0	0.00%	113
145 Total		0	0%	144	23.00%	0	0%	8	1.28%	0	0%	107	17.09%	0	0%	135	21.57%	0	0%	3	0.48%	0	0%	196	31.31%	0	0%	33	5.27%	0	0.00%	626
<b>Stephens ES</b>																																
146	E1	0	0%	1	33.33%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	66.67%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	3
146	PK	0	0%	1	20.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	20.00%	0	0%	0	0.00%	0	0%	3	60.00%	0	0%	0	0.00%	0	0.00%	5
146	KG	0	0%	27	62.79%	0	0%	0	0.00%	0	0%	2	4.65%	0	0%	6	13.95%	0	0%	0	0.00%	0	0%	5	11.63%	0	0%	3	6.98%	0	0.00%	43
146	01	0	0%	34	43.04%	0	0%	0	0.00%	0	0%	4	5.06%	0	0%	19	24.05%	0	0%	0	0.00%	0	0%	16	20.25%	0	0%	6	7.59%	0	0.00%	79
146	02	0	0%	36	45.57%	0	0%	1	1.27%	0	0%	1	1.27%	0	0%	19	24.05%	0	0%	0	0.00%	0	0%	15	18.99%	0	0%	7	8.86%	0	0.00%	79
146	03	0	0%	49	55.06%	0	0%	0	0.00%	0	0%	6	6.74%	0	0%	12	13.48%	0	0%	1	1.12%	0	0%	18	20.22%	0	0%	3	3.37%	0	0.00%	89
146	04	0	0%	43	52.44%	0	0%	0	0.00%	0	0%	3	3.66%	0	0%	23	28.05%	0	0%	0	0.00%	0	0%	9	10.98%	0	0%	4	4.88%	0	0.00%	82
146	05	0	0%	41	45.56%	0	0%	0	0.00%	0	0%	2	2.22%	0	0%	27	30.00%	0	0%	0	0.00%	0	0%	15	16.67%	0	0%	5	5.56%	0	0.00%	90
146 Total		0	0%	232	49.36%	0	0%	1	0.21%	0	0%	18	3.83%	0	0%	109	23.19%	0	0%	1	0.21%	0	0%	81	17.23%	0	0%	28	5.96%	0	0.00%	470

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Lister ES</b>																																
147	KG	0	0%	17	25.37%	0	0%	0	0.00%	0	0%	18	26.87%	0	0%	22	32.84%	0	0%	0	0.00%	0	0%	9	13.43%	0	0%	1	1.49%	0	0.00%	67
147	01	0	0%	32	34.41%	0	0%	1	1.08%	0	0%	24	25.81%	0	0%	18	19.35%	0	0%	0	0.00%	0	0%	14	15.05%	0	0%	4	4.30%	0	0.00%	93
147	02	0	0%	26	30.23%	0	0%	0	0.00%	0	0%	17	19.77%	0	0%	25	29.07%	0	0%	0	0.00%	0	0%	14	16.28%	0	0%	4	4.65%	0	0.00%	86
147	03	0	0%	32	42.11%	0	0%	0	0.00%	0	0%	25	32.89%	0	0%	6	7.89%	0	0%	0	0.00%	0	0%	9	11.84%	0	0%	4	5.26%	0	0.00%	76
147	04	0	0%	36	47.37%	0	0%	0	0.00%	0	0%	21	27.63%	0	0%	11	14.47%	0	0%	0	0.00%	0	0%	8	10.53%	0	0%	0	0.00%	0	0.00%	76
147	05	0	0%	28	46.67%	0	0%	0	0.00%	0	0%	7	11.67%	0	0%	10	16.67%	0	0%	0	0.00%	0	0%	9	15.00%	0	0%	6	10.00%	0	0.00%	60
147 Total		0	0%	171	37.34%	0	0%	1	0.22%	0	0%	112	24.45%	0	0%	92	20.09%	0	0%	0	0.00%	0	0%	63	13.76%	0	0%	19	4.15%	0	0.00%	458
<b>Dorsey ES</b>																																
148	KG	0	0%	14	38.89%	0	0%	0	0.00%	0	0%	2	5.56%	0	0%	5	13.89%	0	0%	0	0.00%	0	0%	13	36.11%	0	0%	2	5.56%	0	0.00%	36
148	01	0	0%	35	42.68%	0	0%	1	1.22%	0	0%	6	7.32%	0	0%	16	19.51%	0	0%	0	0.00%	0	0%	21	25.61%	0	0%	3	3.66%	0	0.00%	82
148	02	0	0%	43	40.95%	0	0%	0	0.00%	0	0%	14	13.33%	0	0%	16	15.24%	0	0%	0	0.00%	0	0%	27	25.71%	0	0%	5	4.76%	0	0.00%	105
148	03	0	0%	45	45.00%	0	0%	0	0.00%	0	0%	11	11.00%	0	0%	20	20.00%	0	0%	0	0.00%	0	0%	19	19.00%	0	0%	5	5.00%	0	0.00%	100
148	04	0	0%	42	40.00%	0	0%	1	0.95%	0	0%	10	9.52%	0	0%	18	17.14%	0	0%	0	0.00%	0	0%	29	27.62%	0	0%	5	4.76%	0	0.00%	105
148	05	0	0%	45	43.27%	0	0%	1	0.96%	0	0%	8	7.69%	0	0%	18	17.31%	0	0%	0	0.00%	0	0%	24	23.08%	0	0%	8	7.69%	0	0.00%	104
148 Total		0	0%	224	42.11%	0	0%	3	0.56%	0	0%	51	9.59%	0	0%	93	17.48%	0	0%	0	0.00%	0	0%	133	25.00%	0	0%	28	5.26%	0	0.00%	532
<b>Steadham ES</b>																																
154	E1	0	0%	2	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	2
154	PK	0	0%	3	23.08%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	15.38%	0	0%	0	0.00%	0	0%	5	38.46%	0	0%	3	23.08%	0	0.00%	13
154	KG	0	0%	10	22.73%	0	0%	0	0.00%	0	0%	1	2.27%	0	0%	15	34.09%	0	0%	0	0.00%	0	0%	17	38.64%	0	0%	1	2.27%	0	0.00%	44
154	01	0	0%	36	49.32%	0	0%	1	1.37%	0	0%	1	1.37%	0	0%	20	27.40%	0	0%	0	0.00%	0	0%	11	15.07%	0	0%	4	5.48%	0	0.00%	73
154	02	0	0%	29	43.28%	0	0%	0	0.00%	0	0%	7	10.45%	0	0%	19	28.36%	0	0%	0	0.00%	0	0%	12	17.91%	0	0%	0	0.00%	0	0.00%	67
154	03	0	0%	22	40.74%	0	0%	1	1.85%	0	0%	2	3.70%	0	0%	15	27.78%	0	0%	0	0.00%	0	0%	11	20.37%	0	0%	3	5.56%	0	0.00%	54
154	04	0	0%	35	36.84%	0	0%	0	0.00%	0	0%	3	3.16%	0	0%	30	31.58%	0	0%	0	0.00%	0	0%	23	24.21%	0	0%	4	4.21%	0	0.00%	95
154	05	0	0%	42	42.00%	0	0%	0	0.00%	0	0%	3	3.00%	0	0%	36	36.00%	0	0%	0	0.00%	0	0%	15	15.00%	0	0%	4	4.00%	0	0.00%	100
154 Total		0	0%	179	39.96%	0	0%	2	0.45%	0	0%	17	3.79%	0	0%	137	30.58%	0	0%	0	0.00%	0	0%	94	20.98%	0	0%	19	4.24%	0	0.00%	448

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Armstrong ES</b>																																
155	E1	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	1		
155	PK	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	25.00%	0	0%	1	25.00%	0	0%	0	0.00%	0	0%	1	25.00%	0	0%	1	25.00%	0	0.00%	4
155	KG	0	0%	4	9.30%	0	0%	2	4.65%	0	0%	10	23.26%	0	0%	6	13.95%	0	0%	0	0.00%	0	0%	18	41.86%	0	0%	3	6.98%	0	0.00%	43
155	01	0	0%	17	14.41%	0	0%	1	0.85%	0	0%	28	23.73%	0	0%	14	11.86%	0	0%	0	0.00%	0	0%	52	44.07%	0	0%	6	5.08%	0	0.00%	118
155	02	0	0%	37	33.33%	0	0%	0	0.00%	0	0%	27	24.32%	0	0%	12	10.81%	0	0%	1	0.90%	0	0%	29	26.13%	0	0%	5	4.50%	0	0.00%	111
155	03	0	0%	31	22.63%	0	0%	0	0.00%	0	0%	35	25.55%	0	0%	15	10.95%	0	0%	0	0.00%	0	0%	45	32.85%	0	0%	11	8.03%	0	0.00%	137
155	04	0	0%	30	22.56%	0	0%	1	0.75%	0	0%	33	24.81%	0	0%	23	17.29%	0	0%	0	0.00%	0	0%	42	31.58%	0	0%	4	3.01%	0	0.00%	133
155	05	0	0%	34	24.11%	0	0%	0	0.00%	0	0%	47	33.33%	0	0%	17	12.06%	0	0%	0	0.00%	0	0%	42	29.79%	0	0%	1	0.71%	0	0.00%	141
155 Total		0	0%	153	22.24%	0	0%	4	0.58%	0	0%	181	26.31%	0	0%	89	12.94%	0	0%	1	0.15%	0	0%	229	33.28%	0	0%	31	4.51%	0	0.00%	688
<b>Pearson ES</b>																																
156	KG	0	0%	18	35.29%	0	0%	0	0.00%	0	0%	1	1.96%	0	0%	19	37.25%	0	0%	0	0.00%	0	0%	9	17.65%	0	0%	4	7.84%	0	0.00%	51
156	01	0	0%	31	42.47%	0	0%	1	1.37%	0	0%	1	1.37%	0	0%	25	34.25%	0	0%	0	0.00%	0	0%	12	16.44%	0	0%	3	4.11%	0	0.00%	73
156	02	0	0%	37	44.58%	0	0%	0	0.00%	0	0%	5	6.02%	0	0%	22	26.51%	0	0%	0	0.00%	0	0%	17	20.48%	0	0%	2	2.41%	0	0.00%	83
156	03	0	0%	32	37.21%	0	0%	1	1.16%	0	0%	2	2.33%	0	0%	31	36.05%	0	0%	0	0.00%	0	0%	15	17.44%	0	0%	5	5.81%	0	0.00%	86
156	04	0	0%	42	46.67%	0	0%	0	0.00%	0	0%	6	6.67%	0	0%	29	32.22%	0	0%	0	0.00%	0	0%	7	7.78%	0	0%	6	6.67%	0	0.00%	90
156	05	0	0%	43	40.19%	0	0%	1	0.93%	0	0%	7	6.54%	0	0%	33	30.84%	0	0%	0	0.00%	0	0%	20	18.69%	0	0%	3	2.80%	0	0.00%	107
156 Total		0	0%	203	41.43%	0	0%	3	0.61%	0	0%	22	4.49%	0	0%	159	32.45%	0	0%	0	0.00%	0	0%	80	16.33%	0	0%	23	4.69%	0	0.00%	490
<b>Couch ES</b>																																
157	PK	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	66.67%	0	0%	0	0.00%	0	0%	1	33.33%	0	0%	0	0.00%	0	0.00%	3
157	02	0	0%	22	29.33%	0	0%	0	0.00%	0	0%	9	12.00%	0	0%	31	41.33%	0	0%	0	0.00%	0	0%	10	13.33%	0	0%	3	4.00%	0	0.00%	75
157	03	0	0%	33	42.31%	0	0%	0	0.00%	0	0%	6	7.69%	0	0%	27	34.62%	0	0%	0	0.00%	0	0%	7	8.97%	0	0%	5	6.41%	0	0.00%	78
157	04	0	0%	20	26.67%	0	0%	0	0.00%	0	0%	6	8.00%	0	0%	38	50.67%	0	0%	0	0.00%	0	0%	10	13.33%	0	0%	1	1.33%	0	0.00%	75
157	05	0	0%	32	34.78%	0	0%	0	0.00%	0	0%	4	4.35%	0	0%	40	43.48%	0	0%	1	1.09%	0	0%	11	11.96%	0	0%	4	4.35%	0	0.00%	92
157 Total		0	0%	107	33.13%	0	0%	0	0.00%	0	0%	25	7.74%	0	0%	138	42.72%	0	0%	1	0.31%	0	0%	39	12.07%	0	0%	13	4.02%	0	0.00%	323

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt
<b>Liberty Grove ES</b>																																
158	E1	0	0%	1	25.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	25.00%	0	0%	0	0.00%	0	0%	2	50.00%	0	0%	0	0.00%	0	0.00%	4
158	PK	0	0%	1	20.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	40.00%	0	0%	0	0.00%	0	0%	2	40.00%	0	0%	0	0.00%	0	0.00%	5
158	KG	0	0%	9	22.50%	0	0%	0	0.00%	0	0%	4	10.00%	0	0%	16	40.00%	0	0%	0	0.00%	0	0%	8	20.00%	0	0%	3	7.50%	0	0.00%	40
158	01	0	0%	24	25.53%	0	0%	0	0.00%	0	0%	7	7.45%	0	0%	31	32.98%	0	0%	0	0.00%	0	0%	30	31.91%	0	0%	2	2.13%	0	0.00%	94
158	02	0	0%	20	24.69%	0	0%	0	0.00%	0	0%	6	7.41%	0	0%	29	35.80%	0	0%	0	0.00%	0	0%	20	24.69%	0	0%	6	7.41%	0	0.00%	81
158	03	0	0%	21	32.31%	0	0%	0	0.00%	0	0%	4	6.15%	0	0%	20	30.77%	0	0%	0	0.00%	0	0%	14	21.54%	0	0%	6	9.23%	0	0.00%	65
158	04	0	0%	18	26.47%	0	0%	1	1.47%	0	0%	4	5.88%	0	0%	16	23.53%	0	0%	0	0.00%	0	0%	23	33.82%	0	0%	6	8.82%	0	0.00%	68
158	05	0	0%	25	31.65%	0	0%	0	0.00%	0	0%	5	6.33%	0	0%	24	30.38%	0	0%	1	1.27%	0	0%	17	21.52%	0	0%	7	8.86%	0	0.00%	79
<b>158 Total</b>		<b>0</b>	<b>0%</b>	<b>119</b>	<b>27.29%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.23%</b>	<b>0</b>	<b>0%</b>	<b>30</b>	<b>6.88%</b>	<b>0</b>	<b>0%</b>	<b>139</b>	<b>31.88%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.23%</b>	<b>0</b>	<b>0%</b>	<b>116</b>	<b>26.61%</b>	<b>0</b>	<b>0%</b>	<b>30</b>	<b>6.88%</b>	<b>0</b>	<b>0.00%</b>	<b>436</b>
<b>George Washington Carver ES</b>																																
159	E1	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
159	PK	0	0%	4	80.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	20.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	5
159	KG	0	0%	43	70.49%	0	0%	0	0.00%	0	0%	6	9.84%	0	0%	7	11.48%	0	0%	0	0.00%	0	0%	3	4.92%	0	0%	2	3.28%	0	0.00%	61
159	01	0	0%	61	62.89%	0	0%	0	0.00%	0	0%	3	3.09%	0	0%	19	19.59%	0	0%	0	0.00%	0	0%	7	7.22%	0	0%	7	7.22%	0	0.00%	97
159	02	0	0%	58	67.44%	0	0%	0	0.00%	0	0%	8	9.30%	0	0%	9	10.47%	0	0%	0	0.00%	0	0%	9	10.47%	0	0%	2	2.33%	0	0.00%	86
159	03	0	0%	76	69.72%	0	0%	1	0.92%	0	0%	5	4.59%	0	0%	16	14.68%	0	0%	0	0.00%	0	0%	8	7.34%	0	0%	3	2.75%	0	0.00%	109
159	04	0	0%	69	63.30%	0	0%	0	0.00%	0	0%	5	4.59%	0	0%	19	17.43%	0	0%	0	0.00%	0	0%	12	11.01%	0	0%	4	3.67%	0	0.00%	109
159	05	0	0%	60	60.00%	0	0%	0	0.00%	0	0%	10	10.00%	0	0%	19	19.00%	0	0%	0	0.00%	0	0%	10	10.00%	0	0%	1	1.00%	0	0.00%	100
<b>159 Total</b>		<b>0</b>	<b>0%</b>	<b>372</b>	<b>65.49%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.18%</b>	<b>0</b>	<b>0%</b>	<b>37</b>	<b>6.51%</b>	<b>0</b>	<b>0%</b>	<b>90</b>	<b>15.85%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>49</b>	<b>8.63%</b>	<b>0</b>	<b>0%</b>	<b>19</b>	<b>3.35%</b>	<b>0</b>	<b>0.00%</b>	<b>568</b>
<b>Garland</b>																																
161	KG	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
161	01	0	0%	35	54.69%	0	0%	1	1.56%	0	0%	3	4.69%	0	0%	18	28.13%	0	0%	0	0.00%	0	0%	4	6.25%	0	0%	3	4.69%	0	0.00%	64
<b>161 Total</b>		<b>0</b>	<b>0%</b>	<b>35</b>	<b>53.85%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>1.54%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>4.62%</b>	<b>0</b>	<b>0%</b>	<b>19</b>	<b>29.23%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>6.15%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>4.62%</b>	<b>0</b>	<b>0.00%</b>	<b>65</b>
<b>Cisneros Pre-K</b>																																
180	E1	0	0%	4	80.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	20.00%	0	0%	0	0.00%	0	0.00%	5
180	PK	0	0%	13	86.67%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	6.67%	0	0%	0	0.00%	0	0%	1	6.67%	0	0%	0	0.00%	0	0.00%	15
180	KG	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
<b>180 Total</b>		<b>0</b>	<b>0%</b>	<b>18</b>	<b>85.71%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>4.76%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>9.52%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>21</b>

		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
Magnet School		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
Campus	Grade	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
Parsons Pre-K																																
181	E1	0	0%	4	80.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0%	1	20.00%	0	0.00%	5		
181	PK	0	0%	24	68.57%	0	0%	0	0.00%	0	0%	1	2.86%	0	0%	7	20.00%	0	0%	0	0.00%	0	0%	3	8.57%	0	0%	0	0.00%	35		
181 Total		0	0%	28	70.00%	0	0%	0	0.00%	0	0%	1	2.50%	0	0%	7	17.50%	0	0%	0	0.00%	0	0%	3	7.50%	0	0%	1	2.50%	40		
Grand Total		4960	45.53%	26589	53.77%	34	0.31%	160	0.32%	1572	14.43%	4747	9.60%	1812	16.63%	9190	18.58%	11	0.10%	54	0.11%	2103	19.30%	7259	14.68%	402	3.69%	1450	2.93%	10894	22.03%	49449

## EXHIBIT 2

2022-23 Choice of School Results,  
2022-23 Choice of School Projected Enrollment Results for Academies,  
Technology Centers,  
Montessori,  
Classical Centers,  
IB Program,  
P-Tech,  
Collegiate Academies and  
Early College High School Programs



# Memorandum

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**To:** Dr. Ricardo Lopez

**From:** Babetta Hemphill, Executive Director of Student Services

**Subject:** June 2021-22 Kinkeade Report

**Date:** June 13, 2022

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## Upper and lower limits of ethnicity band based on 2021-2022 Choice of School

Only 14.68% of our Pre-K – twelfth-grade students were identified as White on the Ethnicity/Race Questionnaire. Based on this data the district’s required ethnic balance percentages extend from a low of 0.00% White to a high of 34.68% White. As a result of the 2022-2023 choice of school process, one school exceed the upper end of the ethnic band of 44.4% – Keeley Elementary School.

## 2022-2023 Choice of School Results

**Attachment A** provides the exact number of notifications mailed for each choice of students entering grades Pre-K-12 including notifications sent to students who did not make a choice or who did not receive one of their three choices.

## 2022-2023 Open Enrollment Grades 1-12

Garland ISD’s Open Enrollment Out of District Transfer window for grades 1-12 opened April 4<sup>th</sup> and will close on April 29<sup>th</sup>. 54 applications have been submitted for the 2022-23 school year. **Attachment B** details the results of transfer window for grades 1-12. This year the Open Enrollment Out of District Transfer form was revised to include the New Student Online Enrollment application. The Open Enrollment Out of District Transfer Committee will meet to review all applications and begin the screening rubric process once the window has closed. Students may score up to 18 points on the screening rubric based on their attendance, grades, and discipline records.

15-18 points: Students will be accepted to GISD based on seat and program availability.

10-14 points: Students will be placed on a Waiting List for possible consideration in the summer.

0-9 points: Students will not be accepted to attend GISD.

Families received notification regarding the status of their Open Enrollment Out of District Transfer application the week of May 13<sup>th</sup>. Incoming Pre-K and Kindergarten students may take advantage of Open Enrollment Out of District Transfers from June 13 – July 1, 2022.

2022-2023

Choice Letters by Campus and Grade Level

School/Grade	Choice 1 Letters	Choice 2 Letters	Choice 3 Letters	Right to Remain Letter
<b>Beaver MST</b>	<b>46</b>	<b>2</b>	<b>1</b>	<b>160</b>
01	0	0	0	26
02	8	1	1	24
03	6	0	0	36
04	4	1	0	34
05	3	0	0	35
KG	25	0	0	5
<b>Bullock ES</b>	<b>80</b>	<b>10</b>	<b>3</b>	<b>421</b>
01	5	1	1	77
02	2	0	0	82
03	2	1	1	77
04	0	0	0	75
05	5	0	0	73
KG	28	8	1	36
PK	38	0	0	1
<b>Caldwell ES</b>	<b>63</b>	<b>8</b>	<b>3</b>	<b>305</b>
01	0	0	0	62
02	1	0	0	65
03	2	1	0	62
04	0	2	0	46
05	3	0	0	60
KG	35	3	3	9
PK	22	2	0	1
<b>Centerville ES</b>	<b>30</b>	<b>4</b>	<b>3</b>	<b>199</b>
01	3	0	0	38
02	1	0	0	39
03	1	0	0	39
04	1	0	0	37
05	1	0	0	38
KG	23	4	3	4
PK	0	0	0	4
<b>Cooper ES</b>	<b>35</b>	<b>4</b>	<b>0</b>	<b>319</b>
01	2	0	0	61
02	3	0	0	54
03	1	0	0	61
04	0	1	0	76
05	0	0	0	65
KG	29	3	0	2
<b>Daugherty ES</b>	<b>117</b>	<b>17</b>	<b>4</b>	<b>633</b>
01	1	3	0	121
02	1	2	1	123
03	1	1	0	133
04	1	2	0	129
05	3	2	0	124
KG	110	7	3	3

2022-2023

Choice Letters by Campus and Grade Level

PK	0	0	0	0
<b>Freeman ES</b>	<b>25</b>	<b>8</b>	<b>2</b>	<b>222</b>
1	1	0	1	41
02	0	1	0	40
03	1	1	0	36
04	0	0	0	37
05	2	0	0	44
KG	14	6	1	19
PK	7	0	0	5
<b>Handley ES</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>292</b>
01	2	1	0	58
02	3	1	0	54
03	0	1	0	59
04	1	0	0	59
05	0	0	0	62
<b>Kimberlin ES</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>103</b>
01	1	0	0	19
02	1	0	0	21
03	5	0	0	17
04	2	0	0	20
05	2	0	0	22
KG	19	0	0	4
<b>Park crest ES</b>	<b>42</b>	<b>1</b>	<b>1</b>	<b>235</b>
01	0	0	0	40
02	0	0	0	38
03	1	0	0	43
04	0	0	0	42
05	0	0	1	43
KG	19	0	0	27
PK	22	1	0	2
<b>Southgate ES</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>321</b>
01	1	3	0	91
02	0	0	0	53
03	0	0	0	53
04	0	0	0	48
05	1	0	0	64
KG	0	0	0	3
PK	0	0	0	9
<b>Watson ES</b>	<b>44</b>	<b>10</b>	<b>5</b>	<b>144</b>
01	0	0	0	25
02	7	5	2	22
03	10	0	0	31
04	1	5	1	28
05	4	0	2	36
KG	22	0	0	2
<b>Weaver ES</b>	<b>31</b>	<b>4</b>	<b>3</b>	<b>324</b>
01	1	2	0	57

**2022-2023**  
**Choice Letters by Campus and Grade Level**

02	0	0	0	62
03	0	0	0	55
04	0	0	0	57
05	0	0	0	52
KG	13	2	1	35
PK	17	0	2	6
<b>Williams ES</b>	<b>33</b>	<b>3</b>	<b>2</b>	<b>200</b>
01	1	1	0	39
02	0	0	0	42
03	2	0	1	36
04	2	1	0	41
05	1	0	0	39
KG	27	1	1	3
<b>Bradfield ES</b>	<b>72</b>	<b>11</b>	<b>5</b>	<b>352</b>
01	0	4	3	70
02	2	0	1	56
03	0	3	0	69
04	0	0	1	54
05	0	0	0	78
KG	42	4	0	25
PK	28	0	0	0
<b>Shorehaven ES</b>	<b>29</b>	<b>2</b>	<b>1</b>	<b>260</b>
01	2	0	1	39
02	1	0	0	43
03	3	2	0	39
04	1	0	0	41
05	1	0	0	51
KG	7	0	0	42
PK	14	0	0	5
<b>Montclair ES</b>	<b>42</b>	<b>13</b>	<b>3</b>	<b>403</b>
01	2	2	0	78
02	0	1	1	72
03	1	1	1	74
04	0	1	0	79
05	0	0	0	71
KG	14	8	1	29
PK	25	0	0	0
<b>Walnut Glen ES</b>	<b>35</b>	<b>1</b>	<b>0</b>	<b>83</b>
01	5	0	0	15
02	4	0	0	18
03	2	0	0	15
04	3	0	0	18
05	1	1	0	17
KG	20	0	0	0
<b>Golden Meadows ES</b>	<b>47</b>	<b>4</b>	<b>1</b>	<b>329</b>
01	2	1	0	39
02	1	0	0	44

**2022-2023**  
**Choice Letters by Campus and Grade Level**

03	2	1	1	55
04	1	0	0	69
05	0	0	0	65
KG	12	0	0	56
PK	29	2	0	1
<b>Heather Glen ES</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>260</b>
01	0	0	0	43
02	0	0	0	43
03	0	0	0	44
04	0	0	0	58
05	0	0	0	45
KG	17	0	0	27
PK	21	0	0	0
<b>Hillside ES</b>	<b>30</b>	<b>1</b>	<b>0</b>	<b>96</b>
01	4	0	0	17
02	0	0	0	21
03	4	0	0	18
04	0	0	0	21
05	3	1	0	19
KG	19	0	0	0
PK	0	0	0	0
<b>Davis ES</b>	<b>70</b>	<b>3</b>	<b>2</b>	<b>374</b>
01	1	1	0	60
02	3	0	0	61
03	0	1	1	69
04	1	0	0	73
05	0	0	0	87
KG	41	0	0	24
PK	24	1	1	0
<b>Routh Roach ES</b>	<b>30</b>	<b>6</b>	<b>1</b>	<b>295</b>
01	1	1	0	41
02	1	1	0	46
03	0	2	0	68
04	3	0	0	69
05	0	0	0	66
KG	25	2	1	3
PK	0	0	0	2
<b>Ethridge ES</b>	<b>91</b>	<b>14</b>	<b>2</b>	<b>590</b>
01	2	4	2	114
02	2	0	0	129
03	0	0	0	105
04	0	0	0	119
05	1	1	0	123
KG	86	9	0	0
<b>Classical Center at Vial ES</b>	<b>42</b>	<b>2</b>	<b>0</b>	<b>109</b>
01	14	2	0	12
02	8	0	0	19

**2022-2023**  
**Choice Letters by Campus and Grade Level**

03	0	0	0	27
04	3	0	0	22
05	2	0	0	27
KG	15	0	0	2
<b>Club Hill ES</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>311</b>
01	3	0	0	61
02	1	0	1	57
03	0	0	1	69
04	1	0	0	62
05	1	1	0	62
<b>Hickman ES</b>	<b>40</b>	<b>0</b>	<b>2</b>	<b>334</b>
01	0	0	0	70
02	0	0	0	63
03	0	0	0	75
04	1	0	0	61
05	0	0	0	40
KG	28	0	1	25
PK	11	0	1	0
<b>Northlake ES</b>	<b>61</b>	<b>7</b>	<b>0</b>	<b>380</b>
01	3	1	0	72
02	3	3	0	59
03	2	0	0	75
04	0	0	0	72
05	0	0	0	67
KG	28	2	0	34
PK	25	1	0	1
<b>Toler ES</b>	<b>37</b>	<b>11</b>	<b>4</b>	<b>325</b>
01	2	1	1	47
02	2	0	0	51
03	1	0	1	57
04	1	1	0	72
05	0	0	0	73
KG	22	4	2	24
PK	9	5	0	1
<b>Rowlett ES</b>	<b>48</b>	<b>5</b>	<b>3</b>	<b>405</b>
01	2	0	0	81
02	4	1	0	77
03	2	2	0	81
04	0	1	0	87
05	1	0	0	77
KG	39	1	3	2
<b>Spring Creek ES</b>	<b>91</b>	<b>11</b>	<b>5</b>	<b>520</b>
01	10	2	0	95
02	2	0	0	91
03	3	0	0	101
04	2	1	2	92
05	4	0	0	99

**2022-2023**  
**Choice Letters by Campus and Grade Level**

KG	56	6	2	33
PK	14	2	1	9
<b>Luna ES</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>70</b>
01	8	0	0	14
02	3	0	0	19
03	4	0	0	18
04	0	0	0	0
05	0	0	0	0
KG	8	0	0	13
PK	22	0	0	6
<b>Back ES</b>	<b>47</b>	<b>5</b>	<b>3</b>	<b>285</b>
01	3	0	1	49
02	3	0	0	50
03	2	0	0	53
04	3	0	0	51
05	2	2	0	48
KG	18	0	0	32
PK	16	3	2	2
<b>Shugart ES</b>	<b>49</b>	<b>2</b>	<b>0</b>	<b>326</b>
01	2	1	0	50
02	2	1	0	46
03	2	0	0	61
04	0	0	0	73
05	0	0	0	67
KG	32	0	0	29
PK	11	0	0	0
<b>Herfurth ES</b>	<b>32</b>	<b>2</b>	<b>0</b>	<b>57</b>
01	3	0	0	19
02	4	0	0	18
03	4	2	0	16
04	0	0	0	0
05	0	0	0	0
KG	21	0	0	1
PK	0	0	0	3
<b>Abbett ES</b>	<b>60</b>	<b>6</b>	<b>4</b>	<b>560</b>
01	3	1	2	111
02	2	0	1	90
03	1	0	0	115
04	4	0	1	120
05	2	0	0	121
KG	48	5	0	3
<b>Keeley ES</b>	<b>81</b>	<b>6</b>	<b>1</b>	<b>463</b>
01	4	1	0	76
02	8	1	1	97
03	2	0	0	101
04	1	0	0	89
05	4	0	0	100

2022-2023

Choice Letters by Campus and Grade Level

KG	62	4	0	0
<b>Sewell ES</b>	<b>113</b>	<b>3</b>	<b>2</b>	<b>542</b>
01	8	0	0	102
02	6	0	0	104
03	6	0	1	95
04	5	0	0	127
05	6	0	0	106
KG	60	3	1	8
PK	22	0	0	0
<b>Stephens ES</b>	<b>88</b>	<b>10</b>	<b>2</b>	<b>371</b>
01	3	0	0	58
02	5	0	0	66
03	1	2	0	78
04	2	0	1	72
05	2	2	0	82
KG	46	5	1	10
PK	29	1	0	5
<b>Lister ES</b>	<b>70</b>	<b>5</b>	<b>0</b>	<b>349</b>
01	2	1	0	70
02	0	0	0	72
03	0	0	0	63
04	2	1	0	62
05	0	0	0	54
KG	49	0	0	25
PK	17	3	0	3
<b>Dorsey</b>	<b>58</b>	<b>9</b>	<b>2</b>	<b>466</b>
01	1	2	0	76
02	3	2	0	94
03	2	1	0	93
04	1	0	0	99
05	0	0	0	100
KG	51	4	2	4
<b>Stadham ES</b>	<b>59</b>	<b>5</b>	<b>1</b>	<b>339</b>
01	2	1	0	53
02	8	1	0	36
03	1	0	1	48
04	2	0	0	80
05	5	2	0	85
KG	27	1	0	31
PK	14	0	0	6
<b>Armstrong ES</b>	<b>88</b>	<b>3</b>	<b>1</b>	<b>599</b>
01	3	0	0	107
02	2	0	0	108
03	3	0	0	120
04	1	1	1	127
05	1	0	0	127
KG	78	2	0	6

**2022-2023**  
**Choice Letters by Campus and Grade Level**

PK	0	0	0	4
<b>Pearson ES</b>	<b>58</b>	<b>2</b>	<b>0</b>	<b>432</b>
01	2	0	0	65
02	3	0	0	79
03	0	0	0	82
04	2	0	0	81
05	3	0	0	99
KG	37	2	0	24
PK	11	0	0	2
<b>Couch ES</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>386</b>
01	4	1	1	71
02	1	0	0	73
03	1	0	0	79
04	3	0	0	70
05	0	0	0	90
PK	0	0	0	3
<b>Liberty Grove ES</b>	<b>65</b>	<b>2</b>	<b>1</b>	<b>364</b>
01	2	0	0	78
02	1	0	0	74
03	0	0	0	55
04	2	1	0	60
05	0	0	0	76
KG	27	0	0	18
PK	33	1	1	3
<b>Carver ES</b>	<b>88</b>	<b>6</b>	<b>4</b>	<b>490</b>
01	2	1	0	92
02	1	0	0	87
03	4	2	1	97
04	2	0	0	98
05	1	0	0	97
KG	48	2	2	17
PK	30	1	1	2
<b>Handley STEM</b>	<b>18</b>	<b>4</b>	<b>2</b>	<b>5</b>
KG	18	4	2	5
<b>Southgate STEM</b>	<b>27</b>	<b>2</b>	<b>0</b>	<b>20</b>
KG	17	2	0	20
PK	10	0	0	0
<b>Club Hill STEM</b>	<b>33</b>	<b>1</b>	<b>0</b>	<b>26</b>
KG	22	1	0	25
PK	11	0	0	1
<b>Couch Collegiate Prep</b>	<b>45</b>	<b>3</b>	<b>0</b>	<b>40</b>
KG	29	3	0	40
PK	16	0	0	0
<b>Cisneros Pre-K Center</b>	<b>197</b>	<b>7</b>	<b>3</b>	<b>15</b>
KG	0	0	0	1
PK	197	7	3	14
<b>Parsons Pre-K Center</b>	<b>158</b>	<b>1</b>	<b>1</b>	<b>16</b>

2022-2023

Choice Letters by Campus and Grade Level

PK	158	1	1	16
<b>Garland HS</b>	<b>372</b>	<b>9</b>	<b>0</b>	<b>1061</b>
10	1	0	0	389
11	5	0	0	314
12	1	0	0	357
09	365	9	0	1
<b>South Garland HS</b>	<b>448</b>	<b>8</b>	<b>0</b>	<b>1209</b>
10	5	5	0	443
11	1	0	0	351
12	1	1	0	415
09	441	2	0	0
<b>North Garland HS</b>	<b>362</b>	<b>1</b>	<b>1</b>	<b>1158</b>
10	9	1	1	366
11	4	0	0	333
12	0	0	0	457
09	349	0	0	2
<b>Lakeview Centennial HS</b>	<b>288</b>	<b>9</b>	<b>4</b>	<b>893</b>
10	1	1	1	322
11	6	1	0	275
12	0	0	0	295
08	0	0	0	1
09	281	7	3	0
<b>Naaman Forest HS</b>	<b>411</b>	<b>18</b>	<b>2</b>	<b>1196</b>
10	0	2	1	517
11	4	1	0	308
12	1	4	0	369
09	406	11	1	2
<b>Rowlett HS</b>	<b>341</b>	<b>31</b>	<b>1</b>	<b>1273</b>
10	7	1	0	443
11	3	2	0	385
12	3	1	1	441
09	328	27	0	4
<b>Sachse HS</b>	<b>572</b>	<b>3</b>	<b>0</b>	<b>1864</b>
10	0	0	0	549
11	3	0	0	616
12	3	0	0	687
09	566	3	0	12
<b>Austin MS</b>	<b>87</b>	<b>3</b>	<b>0</b>	<b>165</b>
06	82	3	0	0
07	2	0	0	83
08	3	0	0	82
<b>Bussey MS</b>	<b>270</b>	<b>36</b>	<b>7</b>	<b>570</b>
06	265	29	5	1
07	2	3	0	264
08	3	4	2	305
<b>Sam Houston MS</b>	<b>233</b>	<b>26</b>	<b>14</b>	<b>615</b>
06	227	21	12	4

**2022-2023**

**Choice Letters by Campus and Grade Level**

07	2	3	1	296
08	4	2	1	315
<b>Jackson ES</b>	<b>185</b>	<b>7</b>	<b>1</b>	<b>374</b>
06	176	5	1	3
07	6	2	0	169
08	3	0	0	202
<b>O'Banion MS</b>	<b>225</b>	<b>42</b>	<b>28</b>	<b>623</b>
06	218	34	22	0
07	1	5	5	302
08	6	3	1	321
<b>Brandenburg MS</b>	<b>99</b>	<b>6</b>	<b>1</b>	<b>282</b>
06	98	6	1	2
07	1	0	0	138
08	0	0	0	142
<b>Sellers MS</b>	<b>183</b>	<b>28</b>	<b>17</b>	<b>373</b>
06	179	17	17	2
07	1	7	0	195
08	3	4	0	176
<b>Webb MS</b>	<b>190</b>	<b>37</b>	<b>23</b>	<b>606</b>
06	189	23	19	6
07	0	7	0	282
08	1	7	4	318
<b>Coyle MS</b>	<b>221</b>	<b>37</b>	<b>19</b>	<b>533</b>
06	213	31	17	7
07	6	3	2	254
08	2	3	0	272
<b>Lyles MS</b>	<b>253</b>	<b>36</b>	<b>17</b>	<b>486</b>
06	252	27	14	3
07	0	9	1	236
08	1	0	2	247
<b>Hudson MS</b>	<b>393</b>	<b>2</b>	<b>3</b>	<b>773</b>
06	371	2	2	11
07	0	0	1	405
08	22	0	0	357
<b>Schrade MS</b>	<b>231</b>	<b>45</b>	<b>14</b>	<b>575</b>
06	228	34	10	5
07	1	9	1	260
08	2	2	3	310
<b>Grand Total</b>	<b>8245</b>	<b>638</b>	<b>238</b>	<b>30154</b>

**District Assigned Letters**

School/Grade	Total
Garland HS	1
10	1
South Garland HS	5

2022-2023

Choice Letters by Campus and Grade Level

09	3
10	1
12	1
<b>Lakeview Centennial HS</b>	<b>4</b>
10	2
11	2
<b>Naaman Forest HS</b>	<b>14</b>
09	7
10	5
11	1
12	1
<b>Rowlett HS</b>	<b>9</b>
09	5
10	4
<b>Sachse HS</b>	<b>2</b>
09	1
10	1
<b>Bussey MS</b>	<b>11</b>
06	8
08	3
<b>Sam Houston MS</b>	<b>14</b>
06	13
07	1
<b>O'Banion MS</b>	<b>6</b>
06	5
07	1
<b>Sellers MS</b>	<b>7</b>
06	6
07	1
<b>Webb MS</b>	<b>4</b>
06	1
07	3
<b>Coyle MS</b>	<b>12</b>
06	8
07	1
08	3
<b>Lyles MS</b>	<b>15</b>
06	10
07	4
08	1
<b>Hudson MS</b>	<b>1</b>
08	1
<b>Schrade MS</b>	<b>12</b>
06	11
07	1
<b>Beaver MST</b>	<b>1</b>
05	1

2022-2023

Choice Letters by Campus and Grade Level

<b>Bullock ES</b>	<b>1</b>
KG	1
<b>Caldwell ES</b>	<b>8</b>
02	1
04	1
KG	4
PK	2
<b>Centerville ES</b>	<b>2</b>
01	1
03	1
<b>Cooper ES</b>	<b>6</b>
01	1
05	2
KG	3
<b>Freeman ES</b>	<b>4</b>
05	3
KG	1
<b>Handley ES</b>	<b>2</b>
03	1
05	1
<b>Park Crest ES</b>	<b>1</b>
02	1
<b>Southgate ES</b>	<b>1</b>
03	1
<b>Weaver ES</b>	<b>12</b>
01	3
02	1
05	5
KG	2
PK	1
<b>Williams ES</b>	<b>3</b>
02	1
KG	2
<b>Bradfield ES</b>	<b>1</b>
KG	1
<b>Montclair ES</b>	<b>6</b>
01	1
05	1
KG	4
<b>Golden Meadowa</b>	<b>6</b>
01	1
02	4
PK	1
<b>Heather Glen ES</b>	<b>3</b>
02	1
04	1
05	1

2022-2023

Choice Letters by Campus and Grade Level

<b>Hillside Academy</b>	<b>1</b>
01	1
<b>Routh Roach</b>	<b>3</b>
02	2
KG	1
<b>Ethridge ES</b>	<b>6</b>
01	3
05	3
<b>Classical Center At Vial ES</b>	<b>1</b>
02	1
<b>Club Hill ES</b>	<b>1</b>
02	1
<b>Hickman ES</b>	<b>3</b>
KG	3
<b>Northlake ES</b>	<b>2</b>
PK	2
<b>Toler ES</b>	<b>4</b>
01	1
KG	3
<b>Rowlett ES</b>	<b>3</b>
01	1
02	1
KG	1
<b>Spring Creek ES</b>	<b>7</b>
01	1
04	1
05	2
KG	3
<b>Luna ES</b>	<b>4</b>
01	3
02	1
<b>Shugart ES</b>	<b>4</b>
01	3
05	1
<b>Abbett ES</b>	<b>8</b>
01	2
02	1
KG	5
<b>Sewell ES</b>	<b>5</b>
03	1
04	2
05	1
KG	1
<b>Stephens ES</b>	<b>10</b>
01	2
02	1
03	1

2022-2023

Choice Letters by Campus and Grade Level

04	2
05	3
PK	1
<b>Lister ES</b>	<b>9</b>
01	2
02	2
03	1
05	1
PK	3
<b>Dorsey ES</b>	<b>5</b>
02	1
03	1
KG	3
<b>Steadham ES</b>	<b>7</b>
01	1
02	1
04	1
05	1
KG	3
<b>Pearson ES</b>	<b>2</b>
01	1
04	1
<b>Liberty Grove ES</b>	<b>6</b>
01	3
05	1
PK	2
<b>Carver ES</b>	<b>11</b>
02	2
03	1
04	2
KG	4
PK	2
<b>Handley STEM</b>	<b>2</b>
01	1
KG	1
<b>Southgate STEM</b>	<b>4</b>
KG	3
PK	1
<b>Club Hill STEM</b>	<b>4</b>
KG	3
PK	1
<b>Couch Collegiate ES</b>	<b>1</b>
01	1
<b>Parsons Pre-K Center</b>	<b>2</b>
PK	2
<b>Grand Total</b>	<b>289</b>

2022-23

Approved Open Enrollment Transfers for Grades 1-12

Campus/Grade	Race/Ethnicity			Grand Total
	Black	Hispanic	White	
<b>Accepted</b>				
<b>BACK EL</b>				<b>1</b>
5				1
<b>BRADFIELD EL</b>	<b>4</b>			<b>4</b>
2	1			1
3	1			1
4	1			1
5	1			1
<b>GARLAND H S</b>			<b>1</b>	<b>1</b>
11			1	1
<b>LYLES MIDDLE</b>			<b>1</b>	<b>1</b>
7			1	1
<b>MONTCLAIR EL</b>			<b>1</b>	<b>1</b>
2			1	1
<b>ROWLETT H S</b>			<b>2</b>	<b>2</b>
9			2	2
<b>VERNON SCHRADE MIDDLE</b>			<b>1</b>	<b>1</b>
6			1	1
<b>Grand Total</b>	<b>4</b>		<b>5</b>	<b>4</b>

**Waitlisted**

Campus/Grade	Race/Ethnicity			Grand Total
	Black	Hispanic	White	
<b>BEAVER TECHNOLOGY CENTER</b>			<b>1</b>	<b>1</b>
2			1	1
<b>BRADFIELD EL</b>	<b>10</b>		<b>1</b>	<b>12</b>
1	2			3
2	2			2
4	3	1		4
5	3			3
<b>BUSSEY MIDDLE</b>	<b>7</b>		<b>1</b>	<b>8</b>
6	2		1	3
7	5			5
<b>CLUB HILL EL</b>			<b>1</b>	<b>1</b>
5			1	1
<b>DAVIS EL</b>			<b>1</b>	<b>1</b>
5			1	1
<b>HANDLEY EL</b>			<b>1</b>	<b>1</b>
2			1	1
<b>HICKMAN EL</b>			<b>1</b>	<b>2</b>
1			1	2
2			1	1
<b>JACKSON TECHNOLOGY CENTER</b>			<b>1</b>	<b>1</b>
6			1	1

**2022-23**

**Approved Open Enrollment Transfers for Grades 1-12**

<b>KATHERINE STEPHENS EL</b>	<b>1</b>	<b>1</b>
5	1	1
<b>LYLES MIDDLE</b>	<b>1</b>	<b>1</b>
6	1	1
<b>ROWLETT H S</b>	<b>3</b>	<b>3</b>
9	2	2
11	1	1
<b>WATSON TECHNOLOGY CENTER</b>	<b>3</b>	<b>3</b>
3	3	3
<b>WEBB MIDDLE</b>	<b>2</b>	<b>2</b>
6	1	1
8	1	1
<b>Grand Total</b>	<b>17</b>	<b>16</b>

**Denied**

Campus/Grade	Race/Ethnicity			Grand Total
	Black	Hispanic	White	
<b>BRADFIELD EL</b>	<b>1</b>			<b>1</b>
1	1			1
<b>COYLE MIDDLE</b>			<b>1</b>	<b>1</b>
8			1	1
<b>S GARLAND H S</b>		<b>1</b>		<b>1</b>
9		1		1
<b>Grand Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>

EXHIBIT 3

Campus/Grade Level Closings for 2022-23

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
GARLAND H S	12	General/ESL	Open
GARLAND H S	11	General/ESL	Open
GARLAND H S	10	General/ESL	Closed
GARLAND H S	09	General/ESL	Closed
S GARLAND H S	12	General/ESL	Open
S GARLAND H S	11	General/ESL	Open
S GARLAND H S	10	General/ESL	Open
S GARLAND H S	09	General/ESL	Open
N GARLAND H S	12	General/ESL	Closed
N GARLAND H S	11	General/ESL	Closed
N GARLAND H S	10	General/ESL	Closed
N GARLAND H S	09	General/ESL	Closed
LAKEVIEW CENTENNIAL H S	12	General/ESL	Closed
LAKEVIEW CENTENNIAL H S	11	General/ESL	Closed
LAKEVIEW CENTENNIAL H S	10	General/ESL	Closed
LAKEVIEW CENTENNIAL H S	09	General/ESL	Open
NAAMAN FOREST H S	12	General/ESL	Open
NAAMAN FOREST H S	11	General/ESL	Open
NAAMAN FOREST H S	10	General/ESL	Closed
NAAMAN FOREST H S	09	General/ESL	Open
ROWLETT H S	12	General/ESL	Open
ROWLETT H S	11	General/ESL	Open
ROWLETT H S	10	General/ESL	Closed
ROWLETT H S	09	General/ESL	Open
SACHSE H S	12	General/ESL	Closed
SACHSE H S	11	General/ESL	Closed
SACHSE H S	10	General/ESL	Closed
SACHSE H S	09	General/ESL	Closed
AUSTIN ACAD FOR EXCELL	08	General/ESL	Closed
AUSTIN ACAD FOR EXCELL	07	General/ESL	Closed
AUSTIN ACAD FOR EXCELL	06	General/ESL	Closed
BUSSEY MIDDLE	08	General/ESL	Open
BUSSEY MIDDLE	07	General/ESL	Open
BUSSEY MIDDLE	06	General/ESL	Open
SAM HOUSTON MIDDLE	08	General/ESL	Open
SAM HOUSTON MIDDLE	07	General/ESL	Open
SAM HOUSTON MIDDLE	06	General/ESL	Open
JACKSON TECHNOLOGY CENTER	08	General/ESL	Closed
JACKSON TECHNOLOGY CENTER	07	General/ESL	Closed
JACKSON TECHNOLOGY CENTER	06	General/ESL	Closed
O'BANION MIDDLE	08	General/ESL	Open
O'BANION MIDDLE	07	General/ESL	Open
O'BANION MIDDLE	06	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
CLASSICAL CENTER - BRANDENBURG	08	General/ESL	Closed
CLASSICAL CENTER - BRANDENBURG	07	General/ESL	Closed
CLASSICAL CENTER - BRANDENBURG	06	General/ESL	Closed
SELLERS MIDDLE	08	General/ESL	Open
SELLERS MIDDLE	07	General/ESL	Open
SELLERS MIDDLE	06	General/ESL	Open
WEBB MIDDLE	08	General/ESL	Open
WEBB MIDDLE	07	General/ESL	Open
WEBB MIDDLE	06	General/ESL	Open
COYLE MIDDLE	08	General/ESL	Open
COYLE MIDDLE	07	General/ESL	Open
COYLE MIDDLE	06	General/ESL	Open
LYLES MIDDLE	08	General/ESL	Open
LYLES MIDDLE	07	General/ESL	Open
LYLES MIDDLE	06	General/ESL	Open
B G HUDSON MIDDLE	08	General/ESL	Closed
B G HUDSON MIDDLE	07	General/ESL	Closed
B G HUDSON MIDDLE	06	General/ESL	Closed
VERNON SCHRADE MIDDLE	08	General/ESL	Open
VERNON SCHRADE MIDDLE	07	General/ESL	Open
VERNON SCHRADE MIDDLE	06	General/ESL	Open
COYLE TECHNOLOGY CENTER	06	General/ESL	Open
LYLES COLLEGIATE INT	06	General/ESL	Open
BEAVER TECHNOLOGY CENTER	05	Bilingual	Closed
BEAVER TECHNOLOGY CENTER	05	General/ESL	Closed
BEAVER TECHNOLOGY CENTER	04	Bilingual	Closed
BEAVER TECHNOLOGY CENTER	04	General/ESL	Closed
BEAVER TECHNOLOGY CENTER	03	Bilingual	Closed
BEAVER TECHNOLOGY CENTER	03	General/ESL	Open
BEAVER TECHNOLOGY CENTER	02	Bilingual	Closed
BEAVER TECHNOLOGY CENTER	02	General/ESL	Open
BEAVER TECHNOLOGY CENTER	01	Bilingual	Closed
BEAVER TECHNOLOGY CENTER	01	General/ESL	Closed
BEAVER TECHNOLOGY CENTER	KG	Bilingual	Closed
BEAVER TECHNOLOGY CENTER	KG	General/ESL	Closed
BEAVER TECHNOLOGY CENTER	PK	Bilingual	Closed
BEAVER TECHNOLOGY CENTER	PK	General/ESL	Closed
BULLOCK EL	05	Bilingual	Open
BULLOCK EL	05	General/ESL	Open
BULLOCK EL	04	Bilingual	Closed
BULLOCK EL	04	General/ESL	Open
BULLOCK EL	03	Bilingual	Open
BULLOCK EL	03	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
BULLOCK EL	02	Bilingual	Closed
BULLOCK EL	02	General/ESL	Closed
BULLOCK EL	01	Bilingual	Closed
BULLOCK EL	01	General/ESL	Open
BULLOCK EL	KG	Bilingual	Open
BULLOCK EL	KG	General/ESL	Open
BULLOCK EL	PK	Bilingual	Open
BULLOCK EL	PK	General/ESL	Closed
CALDWELL EL	05	Bilingual	Open
CALDWELL EL	05	General/ESL	Open
CALDWELL EL	04	Bilingual	Open
CALDWELL EL	04	General/ESL	Closed
CALDWELL EL	03	Bilingual	Closed
CALDWELL EL	03	General/ESL	Open
CALDWELL EL	02	Bilingual	Open
CALDWELL EL	02	General/ESL	Closed
CALDWELL EL	01	Bilingual	Closed
CALDWELL EL	01	General/ESL	Closed
CALDWELL EL	KG	Bilingual	Closed
CALDWELL EL	KG	General/ESL	Open
CALDWELL EL	PK	Bilingual	Closed
CALDWELL EL	PK	General/ESL	Open
CENTERVILLE EL	05	Bilingual	Open
CENTERVILLE EL	05	General/ESL	Open
CENTERVILLE EL	04	Bilingual	Closed
CENTERVILLE EL	04	General/ESL	Open
CENTERVILLE EL	03	Bilingual	Closed
CENTERVILLE EL	03	General/ESL	Closed
CENTERVILLE EL	02	Bilingual	Closed
CENTERVILLE EL	02	General/ESL	Closed
CENTERVILLE EL	01	Bilingual	Closed
CENTERVILLE EL	01	General/ESL	Closed
CENTERVILLE EL	KG	Bilingual	Closed
CENTERVILLE EL	KG	General/ESL	Open
CENTERVILLE EL	PK	Bilingual	Closed
CENTERVILLE EL	PK	General/ESL	Closed
COOPER EL	05	Bilingual	Open
COOPER EL	05	General/ESL	Open
COOPER EL	04	Bilingual	Open
COOPER EL	04	General/ESL	Closed
COOPER EL	03	Bilingual	Open
COOPER EL	03	General/ESL	Open
COOPER EL	02	Bilingual	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
COOPER EL	02	General/ESL	Open
COOPER EL	01	Bilingual	Closed
COOPER EL	01	General/ESL	Closed
COOPER EL	KG	Bilingual	Closed
COOPER EL	KG	General/ESL	Open
COOPER EL	PK	Bilingual	Closed
COOPER EL	PK	General/ESL	Closed
DAUGHERTY EL	05	Bilingual	Closed
DAUGHERTY EL	05	General/ESL	Open
DAUGHERTY EL	04	Bilingual	Open
DAUGHERTY EL	04	General/ESL	Closed
DAUGHERTY EL	03	Bilingual	Closed
DAUGHERTY EL	03	General/ESL	Closed
DAUGHERTY EL	02	Bilingual	Open
DAUGHERTY EL	02	General/ESL	Closed
DAUGHERTY EL	01	Bilingual	Closed
DAUGHERTY EL	01	General/ESL	Closed
DAUGHERTY EL	KG	Bilingual	Closed
DAUGHERTY EL	KG	General/ESL	Open
DAUGHERTY EL	PK	Bilingual	Closed
DAUGHERTY EL	PK	General/ESL	Closed
FREEMAN EL	05	Bilingual	Open
FREEMAN EL	05	General/ESL	Open
FREEMAN EL	04	Bilingual	Open
FREEMAN EL	04	General/ESL	Closed
FREEMAN EL	03	Bilingual	Open
FREEMAN EL	03	General/ESL	Open
FREEMAN EL	02	Bilingual	Closed
FREEMAN EL	02	General/ESL	Open
FREEMAN EL	01	Bilingual	Closed
FREEMAN EL	01	General/ESL	Open
FREEMAN EL	KG	Bilingual	Closed
FREEMAN EL	KG	General/ESL	Open
FREEMAN EL	PK	Bilingual	Open
FREEMAN EL	PK	General/ESL	Closed
HANDLEY EL	05	Bilingual	Open
HANDLEY EL	05	General/ESL	Open
HANDLEY EL	04	Bilingual	Open
HANDLEY EL	04	General/ESL	Closed
HANDLEY EL	03	Bilingual	Closed
HANDLEY EL	03	General/ESL	Open
HANDLEY EL	02	Bilingual	Open
HANDLEY EL	02	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
KIMBERLIN ACAD FOR EXCEL	05	Bilingual	Closed
KIMBERLIN ACAD FOR EXCEL	05	General/ESL	Closed
KIMBERLIN ACAD FOR EXCEL	04	Bilingual	Closed
KIMBERLIN ACAD FOR EXCEL	04	General/ESL	Closed
KIMBERLIN ACAD FOR EXCEL	03	Bilingual	Closed
KIMBERLIN ACAD FOR EXCEL	03	General/ESL	Open
KIMBERLIN ACAD FOR EXCEL	02	Bilingual	Closed
KIMBERLIN ACAD FOR EXCEL	02	General/ESL	Closed
KIMBERLIN ACAD FOR EXCEL	01	Bilingual	Closed
KIMBERLIN ACAD FOR EXCEL	01	General/ESL	Closed
KIMBERLIN ACAD FOR EXCEL	PK	Bilingual	Closed
KIMBERLIN ACAD FOR EXCEL	PK	General/ESL	Closed
PARK CREST EL	05	Bilingual	Open
PARK CREST EL	05	General/ESL	Open
PARK CREST EL	04	Bilingual	Open
PARK CREST EL	04	General/ESL	Closed
PARK CREST EL	03	Bilingual	Closed
PARK CREST EL	03	General/ESL	Closed
PARK CREST EL	02	Bilingual	Closed
PARK CREST EL	02	General/ESL	Open
PARK CREST EL	01	Bilingual	Closed
PARK CREST EL	01	General/ESL	Closed
PARK CREST EL	KG	Bilingual	Closed
PARK CREST EL	KG	General/ESL	Closed
PARK CREST EL	PK	Bilingual	Open
PARK CREST EL	PK	General/ESL	Open
SOUTHGATE EL	05	Bilingual	Closed
SOUTHGATE EL	05	General/ESL	Open
SOUTHGATE EL	04	Bilingual	Closed
SOUTHGATE EL	04	General/ESL	Open
SOUTHGATE EL	03	Bilingual	Closed
SOUTHGATE EL	03	General/ESL	Open
SOUTHGATE EL	02	Bilingual	Closed
SOUTHGATE EL	02	General/ESL	Open
WATSON TECHNOLOGY CENTER	05	Bilingual	Open
WATSON TECHNOLOGY CENTER	05	General/ESL	Open
WATSON TECHNOLOGY CENTER	04	Bilingual	Closed
WATSON TECHNOLOGY CENTER	04	General/ESL	Open
WATSON TECHNOLOGY CENTER	03	Bilingual	Closed
WATSON TECHNOLOGY CENTER	03	General/ESL	Open
WATSON TECHNOLOGY CENTER	02	Bilingual	Closed
WATSON TECHNOLOGY CENTER	02	General/ESL	Open
WATSON TECHNOLOGY CENTER	01	Bilingual	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
WATSON TECHNOLOGY CENTER	01	General/ESL	Closed
WATSON TECHNOLOGY CENTER	KG	Bilingual	Closed
WATSON TECHNOLOGY CENTER	KG	General/ESL	Closed
WATSON TECHNOLOGY CENTER	PK	Bilingual	Closed
WATSON TECHNOLOGY CENTER	PK	General/ESL	Closed
WEAVER EL	05	Bilingual	Open
WEAVER EL	05	General/ESL	Closed
WEAVER EL	04	Bilingual	Open
WEAVER EL	04	General/ESL	Closed
WEAVER EL	03	Bilingual	Open
WEAVER EL	03	General/ESL	Open
WEAVER EL	02	Bilingual	Closed
WEAVER EL	02	General/ESL	Closed
WEAVER EL	01	Bilingual	Closed
WEAVER EL	01	General/ESL	Open
WEAVER EL	KG	Bilingual	Closed
WEAVER EL	KG	General/ESL	Open
WEAVER EL	PK	Bilingual	Open
WEAVER EL	PK	General/ESL	Open
WILLIAMS EL	05	Bilingual	Open
WILLIAMS EL	05	General/ESL	Open
WILLIAMS EL	04	Bilingual	Closed
WILLIAMS EL	04	General/ESL	Closed
WILLIAMS EL	03	Bilingual	Closed
WILLIAMS EL	03	General/ESL	Open
WILLIAMS EL	02	Bilingual	Closed
WILLIAMS EL	02	General/ESL	Closed
WILLIAMS EL	01	Bilingual	Closed
WILLIAMS EL	01	General/ESL	Open
WILLIAMS EL	KG	Bilingual	Closed
WILLIAMS EL	KG	General/ESL	Open
WILLIAMS EL	PK	Bilingual	Closed
WILLIAMS EL	PK	General/ESL	Closed
BRADFIELD EL	05	Bilingual	Closed
BRADFIELD EL	05	General/ESL	Open
BRADFIELD EL	04	Bilingual	Open
BRADFIELD EL	04	General/ESL	Open
BRADFIELD EL	03	Bilingual	Open
BRADFIELD EL	03	General/ESL	Open
BRADFIELD EL	02	Bilingual	Closed
BRADFIELD EL	02	General/ESL	Open
BRADFIELD EL	01	Bilingual	Open
BRADFIELD EL	01	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
BRADFIELD EL	KG	Bilingual	Open
BRADFIELD EL	KG	General/ESL	Open
BRADFIELD EL	PK	Bilingual	Open
BRADFIELD EL	PK	General/ESL	Closed
SHOREHAVEN EL	05	Bilingual	Closed
SHOREHAVEN EL	05	General/ESL	Open
SHOREHAVEN EL	04	Bilingual	Closed
SHOREHAVEN EL	04	General/ESL	Closed
SHOREHAVEN EL	03	Bilingual	Open
SHOREHAVEN EL	03	General/ESL	Closed
SHOREHAVEN EL	02	Bilingual	Closed
SHOREHAVEN EL	02	General/ESL	Closed
SHOREHAVEN EL	01	Bilingual	Open
SHOREHAVEN EL	01	General/ESL	Closed
SHOREHAVEN EL	KG	Bilingual	Closed
SHOREHAVEN EL	KG	General/ESL	Closed
SHOREHAVEN EL	PK	Bilingual	Open
SHOREHAVEN EL	PK	General/ESL	Open
MONTCLAIR EL	05	Bilingual	Open
MONTCLAIR EL	05	General/ESL	Open
MONTCLAIR EL	04	Bilingual	Open
MONTCLAIR EL	04	General/ESL	Open
MONTCLAIR EL	03	Bilingual	Open
MONTCLAIR EL	03	General/ESL	Closed
MONTCLAIR EL	02	Bilingual	Open
MONTCLAIR EL	02	General/ESL	Closed
MONTCLAIR EL	01	Bilingual	Open
MONTCLAIR EL	01	General/ESL	Closed
MONTCLAIR EL	KG	Bilingual	Open
MONTCLAIR EL	KG	General/ESL	Open
MONTCLAIR EL	PK	Bilingual	Open
MONTCLAIR EL	PK	General/ESL	Open
WALNUT GLEN ACAD FOR EXCEL	05	Bilingual	Closed
WALNUT GLEN ACAD FOR EXCEL	05	General/ESL	Open
WALNUT GLEN ACAD FOR EXCEL	04	Bilingual	Closed
WALNUT GLEN ACAD FOR EXCEL	04	General/ESL	Closed
WALNUT GLEN ACAD FOR EXCEL	03	Bilingual	Closed
WALNUT GLEN ACAD FOR EXCEL	03	General/ESL	Open
WALNUT GLEN ACAD FOR EXCEL	02	Bilingual	Closed
WALNUT GLEN ACAD FOR EXCEL	02	General/ESL	Closed
WALNUT GLEN ACAD FOR EXCEL	01	Bilingual	Closed
WALNUT GLEN ACAD FOR EXCEL	01	General/ESL	Open
WALNUT GLEN ACAD FOR EXCEL	KG	Bilingual	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
WALNUT GLEN ACAD FOR EXCEL	KG	General/ESL	Closed
WALNUT GLEN ACAD FOR EXCEL	PK	Bilingual	Closed
WALNUT GLEN ACAD FOR EXCEL	PK	General/ESL	Closed
GOLDEN MEADOWS EL	05	Bilingual	Open
GOLDEN MEADOWS EL	05	General/ESL	Closed
GOLDEN MEADOWS EL	04	Bilingual	Open
GOLDEN MEADOWS EL	04	General/ESL	Open
GOLDEN MEADOWS EL	03	Bilingual	Open
GOLDEN MEADOWS EL	03	General/ESL	Open
GOLDEN MEADOWS EL	02	Bilingual	Open
GOLDEN MEADOWS EL	02	General/ESL	Closed
GOLDEN MEADOWS EL	01	Bilingual	Open
GOLDEN MEADOWS EL	01	General/ESL	Closed
GOLDEN MEADOWS EL	KG	Bilingual	Closed
GOLDEN MEADOWS EL	KG	General/ESL	Closed
GOLDEN MEADOWS EL	PK	Bilingual	Open
GOLDEN MEADOWS EL	PK	General/ESL	Open
HEATHER GLEN EL	05	Bilingual	Open
HEATHER GLEN EL	05	General/ESL	Open
HEATHER GLEN EL	04	Bilingual	Closed
HEATHER GLEN EL	04	General/ESL	Open
HEATHER GLEN EL	03	Bilingual	Closed
HEATHER GLEN EL	03	General/ESL	Closed
HEATHER GLEN EL	02	Bilingual	Closed
HEATHER GLEN EL	02	General/ESL	Closed
HEATHER GLEN EL	01	Bilingual	Closed
HEATHER GLEN EL	01	General/ESL	Closed
HEATHER GLEN EL	KG	Bilingual	Closed
HEATHER GLEN EL	KG	General/ESL	Closed
HEATHER GLEN EL	PK	Bilingual	Open
HEATHER GLEN EL	PK	General/ESL	Open
HILLSIDE ACAD FOR EXCEL	05	Bilingual	Closed
HILLSIDE ACAD FOR EXCEL	05	General/ESL	Open
HILLSIDE ACAD FOR EXCEL	04	Bilingual	Closed
HILLSIDE ACAD FOR EXCEL	04	General/ESL	Closed
HILLSIDE ACAD FOR EXCEL	03	Bilingual	Closed
HILLSIDE ACAD FOR EXCEL	03	General/ESL	Closed
HILLSIDE ACAD FOR EXCEL	02	Bilingual	Closed
HILLSIDE ACAD FOR EXCEL	02	General/ESL	Closed
HILLSIDE ACAD FOR EXCEL	01	Bilingual	Closed
HILLSIDE ACAD FOR EXCEL	01	General/ESL	Closed
HILLSIDE ACAD FOR EXCEL	KG	Bilingual	Closed
HILLSIDE ACAD FOR EXCEL	KG	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
HILLSIDE ACAD FOR EXCEL	PK	Bilingual	Closed
HILLSIDE ACAD FOR EXCEL	PK	General/ESL	Closed
DAVIS EL	05	Bilingual	Open
DAVIS EL	05	General/ESL	Open
DAVIS EL	04	Bilingual	Open
DAVIS EL	04	General/ESL	Open
DAVIS EL	03	Bilingual	Open
DAVIS EL	03	General/ESL	Open
DAVIS EL	02	Bilingual	Closed
DAVIS EL	02	General/ESL	Open
DAVIS EL	01	Bilingual	Closed
DAVIS EL	01	General/ESL	Open
DAVIS EL	KG	Bilingual	Closed
DAVIS EL	KG	General/ESL	Closed
DAVIS EL	PK	Bilingual	Open
DAVIS EL	PK	General/ESL	Open
ROACH EL	05	Bilingual	Closed
ROACH EL	05	General/ESL	Open
ROACH EL	04	Bilingual	Open
ROACH EL	04	General/ESL	Open
ROACH EL	03	Bilingual	Open
ROACH EL	03	General/ESL	Open
ROACH EL	02	Bilingual	Closed
ROACH EL	02	General/ESL	Open
ROACH EL	01	Bilingual	Closed
ROACH EL	01	General/ESL	Closed
ROACH EL	KG	Bilingual	Open
ROACH EL	KG	General/ESL	Open
ROACH EL	PK	Bilingual	Closed
ROACH EL	PK	General/ESL	Closed
ETHRIDGE EL	05	Bilingual	Open
ETHRIDGE EL	05	General/ESL	Closed
ETHRIDGE EL	04	Bilingual	Open
ETHRIDGE EL	04	General/ESL	Closed
ETHRIDGE EL	03	Bilingual	Open
ETHRIDGE EL	03	General/ESL	Open
ETHRIDGE EL	02	Bilingual	Closed
ETHRIDGE EL	02	General/ESL	Open
ETHRIDGE EL	01	Bilingual	Closed
ETHRIDGE EL	01	General/ESL	Open
ETHRIDGE EL	KG	Bilingual	Closed
ETHRIDGE EL	KG	General/ESL	Open
ETHRIDGE EL	PK	Bilingual	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
ETHRIDGE EL	PK	General/ESL	Closed
CLASSICAL CENTER AT VIAL EL	05	Bilingual	Closed
CLASSICAL CENTER AT VIAL EL	05	General/ESL	Open
CLASSICAL CENTER AT VIAL EL	04	Bilingual	Closed
CLASSICAL CENTER AT VIAL EL	04	General/ESL	Closed
CLASSICAL CENTER AT VIAL EL	03	Bilingual	Closed
CLASSICAL CENTER AT VIAL EL	03	General/ESL	Closed
CLASSICAL CENTER AT VIAL EL	02	Bilingual	Closed
CLASSICAL CENTER AT VIAL EL	02	General/ESL	Open
CLASSICAL CENTER AT VIAL EL	01	Bilingual	Closed
CLASSICAL CENTER AT VIAL EL	01	General/ESL	Closed
CLASSICAL CENTER AT VIAL EL	KG	Bilingual	Closed
CLASSICAL CENTER AT VIAL EL	KG	General/ESL	Closed
CLASSICAL CENTER AT VIAL EL	PK	Bilingual	Closed
CLASSICAL CENTER AT VIAL EL	PK	General/ESL	Closed
CLUB HILL EL	05	Bilingual	Open
CLUB HILL EL	05	General/ESL	Open
CLUB HILL EL	04	Bilingual	Closed
CLUB HILL EL	04	General/ESL	Open
CLUB HILL EL	03	Bilingual	Open
CLUB HILL EL	03	General/ESL	Open
CLUB HILL EL	02	Bilingual	Closed
CLUB HILL EL	02	General/ESL	Open
HICKMAN EL	05	Bilingual	Closed
HICKMAN EL	05	General/ESL	Open
HICKMAN EL	04	Bilingual	Closed
HICKMAN EL	04	General/ESL	Closed
HICKMAN EL	03	Bilingual	Closed
HICKMAN EL	03	General/ESL	Open
HICKMAN EL	02	Bilingual	Closed
HICKMAN EL	02	General/ESL	Open
HICKMAN EL	01	Bilingual	Closed
HICKMAN EL	01	General/ESL	Open
HICKMAN EL	KG	Bilingual	Closed
HICKMAN EL	KG	General/ESL	Open
HICKMAN EL	PK	Bilingual	Closed
HICKMAN EL	PK	General/ESL	Open
NORTHLAKE EL	05	Bilingual	Closed
NORTHLAKE EL	05	General/ESL	Open
NORTHLAKE EL	04	Bilingual	Open
NORTHLAKE EL	04	General/ESL	Closed
NORTHLAKE EL	03	Bilingual	Open
NORTHLAKE EL	03	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
NORTHLAKE EL	02	Bilingual	Closed
NORTHLAKE EL	02	General/ESL	Closed
NORTHLAKE EL	01	Bilingual	Open
NORTHLAKE EL	01	General/ESL	Closed
NORTHLAKE EL	KG	Bilingual	Open
NORTHLAKE EL	KG	General/ESL	Open
NORTHLAKE EL	PK	Bilingual	Open
NORTHLAKE EL	PK	General/ESL	Open
TOLER EL	05	Bilingual	Open
TOLER EL	05	General/ESL	Closed
TOLER EL	04	Bilingual	Open
TOLER EL	04	General/ESL	Open
TOLER EL	03	Bilingual	Open
TOLER EL	03	General/ESL	Closed
TOLER EL	02	Bilingual	Open
TOLER EL	02	General/ESL	Closed
TOLER EL	01	Bilingual	Open
TOLER EL	01	General/ESL	Closed
TOLER EL	KG	Bilingual	Open
TOLER EL	KG	General/ESL	Open
TOLER EL	PK	Bilingual	Open
TOLER EL	PK	General/ESL	Open
ROWLETT EL	05	Bilingual	Open
ROWLETT EL	05	General/ESL	Closed
ROWLETT EL	04	Bilingual	Closed
ROWLETT EL	04	General/ESL	Open
ROWLETT EL	03	Bilingual	Closed
ROWLETT EL	03	General/ESL	Closed
ROWLETT EL	02	Bilingual	Open
ROWLETT EL	02	General/ESL	Open
ROWLETT EL	01	Bilingual	Open
ROWLETT EL	01	General/ESL	Closed
ROWLETT EL	KG	Bilingual	Open
ROWLETT EL	KG	General/ESL	Open
ROWLETT EL	PK	Bilingual	Closed
ROWLETT EL	PK	General/ESL	Closed
SPRING CREEK EL	05	Bilingual	Open
SPRING CREEK EL	05	General/ESL	Closed
SPRING CREEK EL	04	Bilingual	Open
SPRING CREEK EL	04	General/ESL	Closed
SPRING CREEK EL	03	Bilingual	Open
SPRING CREEK EL	03	General/ESL	Closed
SPRING CREEK EL	02	Bilingual	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
SPRING CREEK EL	02	General/ESL	Open
SPRING CREEK EL	01	Bilingual	Closed
SPRING CREEK EL	01	General/ESL	Closed
SPRING CREEK EL	KG	Bilingual	Open
SPRING CREEK EL	KG	General/ESL	Open
SPRING CREEK EL	PK	Bilingual	Closed
SPRING CREEK EL	PK	General/ESL	Open
LUNA EL	05	Bilingual	Closed
LUNA EL	05	General/ESL	Closed
LUNA EL	04	Bilingual	Closed
LUNA EL	04	General/ESL	Closed
LUNA EL	03	Bilingual	Closed
LUNA EL	03	General/ESL	Closed
LUNA EL	02	Bilingual	Closed
LUNA EL	02	General/ESL	Open
LUNA EL	01	Bilingual	Closed
LUNA EL	01	General/ESL	Open
LUNA EL	KG	Bilingual	Closed
LUNA EL	KG	General/ESL	Closed
LUNA EL	PK	Bilingual	Closed
LUNA EL	PK	General/ESL	Closed
BACK EL	05	Bilingual	Open
BACK EL	05	General/ESL	Open
BACK EL	04	Bilingual	Open
BACK EL	04	General/ESL	Open
BACK EL	03	Bilingual	Open
BACK EL	03	General/ESL	Closed
BACK EL	02	Bilingual	Open
BACK EL	02	General/ESL	Open
BACK EL	01	Bilingual	Open
BACK EL	01	General/ESL	Open
BACK EL	KG	Bilingual	Open
BACK EL	KG	General/ESL	Closed
BACK EL	PK	Bilingual	Closed
BACK EL	PK	General/ESL	Open
SHUGART EL	05	Bilingual	Open
SHUGART EL	05	General/ESL	Open
SHUGART EL	04	Bilingual	Open
SHUGART EL	04	General/ESL	Open
SHUGART EL	03	Bilingual	Open
SHUGART EL	03	General/ESL	Closed
SHUGART EL	02	Bilingual	Open
SHUGART EL	02	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

School Name	Grade	Capacity Type	Status
SHUGART EL	01	Bilingual	Open
SHUGART EL	01	General/ESL	Closed
SHUGART EL	KG	Bilingual	Open
SHUGART EL	KG	General/ESL	Closed
SHUGART EL	PK	Bilingual	Closed
SHUGART EL	PK	General/ESL	Open
HERFURTH EL	05	Bilingual	Closed
HERFURTH EL	05	General/ESL	Closed
HERFURTH EL	04	Bilingual	Closed
HERFURTH EL	04	General/ESL	Closed
HERFURTH EL	03	Bilingual	Closed
HERFURTH EL	03	General/ESL	Closed
HERFURTH EL	02	Bilingual	Closed
HERFURTH EL	02	General/ESL	Open
HERFURTH EL	01	Bilingual	Closed
HERFURTH EL	01	General/ESL	Closed
HERFURTH EL	KG	Bilingual	Closed
HERFURTH EL	KG	General/ESL	Closed
HERFURTH EL	PK	Bilingual	Closed
HERFURTH EL	PK	General/ESL	Closed
ABBETT EL	05	Bilingual	Open
ABBETT EL	05	General/ESL	Open
ABBETT EL	04	Bilingual	Open
ABBETT EL	04	General/ESL	Closed
ABBETT EL	03	Bilingual	Open
ABBETT EL	03	General/ESL	Closed
ABBETT EL	02	Bilingual	Open
ABBETT EL	02	General/ESL	Open
ABBETT EL	01	Bilingual	Open
ABBETT EL	01	General/ESL	Closed
ABBETT EL	KG	Bilingual	Open
ABBETT EL	KG	General/ESL	Open
ABBETT EL	PK	Bilingual	Closed
ABBETT EL	PK	General/ESL	Closed
<b>KEELEY EL</b>	<b>05</b>	<b>Bilingual</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>05</b>	<b>General/ESL</b>	<b>Open</b>
<b>KEELEY EL</b>	<b>04</b>	<b>Bilingual</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>04</b>	<b>General/ESL</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>03</b>	<b>Bilingual</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>03</b>	<b>General/ESL</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>02</b>	<b>Bilingual</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>02</b>	<b>General/ESL</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>01</b>	<b>Bilingual</b>	<b>Closed</b>

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
<b>KEELEY EL</b>	<b>01</b>	<b>General/ESL</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>KG</b>	<b>Bilingual</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>KG</b>	<b>General/ESL</b>	<b>Open</b>
<b>KEELEY EL</b>	<b>PK</b>	<b>Bilingual</b>	<b>Closed</b>
<b>KEELEY EL</b>	<b>PK</b>	<b>General/ESL</b>	<b>Closed</b>
ROBERT B SEWELL EL	05	Bilingual	Closed
ROBERT B SEWELL EL	05	General/ESL	Closed
ROBERT B SEWELL EL	04	Bilingual	Closed
ROBERT B SEWELL EL	04	General/ESL	Closed
ROBERT B SEWELL EL	03	Bilingual	Closed
ROBERT B SEWELL EL	03	General/ESL	Open
ROBERT B SEWELL EL	02	Bilingual	Closed
ROBERT B SEWELL EL	02	General/ESL	Closed
ROBERT B SEWELL EL	01	Bilingual	Closed
ROBERT B SEWELL EL	01	General/ESL	Closed
ROBERT B SEWELL EL	KG	Bilingual	Closed
ROBERT B SEWELL EL	KG	General/ESL	Open
ROBERT B SEWELL EL	PK	Bilingual	Closed
ROBERT B SEWELL EL	PK	General/ESL	Closed
KATHERINE STEPHENS EL	05	Bilingual	Open
KATHERINE STEPHENS EL	05	General/ESL	Open
KATHERINE STEPHENS EL	04	Bilingual	Open
KATHERINE STEPHENS EL	04	General/ESL	Closed
KATHERINE STEPHENS EL	03	Bilingual	Open
KATHERINE STEPHENS EL	03	General/ESL	Closed
KATHERINE STEPHENS EL	02	Bilingual	Open
KATHERINE STEPHENS EL	02	General/ESL	Open
KATHERINE STEPHENS EL	01	Bilingual	Open
KATHERINE STEPHENS EL	01	General/ESL	Closed
KATHERINE STEPHENS EL	KG	Bilingual	Closed
KATHERINE STEPHENS EL	KG	General/ESL	Open
KATHERINE STEPHENS EL	PK	Bilingual	Open
KATHERINE STEPHENS EL	PK	General/ESL	Closed
VERNAL LISTER EL	05	Bilingual	Open
VERNAL LISTER EL	05	General/ESL	Open
VERNAL LISTER EL	04	Bilingual	Open
VERNAL LISTER EL	04	General/ESL	Open
VERNAL LISTER EL	03	Bilingual	Open
VERNAL LISTER EL	03	General/ESL	Open
VERNAL LISTER EL	02	Bilingual	Open
VERNAL LISTER EL	02	General/ESL	Open
VERNAL LISTER EL	01	Bilingual	Open
VERNAL LISTER EL	01	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
VERNAL LISTER EL	KG	Bilingual	Open
VERNAL LISTER EL	KG	General/ESL	Closed
VERNAL LISTER EL	PK	Bilingual	Closed
VERNAL LISTER EL	PK	General/ESL	Open
NORMA DORSEY EL	05	Bilingual	Open
NORMA DORSEY EL	05	General/ESL	Closed
NORMA DORSEY EL	04	Bilingual	Open
NORMA DORSEY EL	04	General/ESL	Closed
NORMA DORSEY EL	03	Bilingual	Open
NORMA DORSEY EL	03	General/ESL	Open
NORMA DORSEY EL	02	Bilingual	Open
NORMA DORSEY EL	02	General/ESL	Open
NORMA DORSEY EL	01	Bilingual	Open
NORMA DORSEY EL	01	General/ESL	Closed
NORMA DORSEY EL	KG	Bilingual	Open
NORMA DORSEY EL	KG	General/ESL	Open
NORMA DORSEY EL	PK	Bilingual	Closed
NORMA DORSEY EL	PK	General/ESL	Closed
STEADHAM EL	05	Bilingual	Open
STEADHAM EL	05	General/ESL	Open
STEADHAM EL	04	Bilingual	Closed
STEADHAM EL	04	General/ESL	Open
STEADHAM EL	03	Bilingual	Open
STEADHAM EL	03	General/ESL	Open
STEADHAM EL	02	Bilingual	Open
STEADHAM EL	02	General/ESL	Closed
STEADHAM EL	01	Bilingual	Open
STEADHAM EL	01	General/ESL	Open
STEADHAM EL	KG	Bilingual	Open
STEADHAM EL	KG	General/ESL	Closed
STEADHAM EL	PK	Bilingual	Closed
STEADHAM EL	PK	General/ESL	Open
STEADHAM EL	EE	General/ESL	Closed
JOHN W ARMSTRONG EL	05	Bilingual	Closed
JOHN W ARMSTRONG EL	05	General/ESL	Open
JOHN W ARMSTRONG EL	04	Bilingual	Closed
JOHN W ARMSTRONG EL	04	General/ESL	Closed
JOHN W ARMSTRONG EL	03	Bilingual	Closed
JOHN W ARMSTRONG EL	03	General/ESL	Closed
JOHN W ARMSTRONG EL	02	Bilingual	Closed
JOHN W ARMSTRONG EL	02	General/ESL	Closed
JOHN W ARMSTRONG EL	01	Bilingual	Closed
JOHN W ARMSTRONG EL	01	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
JOHN W ARMSTRONG EL	KG	Bilingual	Closed
JOHN W ARMSTRONG EL	KG	General/ESL	Open
JOHN W ARMSTRONG EL	PK	Bilingual	Closed
JOHN W ARMSTRONG EL	PK	General/ESL	Closed
NITA PEARSON EL	05	Bilingual	Open
NITA PEARSON EL	05	General/ESL	Closed
NITA PEARSON EL	04	Bilingual	Open
NITA PEARSON EL	04	General/ESL	Closed
NITA PEARSON EL	03	Bilingual	Open
NITA PEARSON EL	03	General/ESL	Open
NITA PEARSON EL	02	Bilingual	Open
NITA PEARSON EL	02	General/ESL	Closed
NITA PEARSON EL	01	Bilingual	Open
NITA PEARSON EL	01	General/ESL	Closed
NITA PEARSON EL	KG	Bilingual	Open
NITA PEARSON EL	KG	General/ESL	Open
NITA PEARSON EL	PK	Bilingual	Closed
NITA PEARSON EL	PK	General/ESL	Open
GLEN COUCH EL	05	Bilingual	Open
GLEN COUCH EL	05	General/ESL	Open
GLEN COUCH EL	04	Bilingual	Open
GLEN COUCH EL	04	General/ESL	Closed
GLEN COUCH EL	03	Bilingual	Open
GLEN COUCH EL	03	General/ESL	Open
GLEN COUCH EL	02	Bilingual	Open
GLEN COUCH EL	02	General/ESL	Closed
GLEN COUCH EL	01	Bilingual	Open
GLEN COUCH EL	01	General/ESL	Open
LIBERTY GROVE EL	05	Bilingual	Closed
LIBERTY GROVE EL	05	General/ESL	Open
LIBERTY GROVE EL	04	Bilingual	Closed
LIBERTY GROVE EL	04	General/ESL	Open
LIBERTY GROVE EL	03	Bilingual	Closed
LIBERTY GROVE EL	03	General/ESL	Open
LIBERTY GROVE EL	02	Bilingual	Closed
LIBERTY GROVE EL	02	General/ESL	Open
LIBERTY GROVE EL	01	Bilingual	Closed
LIBERTY GROVE EL	01	General/ESL	Closed
LIBERTY GROVE EL	KG	Bilingual	Closed
LIBERTY GROVE EL	KG	General/ESL	Open
LIBERTY GROVE EL	PK	Bilingual	Open
LIBERTY GROVE EL	PK	General/ESL	Open
GEORGE WASHINGTON CARVER EL	05	Bilingual	Open

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

**Open/Closed Status  
by Campus and Grade Level**

<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
GEORGE WASHINGTON CARVER EL	05	General/ESL	Closed
GEORGE WASHINGTON CARVER EL	04	Bilingual	Closed
GEORGE WASHINGTON CARVER EL	04	General/ESL	Closed
GEORGE WASHINGTON CARVER EL	03	Bilingual	Closed
GEORGE WASHINGTON CARVER EL	03	General/ESL	Closed
GEORGE WASHINGTON CARVER EL	02	Bilingual	Open
GEORGE WASHINGTON CARVER EL	02	General/ESL	Open
GEORGE WASHINGTON CARVER EL	01	Bilingual	Open
GEORGE WASHINGTON CARVER EL	01	General/ESL	Open
GEORGE WASHINGTON CARVER EL	KG	Bilingual	Open
GEORGE WASHINGTON CARVER EL	KG	General/ESL	Open
GEORGE WASHINGTON CARVER EL	PK	Bilingual	Open
GEORGE WASHINGTON CARVER EL	PK	General/ESL	Closed
HANDLEY STEM EL	01	Bilingual	Closed
HANDLEY STEM EL	01	General/ESL	Closed
HANDLEY STEM EL	KG	Bilingual	Open
HANDLEY STEM EL	KG	General/ESL	Open
HANDLEY STEM EL	PK	Bilingual	Closed
HANDLEY STEM EL	PK	General/ESL	Closed
SOUTHGATE STEM EL	01	Bilingual	Closed
SOUTHGATE STEM EL	01	General/ESL	Open
SOUTHGATE STEM EL	KG	Bilingual	Open
SOUTHGATE STEM EL	KG	General/ESL	Open
SOUTHGATE STEM EL	PK	Bilingual	Open
SOUTHGATE STEM EL	PK	General/ESL	Closed
CLUB HILL STEM EL	01	Bilingual	Closed
CLUB HILL STEM EL	01	General/ESL	Closed
CLUB HILL STEM EL	KG	Bilingual	Open
CLUB HILL STEM EL	KG	General/ESL	Open
CLUB HILL STEM EL	PK	Bilingual	Closed
CLUB HILL STEM EL	PK	General/ESL	Open
COUCH COLLEGIATE PREP EL	01	Bilingual	Open
COUCH COLLEGIATE PREP EL	01	General/ESL	Closed
COUCH COLLEGIATE PREP EL	KG	Bilingual	Open
COUCH COLLEGIATE PREP EL	KG	General/ESL	Closed
COUCH COLLEGIATE PREP EL	PK	Bilingual	Closed
COUCH COLLEGIATE PREP EL	PK	General/ESL	Open
CISNEROS PRE-K CTR	PK	Bilingual	Open
CISNEROS PRE-K CTR	PK	General/ESL	Open
CISNEROS PRE-K CTR	EE	General/ESL	Closed
PARSONS PRE-K CTR	PK	Bilingual	Open
PARSONS PRE-K CTR	PK	General/ESL	Open
PARSONS PRE-K CTR	EE	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of June 14, 2021

EXHIBIT 4

Estimated Transportation Costs  
for 2021-22 and 2022-23



## MEMO

Date: June 7, 2022

To: Dr. Ricardo Lopez, Superintendent

From: Dr. Shelley Garrett, Assistant Superintendent of Safety & Operations

RE: June Semi-Annual Report to Judge Kinkeade

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Per your request, the following information is being submitted:

- I. The 2022-2023 estimated transportation cost associated with the court order as compared with the 2021-2022 cost:
  - A. 2021-2022 Cost: \$10,970,774.72
  - B. 2022-2023 Estimated Transportation Cost: \$14,257,378.12
  
- II. There will be a cost increase due to the current state of the economy, e.g., parts manufacturers have increased prices by 5-20 percent based on commodities such as crude oil, rubber, and steel. Rising oil, gasoline, and diesel prices are currently up 79 percent over last year.

NOTE: In the 2019-20 school year, the cost per mile was \$5.60. When the pandemic hit, the cost per mile dropped to \$4.74 based on low ridership. For the 2021-22 school year, ridership is back up to pre-pandemic levels. The increased levels of ridership, along with the increased transportation costs result in the estimated increase above.

EXHIBIT 5

Recruiting Calendar for 2021-22 and  
Teachers By Ethnic Code



**Garland Independent School District**

DATE: June 6, 2022

TO: Mechelle Hogan

FROM: Dr. Gradyne Brown, Assistant Superintendent- Human Resources  
Atticus Wisener, Secondary Director- Human Resources  
Dr. Kishawna Wiggins, Recruitment Coordinator

RE: Semi-Annual Kinkeade Report

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Listed below are current recruiting efforts as they pertain to all teachers, especially minority teachers (i.e. 2021-2022 schedule). Ethnicity breakdowns for students and staff are included.

- Continue to recruit at Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) in and out of state
- Expand our Recruiting efforts into states that are having educational budget issues such as Oklahoma, Arkansas, Tennessee, Louisiana, and Mississippi
- Attend Virtual Job Fairs to learn about new and progressive recruiting strategies i.e. Texas Teachers
- Secure recruiters for all teacher/job fairs including assistant principals, principals and personnel from different departments such as Family and Community Engagement (FACE), English Language Learners (ELL), Special Education (SPED) etc. as needed
- Stay abreast of the new state mandates that affect Texas Teaching Certificates and Educator Preparation Programs (EPP's), Alternative Certification Programs (ACPs), and the educative Teacher performance Assessment (edTPA)
- Continue to build and nurture relationships with colleges and universities
- Utilize Stay and Exit Surveys to pinpoint trends in retention
- Utilize Zoom for conducting district wide Virtual Teacher Job Fairs

## 2021-2022 Fall Recruiting Schedule

Date	University/College	Location
9/29/2021	Langston University - Virtual Career Fair <b>HBCU</b>	Virtual
10/8/2021	Texas Southern University - Career Fair <b>HBCU</b>	Virtual
10/15/2021	Stephen F. Austin - Teacher Job Fair	Nacogdoches, TX
10/27/2021	Sam Houston State University - Teacher Career Fair	Huntsville, TX
11/3/2021	UT Austin - College of Education Career Fair	Virtual
11/3/2021	UT San Antonio - Educator Job Fair	Virtual
11/5/2021	Texas A&M San Antonio - Educator Fair	Virtual
11/5/2021	TWU/ UNT Education Career Fair	Virtual
11/5/2021	UNT Dallas-Education Teacher Fair	Virtual
11/9/2021	TX A&M College Station - Education Career Fair	Virtual
11/10/2021	Texas State University - Teacher Job Fair	San Marcos, TX
11/12/2021	UTRGV Edinburg - Teachers Job Expo	Virtual
11/17/2021	UT Dallas Education Career Expo	Virtual
11/19/2021	UT El Paso - Teacher Job Fair	El Paso, TX

## 2021-2022 Spring Recruiting Schedule

Date	University/College	Location
1/20/2022	Texas Teachers' Spring 2022 Teacher Job Fair	VIRTUAL
2/10/2022	TABSE (February 10-13)	Dallas, TX
3/2/2022	University of Arkansas-Pine Bluff (UAPB) <b>HBCU</b>	Pine Bluff, AR
3/2/2022	Langston University - Career Fair <b>HBCU</b>	Langston, OK
3/2/2022	Huston-Tillotson University <b>HBCU</b>	Austin, TX
3/4/2022	Midwestern State University - Education Job Fair	Wichita Falls, TX
3/9/2022	Florida A & M University <b>HBCU</b>	VIRTUAL
3/22/2022	TCU - College of Education Interview Day	Ft. Worth, TX
3/23/2022	Grambling State University - Career Fair <b>HBCU</b>	Grambling, LA
3/23/2022	TAMU Commerce Education Career Fair	Commerce, TX
3/24/2022	Baylor University Teacher Career Fair	Waco, TX
3/28/2022	UT Arlington- Education Career Day	Arlington, TX
3/30/2022	UT Austin - College of Education Career Fair	VIRTUAL
3/31/2022	Jackson State University- Teacher Job Fair <b>HBCU</b>	Jackson, MS
3/31/2022	Louisiana Tech University Teacher Recruitment Day	Rustin, LA
4/1/2022	Stephen F. Austin - Teacher Career Fair	Nacogdoches, TX
4/1/2022	UNT Dallas	VIRTUAL
4/1/2022	UTRGV Teachers Job Expo	Edinburg, TX
4/4/2022	TAMU College Station - Education Career Fair	College Station, TX
4/6/2022	Texas State University - Teacher Job Fair	San Marcos, TX
4/11/2022	NCTASPA	Arlington, TX
4/12/2022	UNT/TWU Spring 2021 Education Career Fair	Denton, TX
4/14/2022	GISD Teacher Job Fair	Rowlett, TX
4/19/2022	UT Tyler Teacher-Education Career Fair	Tyler, TX
4/20/2022	Sam Houston State University - Teacher Career Fair	Huntsville, TX
4/21/2022	Prairie View A&M University - Career Fair <b>HBCU</b>	Prairie View, TX
4/22/2022	UTEP Teacher Job Fair	El Paso, TX
6/2/2022	GISD Teacher Job Fair	Rowlett, TX

### 2021-22 Student Breakdown by Ethnicity and Level

Ethnicity	Elementary School		Middle School		High School		Total #	Total %
American Indian Alaskan Native	79	0.34%	34	0.29%	56	0.34%	169	0.33%
Asian	2,394	10.37%	1,084	9.18%	1,659	53.02%	5,137	10.02%
Black or African American	4,391	19.02%	2,316	19.61%	3,129	19.09%	9,836	19.18%
Hispanic	13,205	57.19%	6,689	56.64%	8,989	54.84%	28,883	56.31%
Native Hawaiian or Other Pacific	30	0.13%	12	0.10%	11	0.07%	53	0.10%
White	2,991	12.95%	1,674	14.18%	2,546	15.53%	7,211	14.06%
<b>Grand total</b>	<b>23,090</b>	<b>100%</b>	<b>11,809</b>	<b>100%</b>	<b>16,390</b>	<b>143%</b>	<b>51,289</b>	<b>100.00%</b>

### 2021-22 Teacher Breakdown by Ethnicity and Level

Ethnicity	Elementary School		Middle School		High School		Total #	Total %
American Indian Alaskan Native	98	4.66%	22	2.37%	32	2.47%	152	3.52%
Asian	75	3.57%	34	3.67%	46	3.55%	155	3.59%
Black or African American	222	10.57%	220	23.73%	262	20.25%	704	16.29%
Hispanic	529	25.18%	117	12.62%	139	10.74%	785	18.16%
Native Hawaiian or Other Pacific	6	0.29%	1	0.11%	7	0.54%	14	0.32%
White	1171	55.74%	533	57.50%	808	62.44%	2,512	58.12%
<b>Grand total</b>	<b>2,101</b>	<b>100.00%</b>	<b>927</b>	<b>100.00%</b>	<b>1,294</b>	<b>100.00%</b>	<b>4,322</b>	<b>100.00%</b>

For Comparison Only:

## June 2021 Kinkeade HR Report

### 2020-21 **Student** Breakdown by Ethnicity and Level

Ethnicity	Elementary School		Middle School		High School		Total #	Total %
American Indian Alaskan Native	141	0.60%	71	0.60%	114	0.70%	326	0.60%
Asian	2,498	10.40%	1,223	9.50%	1,736	10.30%	5,457	10.20%
Black or African American	4,676	19.60%	2,610	20.30%	3,278	19.40%	10,564	19.70%
Hispanic	13,040	54.50%	7,033	54.80%	8,955	53.10%	29,028	54.10%
Native Hawaiian or Other Pacific	36	0.20%	9	0.10%	20	0.10%	65	0.10%
White	3,526	14.70%	1,886	14.70%	2,757	16.40%	8,169	15.20%
<b>Grand total</b>	23,917	100%	12,832	100%	16,860	100%	53,609	100%

### 2020-21 **Teacher** Breakdown by Ethnicity and Level

Ethnicity	Elementary School		Middle School		High School		Total #	Total %
American Indian Alaskan Native	13	0.87%	10	1.27%	16	1.36%	39	1.13%
Asian	66	4.44%	22	2.79%	50	4.26%	138	4.00%
Black or African American	183	12.30%	219	27.76%	242	20.60%	644	18.66%
Hispanic	505	33.94%	113	14.32%	162	13.79%	780	22.60%
Native Hawaiian or Other Pacific	2	0.13%	2	0.25%	5	0.43%	9	0.26%
White	719	48.32%	423	53.61%	700	59.57%	1,842	53.36%
<b>Grand total</b>	1,488	100.00%	789	100.00%	1,175	100.00%	3,452	100.00%

EXHIBIT 6

Minority Scholarships Awarded in 2022

<b>Campus</b>	<b>Total Number of Scholarships</b>	<b>Amount</b>
<b>Garland High School</b>	<b>421</b>	<b>\$31,411,268.00</b>
<b>South Garland High School</b>	<b>91</b>	<b>\$4,243,267.00</b>
<b>North Garland High School</b>	<b>91</b>	<b>\$2,427,761.00</b>
<b>Lakeview Centennial High School</b>	<b>82</b>	<b>\$3,507,622.00</b>
<b>Naaman Forest High School</b>	<b>243</b>	<b>\$8,413,344.00</b>
<b>Rowlett High School</b>	<b>133</b>	<b>\$8,585,563.00</b>
<b>Sachse High School</b>	<b>277</b>	<b>\$6,594,241.00</b>
<b>Grand Total</b>	<b>1338</b>	<b>\$65,183,066.00</b>
<b>Grand Total Minority Scholarships</b>	<b>817</b>	<b>\$42,274,560.00</b>
<b>Grand Total Black/AA</b>	<b>383</b>	<b>\$26,176,711.00</b>
<b>Grand Total White</b>	<b>516</b>	<b>\$22,908,416.00</b>
<b>Grand Total Hispanic/Latino</b>	<b>418</b>	<b>\$17,118,650.00</b>



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	July 26, 2022
<b>Agenda Item:</b>	Trustees' 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:**

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.

# July 25, 2022 - July 31, 2022

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

## Monday, July 25

## Tuesday, July 26

8:00am - 9:00am New Employee Orientation (Rowlett HS Auditorium) - Mechelle Hogan

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

## Wednesday, July 27

11:30am - 12:30pm Safety and Security Committee Meeting (GRCTC, 4885 N President George Bush Hwy, Garland 75040) - Alice Jordan

## Thursday, July 28

## Friday, July 29

## Saturday, July 30

## Sunday, July 31

# August 1, 2022 - August 7, 2022

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

<p><b>Monday, August 1</b></p>	<p><b>Tuesday, August 2</b></p>
<p><b>Wednesday, August 3</b></p> <p>11:30am - 1:00pm SRO Luncheon (Atrium)</p>	<p><b>Thursday, August 4</b></p> <p>9:00am - 11:30am GISD Convocation 2022 (Curtis Culwell Center)</p> <p>11:30am - 1:30pm Lunch following Convocation (TBD)</p>
<p><b>Friday, August 5</b></p>	<p><b>Saturday, August 6</b></p> <hr/> <p><b>Sunday, August 7</b></p>

# August 8, 2022 - August 14, 2022

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

## Monday, August 8

First Day of School

## Tuesday, August 9

11:30am - 1:00pm Sachse Chamber Luncheon (Chase Oaks Church, 2709 3rd St, Sachse, TX 75048)

3:00pm - 3:50pm Facilities Committee Meeting (Board Room ) - Mechelle Hogan

4:00pm - 5:50pm Finance and Audit Committee Meeting (Board Room)

6:00pm - 7:50pm District Affairs Committee Meeting (Board Room)

## Wednesday, August 10

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

## Thursday, August 11

## Friday, August 12

## Saturday, August 13

7:30am - 11:00am NAACP "Drive Thru" Back-to-School Rally (Homer B. Johnson Stadium, 1209 E. Centerville Rd., Garland, TX 75041)

## Sunday, August 14

# August 15, 2022 - August 21, 2022

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

<p><b>Monday, August 15</b></p>	<p><b>Tuesday, August 16</b></p>
<p><b>Wednesday, August 17</b></p>	<p><b>Thursday, August 18</b></p>
<p><b>Friday, August 19</b></p>	<p><b>Saturday, August 20</b></p> <hr/> <p><b>Sunday, August 21</b></p>

# August 22, 2022 - August 28, 2022

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

**Monday, August 22**

**Tuesday, August 23**

4:00pm - 4:30pm **New Principal's Reception** (The Bistro at GRCTC)

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

**Wednesday, August 24**

**Thursday, August 25**

**Friday, August 26**

**Saturday, August 27**

**Sunday, August 28**

# August 29, 2022 - September 4, 2022

August 2022

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

September 2022

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

<p><b>Monday, August 29</b></p>	<p><b>Tuesday, August 30</b></p>
<p><b>Wednesday, August 31</b></p>	<p><b>Thursday, September 1</b></p>
<p><b>Friday, September 2</b></p>	<p><b>Saturday, September 3</b></p> <hr/> <p><b>Sunday, September 4</b></p>



## Garland Independent School District Board of Trustees

<b>Date of Meeting:</b>	July 26, 2022
<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>	July 26, 2022
<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>	

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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:** July 26, 2022  
**Agenda Item:** Human Resources Report  
**Agenda Section:** Consent Agenda  
**Administrator Responsible:** Dr. Gradyne Brown  
Assistant Superintendent Human Resources

**Board Goal Objective:**

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

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

**Administrative Recommendations:**

Administration recommends approval.

July 2022 - New Hires  
Agenda List

Name	Exp	College	Degree	Job Title	School/Dept.	Effective Date
Allen, Sarah	0	TCU	MM	Teacher - Assistant Choir Director	Sachse H.S.	7/28/2022
		Samford Univ. (AL)	BS			
Bean, Cheryl	0	UNT	BS	Teacher - Special Educ.	Austin Academy	8/1/2022
Beardsley, Madeline	1	Ouachita Baptist Univ. (AR)	BA	Teacher - 2nd Grade	Beaver MST	8/1/2022
Biffle, Bryce	3	Stephen F. Austin State Univ.	BM	Teacher - Music	Stephens Eleme.	8/1/2022
		TX Tech. Univ.	MM			
Blackwell, Juanita	19	West TX. A& M	MEd	Teacher- Bilingual 4th Grade	Golden Meadows Elem.	8/1/2022
		Wayland Baptist Univ.	BA			
Blagg, Justyn	3	Eastern Illinois Univ.	BS	Teacher - Social Studies	Naaman Forest H.S.	7/11/2021
Blasingame, Margaret	0	UNT	BA	Teacher - English	Bussey M.S.	8/1/2022
		(Finish Year Only during 2021-2022, returning for 2022-2023)				
Breaux, Roger	0	Univ. of Phoenix	MBA	Teacher - Social Studies	Coyle M.S.	8/1/2022
		Grambling State Univ.	BS			
Brown, LeKeysha	12	Midwestern State Univ.	MA	Teacher - Early Literacy Support	Teaching and Learning	7/25/2022
		Wayland Baptist Univ.	MS			
		TWU	BS			
Buckner, KraTaura	10	Hardin Simmons Univ.	BA	Teacher- Health	Naaman Forest H.S.	7/11/2022
Carter, Ashley	9	Amberton Univ.	MS	Teacher - Science	Sachse H.S	8/1/2022
		UNT	BS			
Casanoza, Raul	8	Universidad de Puerto Rico en Rio Piedras	BA	Teacher - 3rd Bilingual	Carver Elem.	8/1/2022
Cash, Kadijah	0	Midwestern St. Univ.	BA	Teacher - Math	Sellers M.S.	8/1/2022
Cates, Caleb	1	A&M - Commerce	BM	Teacher - Assistant Band Director	Bussey M.S.	7/11/2022
		(Finish Year Only during 2021-2022, returning for 2022-2023)				
Choi, Chya	5	Univ. North Texas	BA	Teacher - Math	WEbb M.S.	8/1/2022
Clement, Brittany	7	Dallas Baptist Univ.	BS	Teacher - Kindergarten	Club Hill Elem.	8/1/2022
Coburn, Kaira	1	Arizona State Univ.	BA	Teacher - ELAR	Rowlett H. S.	8/1/2022

July 2022 - New Hires  
Agenda List

Cox, Brian	0	Stephen F. Austin State Univ.	BS	Teacher - Technology	Coyle M.S.	8/1/2022
Dalessio, Suzanne	15	Monmouth Univ. (NJ)	BS	Teacher - Dyslexia	Luna Elem.	8/1/2022
Diaz, Maribel	7	UT - El Paso	MEd	Sheltered Instruction Specialist Title	Areas	7/1/2022
Diminchi, Clydine	4	Univ. of Houston- Clear Lake	BS	Teacher - 1st Grade	Centerville Elem.	8/1/2022
Dyess, Taylor	0	Univ. of Southern Mississippi	BA	Teacher - Science	Sachse H.S.	7/25/2022
Ernst, Kambry	6	UT - Arlington	BA	Teacher - 1st Grade	Stephens	8/1/2022
Fuentes, Nancy	6	Univ. North Texas	MS	Librarian	Back Elem.	8/1/2022
		Southern Methodist Univ.	BA			
Garza, Natalie	0	TX. Woman Univ.	BS	Teacher - Bilingual 1st Grade	Golden Meadows Elem.	8/1/2022
Gibbs, Caitlyn	2	Angela State Univ.	BS	Teacher - Kindergarten	Carver Elem.	8/1/2022
Ghali, George	0	Windsor Univ. School of Medicine (West Indies)	MD	Teacher - Health Science Career Prep	North Garland H.S.	7/25/2022
		Ashford Univ.	MA			
		Ashford Univ.	BA			
(Finish Year Only during 2021-2022, returning for 2022-2023)						
Green, Ashley	9	Univ. of Phoenix	MA	Teacher - Kindergarten	Montclair Elme.	8/1/2022
		Stephen F. Austin State Univ.	BA			
Gulley, Taylor	5	A&M - Texarkana	BA	Teacher - Montessori Lower Elem.	Luna Elem.	8/1/2022
Hapner, Sterling	1	Univ. South Carolina	MA	PE Coach	Brandenburg M.S.	7/25/2022
		Clemson Univ	BS			
Henderson, Shyanna	3	Stephen F. Austin State Univ.	BS	Teacher - SPED ALE	South Garland H.S.	8/1/2022
Hendrixson, Johnathan	7	Wayland Baptist Univ. (TX)	BA	Teacher - Social Studies	Sachse H.S.	7/11/2022
Hernandez, Gabriel	14	TX Tech. Univ.	BM	Teacher - Assistant Band Director	North Garland H.S.	7/11/2022
Hill, Cassidy	6	TX State Univ.	BA	Teacher - Social Studies	Lakeview Centennial H.S.	7/11/2022
Hilliard, Desmine	5	Baylor Univ.	BS	Teacher - Physical Educ.	Lakeview Centennial H.S.	7/11/2022
Hodge, LaNequa	8	A&M - Commerce	BS	Teacher - Early Literacy Support	Teaching and Learning	7/25/2022
Hu, Wei	1	Brigham Young Univ. (HI)	BA	Teacher - 1st Grade	Roach Elem.	8/1/2022
Johnson, Cassandra	12	Texas Womans Univ.	MA	Teacher - SPED ABC	STeadham Elem.	8/1/2022
		Midwestern State Univ.	BS			

July 2022 - New Hires  
Agenda List

Jackson, Desmond	0	Univ. of Houston UT - Austin	MEd BS	Teacher - Social Studies	Lakeview Cent. H.S.	7/11/2022
Johnson, Shinequa	9	TX Tech Univ.	BA	Teacher - 1st Grade	Dorsey Elem.	8/1/2022
Kelley, Megan	8	UT - Arlington TX. State Univ.	MA BA	Teacher - 3rd Grade	Classical Center @ Vial	8/1/2022
Kemp, Debra	20	Concordia Univ. (TX) A&M - Commerce	MEd BS	Teacher - Early Literacy Support	Teaching and Learning	7/25/2022
(Finish Year Only during 2021-2022, returning for 2022-2023)						
Labelle, Stephanie	5	Lamar State College - TX	Assoc.	Nurse	Lakeview Cent. H.S.	8/1/2022
Lam, Lily	0	UT - Arlington	BA	Teacher - 2nd Grade	Liberty Grove Elem.	8/1/2022
Lanicek, Bonnie	0	Dallas Bapt. Univ.	BM	Teacher Music	Classical Center @ Vial	8/1/2022
Lauer, Brian	0	TX Tech. Univ.	BS	Teacher - Criminal Justice	Lakeview Cent. H.S.	7/25/2022
Lawrence, David	0	A&M - Commerce	BA	Teacher - 4th Grade	Shugart Elem.	8/1/2022
Lawson, Victoria	0	UT - Arlington	MM	Teacher - Music	Shugart Elem.	8/1/2022
Laynor, Alexis	0	Stephen F. Austin State Univ.	BA	Teacher - Kindergarten	Rowlett Elem.	8/1/2022
Lejeune, Andrew	11	Texas A&M Univ.	BA	Teacher - SPED ALE	Brandenburg M.S.	8/1/2022
Long, Brittany	8	UT - Arlington	BSN	Nurse	Southgate Elem.	8/1/2022
Low, Jessica	2	UT- Arlington	BS	Teacher - 1st	Caldwell Elem.	8/1/2022
MacLaughlin, Kendall	3	Chapman Univ. (CA) Chapman Univ. (CA)	MA BA	Teacher - Kindergarten	Rowlett Elem.	8/1/2022
Martinez, Hector	2	Univ. of Texas Dallas	BS	Teacher - Math/ Coach	Garland H.S.	7/15/2022
McDonald, Temeko	4	Robert Morris Univ. (IL)	BA	Teacher - Special Ed.	Austin Acad.	8/1/2022
Mikes, Emily	3	TCU	BS	Teacher - 1st Grade	Luna Elem.	8/1/2022
Miller, Donald	3	Univ. of Louisiana	BS	Teacher -Science	Lyles M.S.	
Montgomery, Brittera	0	Kansas State Univ. Ball State Univ. (IN)	MS BS	Teacher - Web Mastering	Lakeview Cent. H.S.	8/1/2022
Moore, Martina	12	Webster Univ. (MO) Univ. of South Carolina	MA BA	Teacher - Curriculum Support TCLAS	Teaching and Learning	7/25/2022

July 2022 - New Hires  
Agenda List

Moore, Regina	9	UT - Health Science Center - San Antonio	MS	Teacher - Special Ed.	Shugart Elem.	8/1/2022
		UT - San Antonio	BA			
Morfin, Daniel	0	Univ. North Texas	BS	Teacher- Science	Webb M.S.	8/1/2022
Morris, Tracy	13	Trinity Valley College (TX)	Assoc	Nurse	North Garland H.S.	8/1/2022
Morrison, Niesha	4	Northwestern State Univ. (LA)	MEd	Teacher - 3rd Grade	Roach Elem.	8/1/2022
		Northwestern State Univ. (LA)	BA			
Mullen, Lauren	0	West TX A&M Univ.	BS	Teacher - ELAR	Jackson MST	8/1/2022
Myrick, Heather	2	Wichita State Univ. (KS)	BA	Teacher - Theater	Bussey M.S.	8/1/2022
		(Finish Year Only during 2021-2022, returning for 2022-2023)				
Nantz, Misty	3	A&M - Commerce	BS	Teacher - 2nd Grade	Roach Elem.	8/1/2022
Quagliarello, Kenneth	26	Univ. of New York	BS	Teacher - 3rd Grade	Cooper Elem.	8/1/2022
Perez, Diana	20	Univ. of Houston	MA	Teacher - Dyslexia	North Garland H.S.	8/1/2022
		Univ. of Houston	BS			
Quinton, Autumn	22	East TX State Univ.	MEd	Teacher - Early Childhood Educ.	Sachse H.S.	8/1/2022
		UNT	BS			
Rankin, Ashley	2	Stephen F. Austin	BS	Teacher - 2nd Grade	Classical Center @ Vial	8/1/2022
Ray, Jordan	9	Univ. of Louisiana	BA	Teacher - Family Consumer Science	North Garland H.S.	8/1/2022
Rice, Ciera	0	Park Univ. ( Mo.)	BS	Teacher - Kindergarten	Shorehaven Elem.	8/1/2022
Rice, Rachel	10	A&M - Commerce	BA	Teacher - Early Literacy Support	Teaching & Learning	7/25/2022
Rodriguez, Christina	9	UT - Austin	BS	Teacher - Math	Sachse H.S.	8/1/2022
Roman, Stephanie	9	UNT	BS	Teacher - Math	North Garland H.S.	8/1/2022
Scheetz, Kayli	0	UNT	BS	Teacher - 1st Grade	Rowlett Elem.	8/1/2022
Shelman, Angela	25	Cameron Univ. (OK)	BS	Teacher - 3rd Grade	Stephens Elem.	8/1/2022
South, Shannon	10	Univ. of Dallas	MS	Teacher - Theater	Coyle M. S.	8/1/2022
		National College of Education (IL)	BA			
Stamm, Rana	0	UT - Dallas	MA	Teacher - Special Ed.	Lakeview Cent. H.S.	8/1/2022
		UT - Dallas	BA			
Stephens, Allison	7	Univ. North Texas	MS	Librarian	Brandenburg	8/1/2022

July 2022 - New Hires  
Agenda List

		Southern Methodist Univ.	BA			
Turner, Rowlanda	1	TX. Woman Univ.	BA	Teacher - 2nd Grade	Golden Meadows Elem.	8/1/2022
Valdespino, Jazmin	7	A&M - Corpus Christie	BA	Teacher - Art	Cooper Elem.	8/1/2022
Vicknair, Samantha	2	Univ. of Central Ok	BS	Teacher - 1st Grade	Luna Elem.	8/1/2022
Villar, Gabriela	0	A&M - Commerce	BA	Teacher - 2nd Grade	Daugherty Elem.	8/1/2022
Waller, Ayla	4	A&M - Commerce	BS	Teacher - Science	Rowlett H.S.	8/1/2022
Wilcox, Julie	16	A&M - Commerce	MEd	Teacher - Family Consumer Science	South Garland H.S.	8/1/2022
		A&M - Commerce	BS			
Wilson, Brittany	13	Lamar Univ.	MEd	Teacher - Curriculum Support	Teaching & Learning	7/25/2022
		Oklahoma State Univ.	BS			
Wright, Kimberly	13	A&M- Commerce	BS	Teacher - SPED ALE	Toler Elem.	8/1/2022
Wright, Leah	17	Dallas Baptist	MA	Counselor	Classical Center @ Vial	8/1/2022
		UT- Dallas	BA			
<b>Administrative New Hires</b>	<b>Exp</b>	<b>College</b>	<b>Degree</b>	<b>Job Title</b>	<b>School/Dept.</b>	<b>Effective Date</b>
Santos, Kelsins	5	Univ. of Puerto Rico	MA	Analyst Title III	Multilingual Programs	7/18/2022
		Univ. of Puerto Rico	BA			
Havard, Kristi "Jill"		Stephen F. Austin Univ.	MEd	Coordinator SPED IDEA B	Special Education	7/11/2022
		Stephen F. Austin Univ.	BS			
<b>Administrative Appointments/Transfers</b>						
<b>Name</b>		<b>Current Position</b>		<b>Recommended Position</b>		<b>Effective Date</b>
Aeschbacher, Austin		Southgate Elem. - Campus Admin. Intern SAF		Austin Acad. - Assistant Principal		7/13/2022
Brewer, Christine		Shrade M.S. - Assistant Principal		North Garland H.S. - Assistant Principal		7/1/2022
Fishpaw, John		Austin Academy - Principal		North Garland H.S. - Principal		6/13/2022
Gilson, Melanie		Teaching & Learning - Early Literacy Support Teacher		Cooper Elem. - Assistant Principal		7/18/2022
Garcia, Kelly		Freeman - Principal		Teaching & Learning Extende Learning Prog. Admin. TCLS		7/1/2022
Harmon. Kelli		C.C. at Brandenburg M.S. - Assistant Principal		Lakeview Cent. H.S. - Assistant Principal		7/1/2022

July 2022 - New Hires  
Agenda List

Johnson, Kegan		Lakeview Cent. H.S. - Instructional Coach		Sachse H.S. - Assistant Principal		7/1/2022
Martin, Pebbles		South Garland H.S. - Counselor		North Garland H.S. - Assistant Principal		7/1/2022
Mosty, Elise		C.C. at Brandenburg M.S. - Principal		Lakeview Cent. H.S. - Principal		7/1/2022
Rider, LaKeisha		North Garland H.S. - Assistant Principal		Austin Academy - Principal		6/13/2022
Schmidt, Tobi		Shrade M. S. - Principal		Teaching & Learning - Director Elem. TCLAS		6/13/2022
Schneider, Brandy		Armstrong Elem. - Principal		Gilbreath-Reed CTC - Principal		7/1/2022
Shelton, Mary		Teaching and Learning - Coordinator PK 12 ELA		Teaching and Learning - Student Success Administration TCLAS		6/20/2022
Vo, Trang		Hillside Academy - Assistant Principal		Curriculum & Instruction - RSSP Data Fellow TCLAS		7/1/2022
Welsh, Xelina		Multilingual Programs - Instructional Specialist		Multilingual Programs - ELL Coordinator		7/1/2022

Resignations Retirements For July Board Meeting

<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Abernathy, Valorii	Teach/ESL PRE K Early Childhood	Parsons Prekindergarten School	13 years/7 years with GISD	Resignation/ Other TX School	6/10/2022
Alecusan, Lyndsey	Teach/Music	Walnut Glen Academy	12 years/11 with GISD	Resignation/ Moving Out of State	6/10/2022
Adewole, Erim	Teach/7th & 8th Gr. Reading	Houston Middle School	6 years/1 year with GISD	Other	6/10/2022
Aguilar, Jordan	Teach/4th Gr.	Hickman Elementary School	2 years with GISD	Resignation/ Relocation	6/10/2022
Alcayaga Vidales, Claudia	Teach/Art	Lakeview Centennial High School	5 months with GISD	Other	6/29/2022
Almasri, Susan	Teach/English	North Garland High School	5 years/1 year with GISD	Resignation/ Personal	6/10/2022
Alonzo, Miriam	Teach/2nd Gr. Bilingual	Dorsey Elementary School	18 years/15 years with GISD	Resignation/ Other TX School	6/10/2022
Anderson, Jamie	Diagnostician	Liberty Grove Elementary School	28 years/24 years with GISD	Resignation/ Other TX School	6/13/2022
Applewhite, Jessica	Teach/PE/Coach	Lyles Middle School	9 years/3 years with GISD	Resignation/ Personal	6/13/2022
Ardila, Maria	Teach/3rd Gr. Bilingual	Davis Elementary School	19 years/16 years with GISD	Resignation/ Moving Out of State	6/10/2022
Bailey, Maresa	Principal	Lakeview Centennial High School	25 years with GISD	Resignation/ Other TX School	6/30/2022
Ballard, Leah	Coordinator/CTE	Harris Hill	16 years with GISD	Resignation/ Career Change	6/30/2022
Bane, Heidi	Teach/1st Gr.	Abbett Elementary School	1 year with GISD	Resignation/ Spouse Transferred	7/31/2022
Behel, Tia	Teach/5th Gr.	Rowlett Elementary School	10 years/1 year with GISD	Resignation/ Personal	6/10/2022
Beltran Fernandez DeLar, Karla	Principal	Hickman Elementary School	11 years with GISD	Other	7/15/2022
Bowen-Julio, Mary	Specialist	Special Programs	23 years/16 years with GISD	Resignation/ Personal	6/30/2022
Bruce, Carrie	Librarian	Southgate Elementary School	19 years/1 year with GISD	Resignation/ Other TX School	6/10/2022
Bruehl, Jacob	Teach/Math/Coach	Sachse High School	17 years with GISD	Resignation/ Moving Out of State	7/11/2022
Burks, Tyra	Speech Language Pathologist SPED	Shugart Elementary School	1 year with GISD	Resignation/ Career Change	6/23/2022
Butler, Jenai	Teach/7th & 8th Gr. Reading	O'Banion Middle School	6 years/1 year with GISD	Resignation/ Career Change	6/10/2022
Caldwell, Anne	Teach/Secondary LPAC Lead	Harris Hill	9 years/6 years with GISD	Other	7/8/2022
Casiano Semidey, Lynna	Teach/Intermediate Support	Harris Hill	23 years/19 years with GISD	Other	7/1/2022
Clay, Brittany	Teach/Science	Sellers Middle School	3 years with GISD	Resignation/ Relocation	6/10/2022
Clewell, Christine	Teach/PE/Coach	Schrade Middle School	12 years/10 years with GISD	Resignation/ Other TX School	6/13/2022
Cohen, Heather	Teach/PE/Coach	Webb Middle School	10 years/7 years with GISD	Resignation/ Other TX School	6/24/2022

## Resignations Retirements For July Board Meeting

Connelly, Kenneth	Teach/Social Studies	North Garland High School	6 years/3 years with GISD	Resignation/ Moving Out of State	6/10/2022
Cooper, Renisha	Teach/Kindergarten	Hickman Elementary School	2 years with GISD	Resignation/ Other TX School	6/10/2022
Cox, Cody	Teach/PE/Coach	Hudson Middle School	7 years with GISD	Resignation/ Relocation	6/14/2022
Darr, Janet	Teach/SPED VOC ADJ Coordinator	Rowlett High School	18 years with GISD	Resignation/ Relocation	6/13/2022
Dagen-DuCharme, Amanda	Teach/Early Literacy Support	Harris Hill	20 years/17 years with GISD	Resignation/ Other TX School	6/17/2022
Daoud, Nagham	Teach/Kindergarten	Spring Creek Elementary School	7 years/1 year with GISD	Other	6/10/2022
Daughtry, Kelli	GIS Auto CAD Technician	Dr. Marvin D. Roden Technology Center	17 years with GISD	Resignation/ Personal	7/29/2022
Davey, Karla	Teach/Bilingual 4th Gr.	Ethridge Elementar School	4 years/1 year with GISD	Resignation/ Other TX School	6/23/2022
Davis, Timothy	Teach/Health/Coach	Garland High School	7 years/2 years with GISD	Other	7/29/2022
Diaz, Roberto	Assistant Principal	Classical Center at Vial Elementary School	23 years/20 years with GISD	Resignation/ Other TX School	7/18/2022
DiChiara, Kathryn	Teach/Math 7th & 8th Gr.	O'Banion Middle School	4 years with GISD	Resignation/ Other TX School	6/10/2022
Donaho, Deanna	Teach/SPED CBSE	Sewell Elementary School	27 years/26 years with GISD	Resignation/ Career Change	6/10/2022
Doss, Kimberlea	Teach/Computer Literacy	Schrade Middle School	16 years/6 years with GISD	Resignation/ Other TX School	6/10/2022
Dumois, Courtney	Teach/SPED CBSE IDEA B	Bradfield Elementary School	5 years with GISD	Resignation/ Other TX School	6/10/2022
Elkins, Michaela	Teach/SPED CMI	Schrade Middle School	6 years with GISD	Resignation/ Other TX School	6/10/2022
Ennis, Timothy	Teach/Social Studies/Coach	North Garland High School	7 years/6 years with GISD	Resignation/ Moving out of State	6/24/2022
Essien, Natasha	Teach/SPED CMI	Lyles Middle School	7 years/6 years with GISD	Other	6/10/2022
Fanchi, Gina	Teach/ESL	Carver Elementary School	7 years with GISD	Resignation/ Personal	6/23/2022
Farrell, Nevin	Teach/Social Studies/Coach	Rowlett High School	8 years/7 years with GISD	Resignation/ Other TX School	6/10/2022
Field, Ashlee	Teach/SPED Behavioral Adjustment	Lyles Middle School	7years/1 year with GISD	Resignation/ Personal	6/10/2022
Fleck, Robert	Teach/Social Studies	Lakeview Centennial High School	8 years with GISD	Resignation/ Relocation	6/10/2022
Fullmer, Melissa	Teach/PE/Coach	Rowlett High School	15 years/1 year with GISD	Resignation/ Other TX School	6/10/2022
Fulton, Sarah	Teach/5th Gr.	Back Elementary School	4 years with GISD	Resignation/ Relocation	6/23/2022
Funderburg, Austin	Teach/Science 6th Gr./Coach	O'Banion Middle School	1 year with GISD	Resignation/ Other TX School	7/11/2022

## Resignations Retirements For July Board Meeting

Funk, Vernon	Teach/Mathematics	Garland High School	11 years/9 years with GISD	Resignation/ Relocation	6/10/2022
Gallegos, Sandra	Teach/Spanish	Rowlett High School	13 years/11 years with GISD	Resignation/ Personal	6/10/2022
Garrett, September	Teach/2nd Gr.	Toler Elementary School	11 years/8 years with GISD	Resignation/ Relocation	6/10/2022
Goerner, Angela	Assistant Director Data Administrative Systems	Dr. Marvin D Roden Technology Center	7 years/2 years with GISD	Resignation/ Other TX School	7/25/2022
Gonzales, Jeffery	Teach/Technology Education	Schrade Middle School	1 year with GISD	Resignation/ Other TX School	6/10/2022
Gould, Amy	Teach/Assistant Band	O'Banion Middle School	6 years/5 years with GISD	Resignation/ Not working	6/10/2022
Greenwood, Madysen	Teach/Theater	Sellers Middle School	7 years with GISD	Resignation/ Relocation	6/10/2022
Heselton Pruitt, Charlayne	Teach/Art	Sellers Middle School	12 years/5 years with GISD	Resignation/ Career Change	6/30/2022
Holliday, Veronica	Teach/English	Bussey Middle School	24 years/14 years with GISD	Resignation/ Other TX School	6/10/2022
Hopkins, Joshua	Teach/5th Grade	Hickman Elementary School	11 years with GISD	Resignation/ Other TX School	6/10/2022
Horn, Joseph	Teach/Math/Coach	Naaman Forest High School	11 years/6 years with GISD	Resignation/ Other TX School	6/10/2022
Howard, Ennis	Teach/ESL	Garland High School	24 years/7 years with GISD	Retirement	6/23/2022
Huey, Billy	Teach/SPED Behavioral Adjustment	Coyle Middle School	10 years with GISD	Resignation/ Other TX School	7/15/2022
Ivory, Kristina	Teach/5th Gr.	Keeley Elementary School	8 years with GISD	Resignation/ Moving out of State	6/10/2022
Jimenez, Karen	Teach/Math	Lyles Middle School	17 years/13 years with GISD	Resignation/ Other TX School	6/10/2022
Johnson, I Aleck	Teach/Art	Caldwell Elementary School	3 years with GISD	Resignation/ Other TX School	6/23/2022
Jordan, Carlton	Teach/Social Studies	Rowlett High School	16 years/7 years with GISD	Resignation/ Other TX School	6/10/2022
Karelius, Paul	Teach/Math/Coach	Sachse High School	16 years/7 years with GISD	Resignation/ Other TX School	6/10/2022
Landrum, Adeline	Teach/2nd Gr.	Rowlett Elementary School	6 years with GISD	Resignation/ Other TX School	6/10/2022
Lent, Victoria	Teach/PE	Bullock Elementary School	5 years/1 year with GISD	Resignation/ Relocation	6/10/2022
Linn, Katherine	Teach/Dyslexia	Watson Technology Center	8 years/5 years with GISD	Resignation/ Moving out of State	6/2/2022
Lewis, Gregory	Teach/Tech Education	Webb Middle School	13 years/8 years with GISD	Resignation/	6/10/2022

## Resignations Retirements For July Board Meeting

				Career Change	
Lyon, Aubrey	Teach/Science 7th & 8th Gr.	Schrade Middle School	1 year with GISD	Resignation/ Other TX School	6/13/2022
Mancina, Stephanie	Teach/ESL	O'Banion Middle School	8 years/6 years with GISD	Resignation/ Relocation	6/10/2022
Martinez, Teresa	Teach/Kindergarten	Bradfield Elementary School	22 years with GISD	Retirement	1/31/2023
Mays, Carol	Teach/English/Coach	Rowlett High School	11 years/7 years with GISD	Resignation/ Other TX School	6/13/2022
Mevis, Andrew	Teach/Science	South Garland High School	8 years/7 years with GISD	Resignation/ Other TX School	6/10/2022
Miceli, Angela	Teach/SPED ABC	Back Elementary School	5 years/1 year with GISD	Resignation/ Other TX School	6/10/2022
Miller, Kristen	Teach/English	Sachse High School	7 years/1 year with GISD	Resignation/ Personal	6/10/2022
Mills, Terry	Teach/SPED ABC/Coach	North Garland High School	14 years/1 year with GISD	Resignation/ Relocation	6/10/2022
Mitchell, Cedric	Teach/Social Studies/Coach	Garland High School	10 years/1 year with GISD	Resignation/ Other TX School	7/13/2022
Mohamedkhan, Famida	Teach/Science	Bussey Middle School	6 years with GISD	Resignation/ Personal	6/10/2022
Montalvan, Roxie	Teach/Dyslexia	Schriade Middle School	19 years/8 with GISD	Resignation/ Other TX School	6/10/2022
Moore, Dustin	Teach/Social Studies/Coach	Rowlett High School	9 years/3 years with GISD	Resignation/ Other TX School	6/10/2022
Munoz, Lynette	Teach/Dyslexia	Austin Academy Middle School	12 years with GISD	Resignation/ Relocation	6/10/2022
Murdoch, Karen	Assistant Principal PreKindergarten	Parsons Prekindergarten School	19 years/5 years with GISD	Resignation/ Relocation	6/23/2022
Musser, Rachel	Teach/4th Gr.	Abbett Elementary School	11 years/4 years with GISD	Resignation/ Other TX School	6/10/2022
Nurshia, Rafique	Teach/ESL	Naaman Forest High School	6 years/5 years with GISD	Resignation/ Moving out of State	7/18/2022
Nutterfield, Madison	Teach/Art	Davis Elementary School	1 year with GISD	Resignation/ Other TX School	6/10/2022
Orellana, Susie	Teach/SPED Behavioral Adjustment	Lyles Middle School	17 years/2 years with GISD	Resignation/ Other TX School	6/23/2022
Ortiz, Raul	Teach/3rd Gr.	Ethridge Elementary School	5 years/3 years with GISD	Resignation/ Other TX School	7/10/2022
Osawemwenze, Efe	Teach/Tech ED/Architectural Design Coach	Sachse High School	6 years/1 year with GISD	Resignation/ Other TX School	6/10/2022
Pabon, Henry	Teach/Spanish	Sachse High School	21 years/13 years with GISD	Other	6/10/2022

## Resignations Retirements For July Board Meeting

Parker, Reavine	Teach/Reading	O'Banion Middle School	7 years with GISD	Resignation/ Other TX School	6/10/2022
Quiroz-Dubey, Juan Carlos	Teach/Bilingual 3rd Gr.	Spring Creek Elementary School	15 years/4 years with GISD	Resignation/ Other TX School	6/10/2022
Roberson, Lashonda	Teach/Pre-K ESL	Hickman Elementary School	2 years/1 year with GISD	Resignation/ Health Reasons	6/10/2022
Roberts, Katherine	Teach/Social Studies	Naaman Forest High School	5 years with GISD	Resignation/ Other TX School	6/10/2022
Robinson, Kelsey Rae	Teach/Art	Luna Elementary School	8 years with GISD	Resignation/ Other TX School	6/10/2022
Rolfe, Dasia	Teacher/3rd Gr.	Hickman Elementary School	2 years with GISD	Resignation/ Relocation	6/22/2022
Romero Paramo, Karla	Teach/Journalism	North Garland High School	1 year with GISD	Resignation/ Other TX School	6/23/2022
Rose, Johnna	Teach/English	North Garland High School	11 years/10 years with GISD	Resignation/ Other TX School	6/13/2022
Rotan, Elizabeth	Teach/Theater Drama	Sachse High School	21 years with GISD	Resignation/ Other TX School	6/10/2022
Salinas, Francisco	Teach/5th Gr. Bilingual	Freeman Elementary School	3 years/1 year with GISD	Resignation/ Unsatisfied with Job	6/10/2022
Sampson, Rachel	Teach/Latin	Garland High School	6 years/5 years with GISD	Resignation/ Career Change	6/23/2022
Schalit, Daniel	Teach/Science	Sasche High School	11 years/2 years with GISD	Resignation/ Other TX School	6/10/2022
Schrader, Kimberly	Assistant Principal	Sellers Middle School	12 years/8 years with GISD	Resignation/ Other TX School	6/30/2022
Seekins, Ryan	Teach/Assistant Choir	Classical Center at Brandenburg Middle School	1 year with GISD	Resignation/ Other TX School	6/10/2022
Shreves, Kathryn	School Nurse	Ethridge Elementary School	4 years with GISD	Resignation/ Relocation	7/31/2022
Smith, Taylor	Teach/English	Lakeview Centennial High School	1 year with GISD	Resignation/ Other TX School	6/23/2022
Sowells, Evalyn	Teach/SPED Resource	North Garland High School	14 years with GISD	Resignation/ Health Reasons	6/10/2022
Spurgeon, Virginia	Teach/Social Studies 7th & 8th Gr.	Houston Middle School	13 years/1 year with GISD	Resignation/ Personal	7/14/2022
Stewart, Amy	Teach/English	Rowlett High School	6 years with GISD	Resignation/ Other TX School	7/7/2022
Swanson, Henriett	Teach/SPED Resource	Bussey Middle School	6 years/1 year with GISD	Resignation/ Other TX School	3/29/2022
Swygert, Jennifer	Teach/1st Gr.	Carver Elementary School	17 years/14 with GISD	Resignation/	6/10/2022

Resignations Retirements For July Board Meeting

Tarver, Lindsey	School Nurse	Carver Elementary School	2 years/1 year with GISD	Other TX School	6/10/2022
				Relocation	
Thomas, Isaac	Teach/Art	South Garland High School	21 years/15 years with GISD	Resignation/	6/10/2022
				Other TX School	
Torres, Miguel	Teach/Bilingual 1st Gr.	Golden Meadows Elementary School	14 years/1 year with GISD	Resignation/	6/23/2022
				Personal	
Truex, Julie	Teach/ELAR 7th & 8th Gr.	Sellers Middle School	1 year with GISD	Resignation/	6/10/2022
				Other TX School	
Turner, Sabrina	Teach/PreKindergarten	Couch Elementary School	5 months with GISD	Resignation/	6/10/2022
				Other TX School	
Van Sickle, Rhonda	Teach/Dyslexia	Classical Center at Vial Elementary School	12 years/4 with GISD	Retirement	6/10/2022
Verden, Martha	Instructional Coach Title I	Sellers Middle School	7 years with GISD	Resignation/	6/16/2022
				Other TX School	
Vermeulen, Emily	Asst. Principal	O'Banion Middle School	16 years/9 years with GISD	Resignation/	6/30/2022
				Other TX School	
Villarreal, Leticia	Teach/5th Gr.	Classical Center at Vial Elementary School	6 years with GISD	Resignation/	6/10/2022
				Relocation	
Villasenor, Nancy	Teach/Dyslexia	Rowlett Elementary School	16 years with GISD	Resignation/	6/10/2022
				Personal	
Vines, Jeffrey	Teach/Social Studies/Coach	Naaman Forest High School	19 years/7 years with GISD	Resignation/	6/24/2022
				Other TX School	
Wilcox, Audrey	Teach/Math	Coyle Middle School	13 years with GISD	Resignation/	6/10/2022
				Other TX School	
Wiley, Christina	Teach/Kindergarten	Heather Glen Elementary School	4 years/2 years with GISD	Resignation/	6/10/2022
				Other TX School	
Wilkinson, Florencia	Teach/Spanish	South Garland High School	10 years/4 years with GISD	Resignation/	6/10/2022
				Other TX School	
Williams, Cynthia	Counselor	Schrade Middle School	25 years/7 years with GISD	Resignation/	6/17/2022
				Other TX School	
Willingham, Rhonda	Teach/2nd Gr.	Hillside Academy for Excellence Elementary School	9 years/7 years with GISD	Resignation/	6/10/2022
				Other TX School	
Wright, Catrina	Teach/3rd Gr.	Toler Elementary School	14 years with GISD	Resignation/	6/10/2022
				Other TX School	
Young, Lea	Teach/AVID MAPS ECHS	South Garland High School	14 years/3 years with GISD	Resignation/	6/10/2022
				Other TX School	
Zavala, Angie	Teach/Dyslexia Bilingual	Lister Elementary School	18 years with GISD	Resignation/	6/10/2022
				Personal	
<b>Professional Resignation/Retirements:</b>		<b>Approved to Date:</b>	<b>685</b>		
		<b>Current:</b>	<b>133</b>		
		<b>Total:</b>	<b>818</b>		
<b>B. Support Personnel</b>					
<b>Name</b>	<b>Job Title</b>	<b>School/Dept.</b>	<b>Experience</b>	<b>Reasons</b>	<b>Effective Date</b>

Resignations Retirements For July Board Meeting

Adame, Monica	Principal's Secretary	Caldwell Elementary School	6 years with GISD	Other	6/16/2022
Arriaga, Mayra	Data Clerk	Shugart Elementary School	6 years with GISD	Resignation/ Career Change	6/20/2022
Brown, Caleb	Aide/PE	Carver Elementary School	1 year with GISD	Resignation/ Other TX School	6/10/2022
Garrett, Melissa	Coordinator's Secretary	Harris Hill Building	22 years with GISD	Resignation/ Personal	8/12/2022
Holmes, Shawn	Aide/SPED Behavioral Adjustment	Webb Middle School	7 years with GISD	Resignation/ Relocation	7/22/2022
Jones Grainger, Dixie	Aide/Instructional ELL	Montclair Elementary School	4 years with GISD	Other	7/4/2022
Limon, Guadalupe	Aide/ESL	Houston Middle School	20 years/16 years with GISD	Resignation/ Other TX School	6/10/2022
Lopez, Kaylee	Aide/SPED CBSE Idea B	Hickman Elementary School	3 years/2 years with GISD	Resignation/ Personal	7/31/2022
Loza Carvajal, Daniela	Aide/Instructional ELL	Park Crest Elementary School	4 years with GISD	Other	6/10/2022
McDonald, Stephanie	Aide/Library	Rowlett High School	5 months with GISD	Resignation/ Unsatisfied with Job	7/31/2022
Montalvo Garcia, Maria	Aide/Instructional ELL	Weaver Elementary School	1 year with GISD	Resignation/ Relocation	6/10/2022
Morales, Monica	Aide/SPED CBSE IDEA B	Caldwell Elementary School	1 year with GISD	Resignation/ Career Change	6/23/2022
Olivas, Vanessa	Aide/SPED ALE	Austin Academy for Excellence Middle School	1 year with GISD	Resignation/ Professional Development	6/29/2022
Rafferty, Angela	Aide/PE	Luna Elementary School	7 years with GISD	Resignation/ Personal	7/3/2022
Rivas, Angela	Aide/Pre Kindergarten SPED ECSE	Cisneros PreKindergarten School	13 years/2 with GISD	Resignation/ Career Change	6/10/2022
Santos, Crystal	Aide/SPED ALE	Classical Center at Brandenburg Middle School	3 years with GISD	Resignation/ Unsatisfied with Job	7/29/2022
Silva, Linda	Attendance Clerk	Sachse High School	2 years with GISD	Resignation/ Moving out of State	7/15/2022
Smith, Johnathan	Aide/SPED ALE	Garland High School	1 year with GISD	Resignation/ Career Change	6/10/2022
Trujillo, Lorena	Health Clinic Medical Assistant	Employee Clinic	4 years with GISD	Resignation/ Professional Development	6/30/2022
Turner, Georgia	Principal's Secretary	Lakeview Centennial High School	16 years with GISD	Resignation/ Other TX School	7/29/2022
Warner, Lindsay	Aide/SPED ALE	Bussey Middle School	1 year with GISD	Resignation/ Other TX School	6/10/2022
Yohannes, Martha	Aide/Library	Hickman Elementary School	5 years with GISD	Resignation/ Career Change	7/27/2022
<b>ParaProfessional Resignation/Retirements:</b>		<b>Approved to Date:</b>	<b>137</b>		
		<b>Current:</b>	<b>22</b>		
		<b>Total:</b>	<b>159</b>		

\*Change

Other TX School - has informed us of taking a position at another Texas school district  
Personal - used at the discretion of the employee and no specific reason given or shared  
Career Change - has informed us of taking a position outside of education



## Garland Independent School District Board of Trustees

**Date of Meeting:** July 26, 2022

**Agenda Item:** Consider Approval of the 2022-2023 Student Code of Conduct

**Agenda Section:** Action Item

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

### **Board Goal Objective:**

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

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

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

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

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

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

The Student Services Department requests approval of the 2022-2023 Student Code of Conduct. There were no major changes to the 2022-2023 GISD Student Code of Conduct this year since this is a non-legislative year. Included in the materials for your review is the updated 2022-2023 GISD Student Code of Conduct as well as a chart outlining a few minor revisions/updates.

### **Administrative Recommendations:**

Administration recommends approval.

# *Memo*

To: GISD School Board of Trustees  
From: Dr. Babetta Hemphill, Executive Director of Student Services  
CC: Dr. Ricardo López, GISD Superintendent  
Dr. Susana Russell, GISD Chief Leadership Officer  
Date: July 26, 2022  
Subject: Approval of 2022-2023 Student Code of Conduct

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During the upcoming School Board Meeting scheduled for Tuesday, July 26, 2022, Trustees will be presented with the new 2022-2023 GISD Student Code of Conduct for approval. Because this is not a legislative year, the Texas Association of School Boards did not release any suggested changes to districts through the Model Student Code of Conduct Publication. A few minor revisions and/or edits were made to the Code of Conduct only to reflect current practices and programs. An outline of those revisions is listed below and is also provided on an attached chart in detail.

Revisions:

- Updated School year to 2022-2023
- Updated out of date instructional programs provided by school resource officers
- Added the middle school level to students who are required to wear ID Badges to school

State law requires the board to adopt the Student Code of Conduct. Once adopted, the 2022-2023 GISD Student Code of Conduct will be posted on the district website in English, Spanish, and Vietnamese.

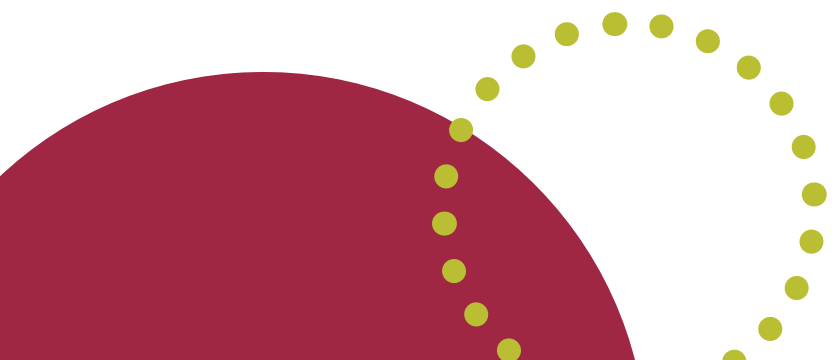
## 22-23 Student Code of Conduct Proposed Changes

Change	2021-2022	2022-2023
Revision – page 1		Updated School year to 2022-2023
Revision-page 3	<p>(In regards to one of the duties of the School Resource Officer SRO’s)</p> <p>To serve as a classroom resource for instruction in the following areas:</p> <ul style="list-style-type: none"> <li>● <b>The G.R.E.A.T. Program</b> and other interdiction strategy programs. (The G.R.E.A.T. Program was deleted as it is no longer offered as an anti gang awareness program)</li> </ul>	<p>To serve as a classroom resource for instruction in the following areas:</p> <ul style="list-style-type: none"> <li>● Interdiction strategy programs, <b>such as gang avoidance, and bullying</b> (revised)</li> </ul>
Addition –page 5-6	<p><b>p. 5 Standards For Student Conduct:</b></p> <p>Each student is expected to:</p> <ul style="list-style-type: none"> <li>● Have their student ID visible at all times if attending <b>high</b> school</li> </ul>	<p>Each student is expected to:</p> <ul style="list-style-type: none"> <li>● Have their student ID visible at all times if attending <b>middle or high</b> school. ( As an added safety measure, all students at the secondary level are expected to wear ID Badges)</li> </ul>
Revisions		Grammatical/ Formatting Errors Corrected as needed



# **Student Code of Conduct 2022-2023**

*Pending Board Approval*



# ACKNOWLEDGMENT

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

Dear Student and Parent:

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

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

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

Thank you,

Ricardo López, Ed. D.  
Superintendent

We acknowledge that we have been offered the option to receive a paper copy of the Garland Independent School District Student Code of Conduct and Student Handbook for the 2022- 2023 school year or to electronically access them on the district’s website at [www.garlandisd.net](http://www.garlandisd.net). We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

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

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Print name of parent: \_\_\_\_\_

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

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

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

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

*Pending Board Approval*

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# STUDENT CODE OF CONDUCT

## Accessibility

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

## Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

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

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

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

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code shall prevail.

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

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## **School District Authority and Jurisdiction**

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

The district has disciplinary authority over a student:

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

## **Campus Behavior Coordinator**

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

## **Searches**

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF (LEGAL) and FNF (LOCAL) for more information regarding investigations and searches.

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

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

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

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

### **The Right to Interview Students**

School officials have the legal authority and responsibility to investigate violations of the Student Code of Conduct and to interview students without prior notice to parents or guardians in order to do so. This authority is derived from the common law doctrine of “in loco parentis”, which means school officials are standing in the place of the parents when the students are at school or attending school sponsored activities. School officials exercise this authority to maintain the safety and security of the school environment and to prevent the disruption of instructional programs. For provisions pertaining to student questioning by law enforcement officials or other lawful authorities, see GRA (LOCAL).

### **Parent Defined**

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

### **Surveillance and Security Equipment**

Video and audio equipment are used for safety purposes including monitoring student behavior on district transportation and any other school property. Students are not informed about whether the equipment is turned on. Tapes shall remain in the custody of the district and be maintained as required by law. A parent or guardian who wishes to view videotape in response to disciplinary action against the student may request such access under the procedures set out by law.

### **Reporting Crimes**

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

### **Security Personnel**

To ensure sufficient security and protection of students, staff, and property, the board employs school resource officers (SROs) and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of school resource officers are:

- To serve as a visible, active law enforcement figure dealing with all law-related issues.
- To serve as a classroom resource for instruction in the following areas:
  - Law-related education;
  - Violence diffusion & crime prevention;

- Safety programs;
- Alcohol and Drug Preventions;
- Life choices; and
- Interdiction strategy programs, such as gang avoidance, and bullying;
- To serve as a part of the faculty and administrative team working cooperatively to solve problems.
- To serve as a resource for students providing guidance, support, and information on law-related topics and procedures.
- To serve as a resource for the teachers, parents, and students for conferences on an individual basis, dealing with specific problems and questions such as:
  - Date rape;
  - Juvenile Law;
  - Drugs and alcohol;
  - Child abuse;
  - Rape crisis;
  - Violence Diffusion; and
  - Gang activity.
- To serve as a counseling resource in areas which may affect the safety and security of the educational environment.

The law enforcement duties of district security personnel are:

- Ensure schools are properly and adequately secured by patrolling school property and monitoring premises for the presence of non-district personnel.
- Ensure schools are properly and adequately secured by monitoring security/fire alarm and CCTV systems and reporting all incoming alarms to other GISD Security Officers or local Police and Fire Departments as required.
- Ensure campuses are trained on and completing all necessary drills and protocols by providing a regular presence through the Campus Security Initiative and Campus Security Officer function.
- Report criminal activity, damage, unlocked doors or windows, and/or any unusual incidents at District facilities.
- Conduct minor repairs and/or cleanup to facilities as directed.
- Maintain a working, professional rapport with district staff and School Resource Officers at all times.
- When performing a patrol function, maintain and clean District vehicle as needed at the completion of assigned shift.
- When performing a dispatch function, report any system malfunctions via the work order system.
- Maintain a high level of emotional and physical restraint when dealing with students, staff, and community members.
- Complete departmental training to maintain proficiency in assigned duties.
- Adhere to District directives, policies and safety standards as they relate to daily duties.
- Be willing to work a variety of shifts with little notice.
- Complete other duties as assigned by supervisors within line-of-authority.
- Demonstrate behavior that is professional, ethical and responsible, and serve as a role-model for all District employees and staff, as well as students, parents, community

members and guests of the District.

- Complete all reports necessary throughout shift as documentation for all designated events.
- Comply with all laws when transmitting information via first responder radios.
- Comply with the International Fire Code as required when responding to fire alarms from District facilities.

### **Participating in Graduation Activities**

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code. Participation might include a speaking role, as established by district policy and procedures.

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

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

### **Unauthorized Persons**

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

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

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

### **STANDARDS FOR STUDENT CONDUCT**

Each student is expected to:

- Be aware of all items that are brought onto any Garland Independent School District property. This includes, but is not limited to, items carried in clothing, backpacks, and vehicles or placed in lockers or desks.
- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.

- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Have their student ID visible at all times if attending middle or high school.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Notify teachers or school officials of any conflict with other students, including threats.
- Address complaints through appropriate channels.
- Adhere to the requirements of the Student Code of Conduct.

Conduct by students either in or out of class that for any reason, whether because of time, place, or manner of behavior, materially disrupts class work or involves substantial disorder or invasion of the rights of other students or employees at school or school-related activities is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities.

## **EXTRACURRICULAR STANDARDS FOR STUDENT CONDUCT**

With approval of the Superintendent and principal, sponsors and coaches of extracurricular activities may develop and enforce standards of conduct that are higher than the district-developed Student Code of Conduct and may maintain membership and eligibility for participation in activities on adherence to those established standards. These organizational standards of behavior are independent of the Student Code of Conduct. Violations of the Student Code of Conduct may result in independent disciplinary action by the school.

Students shall be informed of any extracurricular behavior standards for the organization in conjunction with tryout, practice or acceptance/induction into membership. Students and their parents shall sign and return to the sponsor or coach a statement acknowledging recognition of the extracurricular behavior standards and consent to abide by them as a condition of membership or participation in the activity.

A student may be removed from membership or participation in extracurricular activity or may be excluded from school honors for violation of organizational standards of behavior or for violations of the Student Code of Conduct.

The higher standards may take into account conduct that occurs at any time, on or off school property. No provision of the extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, ethnicity, national origin, or any other basis prohibited by law.

A student who has engaged in conduct punishable as a Title 5 Felony offense as defined by the Texas Penal Code or is charged with aggravated robbery or possession of a deadly weapon during the current school year shall be suspended from competition or performance in extracurricular activities for the remainder of the current school year.

## **GENERAL CONDUCT VIOLATIONS**

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses.

In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

### **Disregard for Authority**

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission. All GISD campuses are closed for lunch. All students must remain on campus during lunch.
- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

### **Mistreatment of Others**

Students shall not:

- Use inappropriate language, generally described as derogatory, harmful, and/or demeaning, that is directed toward an individual or group of individuals at school or school-related events or activities. This includes but is not limited to language related to race, ethnicity, gender and/or gender orientation, disability and religious beliefs.
- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, SRO, volunteer or other adult.

- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

## **Property Offenses**

Students shall not:

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

## **Possession of Prohibited Items**

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- Any hazardous material such as mercury or acid;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A location-restricted knife;
- A club
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor
- Knuckles
- A firearm;
- A stun gun;
- Any device designed to propel a projectile;
- A pocketknife or any other small knife;
- Mace or pepper spray;

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- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; vapes and any component, part, or accessory for an e-cigarette device or vape;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

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

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

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

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

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

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

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

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see DAEP Placement and Expulsion for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)

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- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

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

Students shall not:

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

### **Safety Transgressions**

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a

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school employee, or school property.

- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

### **Miscellaneous Offenses**

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Trespass on to school property. (See glossary)
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

### **DISCIPLINE MANAGEMENT TECHNIQUES**

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

In deciding whether to remove a student from a student's regular classroom to in-school suspension (Reassignment Room), out-of-school suspension, DAEP, JJAEP, or expulsion the district, principal, or appropriate administrator will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

### **Students with Disabilities (IDEA/Section 504)**

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

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

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

### **Techniques**

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

- Verbal or written correction.
- Cooling-off time or a brief "time-out" period in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours. The parent or guardian shall be given notice of the student's detention to permit the arrangement of any necessary transportation

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for the student. Except in cases where the student is 18 years of age or older, the detention shall not begin until the parent has been notified.

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

### **Prohibited Aversive Techniques**

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

- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.

Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.

- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

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

### **Notification**

The principal or appropriate administrator shall promptly notify a student's parent or guardian by phone, in person, or in writing of any violation that may result in in-school suspension, out-of-school suspension, placement in a DAEP, placement in JJAEP, or expulsion. The principal or appropriate administrator shall also notify a student's parent or guardian, if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the disciplinary action was taken to provide (to the student for delivery to the student's parent) written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the administrator shall send written notification by U.S. Mail. If the administrator is not able to provide notice to the parent, the principal or designee shall provide the notice.

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

### **STUDENT QUESTIONING BY POLICY OR AGENCY**

When a representative of Child Protective Services (CPS) or another lawful authority desires to question or interview a student at school as part of a child abuse investigation, the principal shall cooperate fully with the official's requests regarding the conditions of the interview or questioning. When law enforcement officers or other lawful authorities desire to question or interview a student at school for any purpose other than a child abuse investigation, the following guidelines shall apply: 1) the principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school; 2) The principal ordinarily shall make reasonable efforts to notify the student's parents/guardians. If the interviewer raises what the principal considers to be a valid objection to the notification, parents shall not be notified; 3) The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without the principal's or designee's presence. CPS may choose not to share information due to confidentiality issues. Parents/guardians may not always be notified when CPS visits with a student.

### **DISCIPLINARY APPEALS PROCESS**

Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from

the principal's office, the central administration office or through Board Policy online at <https://www.garlandisd.net/content/complaints-concerns> .The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH (Legal) and (Local).

### **STUDENT CONDUCT ON SCHOOL PROVIDED TRANSPORTATION (BUS)**

Students are expected to conduct themselves in a safe and orderly fashion at all times while being transported in school vehicles. For the security of all individuals, district employees who operate these vehicles shall have the authority to maintain control of students while the student is on district provided transportation. Transportation drivers shall handle routine discipline problems according to established rules and regulations.

- Under extreme circumstances in which the safety of passengers is threatened by the conduct of another student passenger, the offending passenger may be removed from the vehicle at the first place where this may be done safely.
  - The operator shall radio the transportation office for help and wait in the safe location for the offending passenger to be removed.
  - If the bus is still within proximity of the student's school, the driver may return to the school for assistance.
- When a student commits repeated incidents of misconduct that are disruptive and compromise safety, the student's riding privileges may be suspended.
- The student offender shall be promptly reported to the student's principal and driver's transportation supervisor.

### **Removal from the School Bus**

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

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his/her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal, or appropriate administrator may restrict or revoke a student's transportation privileges, in accordance with the law.

### **REMOVAL FROM THE REGULAR EDUCATIONAL SETTING**

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

### **Routine Referral**

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

effective discipline in the classroom.

### **Formal Removal**

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the appropriate administrator shall schedule a conference with the student's parent; the student; the teacher who removed the student from class and any other administrator. At the conference, the appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the appropriate administrator may place the student in another appropriate classroom, in-school or out of school suspension, or the DAEP.

The administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP, JJAEP, or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP, JJAEP, or expulsion shall be followed.

### **Returning Student to Classroom**

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

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

### **IN-SCHOOL SUSPENSION (REASSIGNMENT ROOM)**

Students who fail to conform to the normal rules and regulations may be assigned to in-school suspension, (except for tardiness, truancy or dress code violations), hereafter referred to as the Reassignment Room. The setting is to provide students with a highly structured, controlled academic environment. The goal is to strive to assist students to return to productive work in regular classes.

### **Misconduct**

A student may be assigned to the Reassignment Room for any behavior listed in the Code as a general conduct violation.

In addition to offenses listed in the general conduct rules, a student may be placed in the Reassignment Room for the following misconduct:

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- Disturbance in a class, hallway, cafeteria, or on school grounds or at a school-sponsored or school-related activity.
- Dissemination/possession of unauthorized materials, including hazardous items such as acid or mercury.
- Loitering in unauthorized areas.
- Illegal entry into a school facility.
- Participating in an unauthorized organization/activity.
- Possession of smoking devices including rolling paper and pipes.
- Possession of an object adapted to be a weapon.
- Setting a fire.
- Theft, possession or sale of another person's property with a value under \$200.
- Assault as defined by Penal Code 22.01 (a) (3).
- Failure to serve an assigned detention.
- Unauthorized use of a vehicle, speeding, or parking lot violation.
- Violation of school district's medication policy.
- Use, transmit, sale, or attempted sale of any intoxicant or mood-changing, mind-altering, or behavior-altering substance.

### **Reassignment Room Rules**

Students will be subject to strict discipline while assigned to in-school suspension. The following rules and regulations will prevail in the Reassignment Room:

1. Misconduct while in reassignment may result in the assignment of additional days to reassignment.
  - a. Upon arrival to school, the student must report directly to reassignment, unless authorized to do otherwise.
  - b. Students are to be punctual and bring needed supplies.
  - c. Tardiness may result in assignment of an additional day to be served.
  - d. Students are not to leave the Reassignment Room without permission.
  - e. Students shall not talk without permission or make disruptive noises.
  - f. Students may not sleep.
  - g. Students will have assigned seating and may not leave their desk without permission.
2. Students may provide or purchase their lunch from the cafeteria (no fast food).
3. Students who have absences while assigned to the Reassignment Room are required to make up those missed days before dismissal.
4. Repeated violation of Reassignment Room rules may result in the student's suspension from school.

### **Restrictions during Reassignment**

Students assigned to the Reassignment Room are subject to the following rules regarding participation in extracurricular activities:

- Students will not be allowed to participate in extracurricular activities for the length of time assigned to Reassignment plus the next calendar school day. (Students returning on Friday morning will be eligible on Saturday).
- Students assigned to Reassignment more than six days during the current term will not be

allowed to participate in extracurricular activities for the remainder of the current term.

- Students having already served a suspension from extracurricular competition or performance for citizenship reasons for the remainder of a previous term of the current school year will not be allowed to participate in extracurricular activities for the remainder of the current term, if the total number of days in Reassignment exceeds three days during the current term.
- Students who have been placed in the district's DAEP during the current school year and then are placed in the Reassignment Room will not be allowed to participate in extracurricular activities for the remainder of the current term.

## **OUT-OF-SCHOOL SUSPENSION**

### **Misconduct**

Students may be suspended for any behavior listed in the Code as a general conduct violation, (except for tardiness, truancy or dress code violations), In-school Suspension offenses, DAEP offenses, or expellable offenses.

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

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

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

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

### **Process**

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

Before being suspended a student shall have an informal conference with the campus administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity respond to the allegation before the administrator makes a decision.

The number of days of a student's suspension shall be determined by the campus administrator, but shall not exceed three school days.

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

consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

### **Restrictions during Suspension**

The campus administrator and sponsor/coach shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co- curricular activities due to out-of-school suspension.

- A student who is suspended from school for three days or less shall be suspended from any participation in school-sponsored or school-related competition/performance for the length of the suspension **plus** the next calendar school day. (Students returning on a Friday morning shall be eligible on Saturday.)
- A student who is suspended from school more than one time during the current school semester shall be prohibited from participation in extracurricular activities for the remainder of the current semester.
- Any student who is suspended from school after having been prohibited from participation for disciplinary reasons in a previous semester of the current school year shall again be suspended in extracurricular activities for the remainder of the current semester.
- A student who having previously served a stay in the district's DAEP during the current school year and is then suspended from school shall be prohibited from competition or performance in extracurricular activities for the remainder of the current semester.
- After having been suspended from extracurricular activities for the remainder of a previous semester in the current school year due to citizenship reason and then is suspended from school again in the next semester of the current school year shall again be suspended from participation for the remainder of the current semester.

Suspended students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of suspension, except by special permission.

### **Scholastic Penalties**

A student on suspension from classes can complete assignments without penalty for the period of suspension. Students shall have a time equal to the days absent from class to complete all missed assignments.

### **Coursework During Suspension**

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

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

## **DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT**

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

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

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

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

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

1. Self-defense (see glossary)
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

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

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

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

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)

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- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

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

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

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

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

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

- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
  1. The student receives deferred prosecution (see glossary),
  2. A court or jury finds that the student has engaged in delinquent conduct (see glossary),  
or
  3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

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

If a student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

### **Process**

Removals to a DAEP shall be made by the campus administrator.

### **Conference**

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

At the conference, the campus administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

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

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### **Consideration of Mitigating Factors**

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

### **Placement Order**

After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent. Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

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

### **Coursework Notice**

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

### **Length of Placement**

The duration of a student's placement in a DAEP shall be determined by the campus administrator.

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

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

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

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

### **Exceeds One Year**

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

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

### **Exceeds School Year**

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

For placement in a DAEP to extend beyond the end of the school year, **the board's designee** must determine that:

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

### **Exceeds 60 Days**

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

### **Appeals**

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

Student or parent appeals regarding a student's placement in a DAEP should be in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office, the central administration office, or through Board Policy online at <https://pol.tasb.org/Home/Index/364>.

Appeals shall begin at Level One.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board. For additional information regarding appeals, see the "Disciplinary Appeals Process" section of this Code.

### **Restrictions during Placement**

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

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

Students, while placed in DAEP, are prohibited from being on their home campus or

attending school-sponsored or school-related activities during the period of placement without special permission.

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

### **Placement Review**

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

### **Additional Misconduct**

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

### **Notice of Criminal Proceedings**

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

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

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

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

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

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

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

### **Withdrawal during Process**

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

### **Newly Enrolled Students**

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

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

### **Emergency Placement Procedure**

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

### **Transition Services**

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

## **PLACEMENT AND/OR EXPULSION FOR CERTAIN OFFENSES**

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

### **Registered Sex Offenders**

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

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

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

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

### **Review Committee**

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

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

### **Newly Enrolled Student**

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

### **Appeal**

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

### **Certain Felonies**

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or campus administrator makes certain findings and the following circumstances exist in relation to

aggravated robbery or a felony offense under Title 5 (see glossary) of the Penal Code. The student must:

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

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

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

### **Hearing and Required Findings**

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

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

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

### **Length of Placement**

The student is subject to the placement until:

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

### **Placement Review**

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at

intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

### **Newly Enrolled Students**

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

### **EXPULSION**

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless

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

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

### **Any Location**

A student **may** be expelled for:

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

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- Criminal attempt to commit murder or capital murder.
- Aggravated robbery.
- Breach of computer security (See glossary).

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

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

- Engaging in conduct that contains the elements of assault under Section 22.01(a) (1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

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

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

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student’s person a handgun, or a location-restricted knife, or a club, as these terms are defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See glossary.)
- Possession of a firearm, (as defined by federal law). (See glossary.)

### **Property of Another District**

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

### **While in DAEP**

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

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

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

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

#### **Under Federal Law**

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

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

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

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

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

### **Under Age Ten**

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

### **Process**

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

Until a hearing can be held, campus administrator may place the student in:

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

### **Hearing**

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

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

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

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

The student may be denied the privilege of his/her campus pending appeal of the expulsion.

### **Board Review of Expulsion**

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

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

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

### **Expulsion Order**

Before ordering the expulsion, the board or appropriate administrator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

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

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

### **Dallas County JJAEP**

The board of trustees of the Garland Independent School District has entered into an agreement with the county juvenile board, which has established and operates a Juvenile Alternative Education Program. Students expelled from their home school or DAEP may be placed in the

DCJJAEP.

### **Length of Expulsion**

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

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

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

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

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

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

### **Withdrawal during Process**

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

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

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

### **Additional Misconduct**

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

### **Restrictions during Expulsion**

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion, except by special permission from the Executive Director of Student Services.

Students who are expelled during the current school year are suspended from competition or performances in extracurricular activities for the remainder of the current school year.

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

Graduating seniors assigned to Dallas County Juvenile Justice Alternative Education Program

(DCJJAEP) must complete their assigned days through graduation, if applicable. The student will not be allowed to attend any senior activities, but may be allowed to participate in graduation rehearsal and the graduation ceremony.

### **Newly Enrolled Students**

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

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

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

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

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

### **Emergency Expulsion Procedures**

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

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

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

### **Transition Services**

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

### **ACCEPTABLE USE POLICY FOR TECHNOLOGY RESOURCES**

The Garland Independent School District provides a variety of electronic communications systems for educational purposes. **The electronic communications system is defined as the District's network (including the wireless network), servers, computer workstations, mobile technologies, peripherals, applications, databases, online resources, Internet access, email, and any other technology designated for use by students, including all new technologies as they become available.** This also includes any access to the Garland ISD electronics system

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while on or near school property, in school vehicles and at school-sponsored activities, and includes the appropriate use of district technology resources via off-campus remote access. Please note that the Internet is a network of many types of communication and information networks, including Digital resources, and is part of the district's electronic communications systems. Digital applications offer a variety of communication, collaboration, and educational creativity opportunities.

In accordance with the Children's Internet Protection Act, Garland Independent School District educates staff and students regarding appropriate online behavior to ensure Internet safety, including use of email and online resources, and has deployed filtering technology and protection measures to restrict access to inappropriate content such as those that are illegal, obscene or harmful to minors. While every effort is made to provide the most secure and optimal learning environment, it is not possible to absolutely prevent access (accidental or otherwise) to inappropriate content. If you come across any inappropriate content or communication, notify a teacher or parent immediately.

**It is each student's responsibility to follow the guidelines for appropriate and acceptable use.**

### **Appropriate Use**

- Students must only open, view, modify, and delete their own computer files.
- Internet use in the classroom must be directly related to school assignments and projects.
- Students will be assigned individual email and network accounts and must use only those accounts and passwords that they have been granted permission by the district to use. All account activity should be for educational purposes only.
- Students must immediately report threatening messages or discomfoting Internet files/sites to a teacher.
- Students must at all times use the district's electronic communications system, including email, wireless network access, and digital tools/resources to communicate only in ways that are kind and respectful.
- Students are responsible at all times for their use of the district's electronic communications system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them freedom to do otherwise.
- Students will use GISDWI-FI access for filtering purposes on *Bring Your Own Device*.

### **Inappropriate Use**

- Wireless Hotspots not provided by GISD are prohibited on the GISD network.
- Using the district's electronic communications system for illegal purposes including, but not limited to, cyberbullying, gambling, pornography, and computer hacking.
- Disabling or attempting to disable or bypass any system monitoring or filtering or security measures, including deleting browser history to conceal internet patterns.
- Sharing user names and passwords with others; and/or borrowing someone else's username, password, or account access.
- Purposefully opening, viewing, using or deleting files belonging to another system user without permission.
- Electronically posting personally identifying information about one's self or others (i.e., addresses, phone numbers, and pictures).

- Downloading or plagiarizing copyrighted information without permission from the copyright holder.
- Intentionally introducing a virus or other malicious programs onto the district's system.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Gaining unauthorized access to restricted information or network resources.

### **Children's Online Privacy Protection Act (COPPA)**

**Students 13 or younger.** For students under the age of 13 the Children's Online Privacy Protection Act requires additional parental permission for education software tools that collect personal information about the child. Parents wishing to deny access to these educational tools must do so in writing to the campus principal.

### **Children's Internet Protection Act (CIPA)**

All students will receive training in compliance with the CIPA. Training will address:

- Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors;
- Measures designed to restrict minors' access to materials harmful to minors; and
- Educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

### **Consequences of Inappropriate Use**

- Appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
- Suspension of access to the district's electronic communications system and equipment.
- Revocation of the district's electronic communications system account(s); and/or
- Termination of System User Account: The district may deny, revoke, or suspend specific user's access to the district's system with or without cause or notice for lack of use, violation of policy or regulations regarding acceptable network use, or as a result of disciplinary actions against the user.
- Possible criminal action.

### **Bring Your Own Device**

It is our goal that students and teachers will collaborate in rich, engaging learning experiences using technology. Students may bring their own technology and utilize personal electronic communication devices at school and at school activities. Students may use these devices in the classroom when the teacher deems them appropriate for educational purposes. All devices must remain silent or be put away unless being used within a lesson during class time. Students may also use devices during non-instructional times, such as passing periods, lunch and before/after school.

Devices should be clearly labeled with student's full name. Students are responsible for personal

property brought to school and should keep personal items with self or in a locked space. The District is not responsible for lost, stolen, or damaged devices. Devices should be charged prior to bringing them to school.

In the event the technology is used inappropriately, disciplinary consequences as outlined in the Student Code of Conduct may occur.

### **Disclaimer**

The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether expressed or implied, including, without limitation, those of fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district uses a variety of vendor-supplied hardware and software. Therefore, the district does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the user's requirements. Neither does the district warrant that the system will be uninterrupted or error-free, nor that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not necessarily the district.

The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's computer systems and networks.

### **Term**

This policy is binding for the duration of the student's enrollment in GISD.

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# GARLAND ISD STUDENT AGREEMENT ACCEPTABLE USE POLICY



Student ID: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

I understand that my computer use is not private and that the District will monitor activity on the computer system. I have read the District's electronic communications system policy and administrative regulations and agree to abide by their provisions. I understand that violation of these provisions may result in suspension or revocation of system access and/or disciplinary action. Any of my actions that are violations of law may result in criminal prosecution. Any of my actions that result in system disruption or damage may result in the assignment of financial liability.

\_\_\_\_\_

Student First Name (Please print)

\_\_\_\_\_

Student Last Name (Please print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date (mm/dd/yyyy)

## PARENT AGREEMENT:

I have read the District's Guidelines for Acceptable Use of Garland Independent School District Technology Resources, and this agreement form. In consideration for the privilege of my child using the District's electronic communications system, and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system, including, without limitation, the type of damage identified in the District's policy, and administrative regulations. I understand that any of my child's actions that are violations of law may result in criminal prosecution as well as disciplinary action by the District. Any actions that result in system disruption or damage may result in the assignment of financial liability to my child or me. Furthermore, I consent to the release of my child's personal information for the purpose of accessing educational software applications and web-based services utilized by the District.

\_\_\_\_\_  
Parent or Guardian Name (Please print)

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Home address

\_\_\_\_\_  
Home phone number

\_\_\_\_\_  
Email address

\_\_\_\_\_  
Date (mm/dd/yyyy)

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## Glossary

The glossary is intended to assist in understanding terms related to the Student Code of Conduct.

**Abuse** is improper or excessive use.

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

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

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

**Arson** is defined in part by Penal Code 28.02 as:

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

**Assault** is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

**Bodily Injury** is physical pain, illness, or any impairment of physical condition.

**Breach of Computer Security** includes knowingly accessing a computer, computer network, or a computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

**Bullying** is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

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

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

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

**Club** is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

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

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

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

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

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

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

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

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

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

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

**Disruption of school operation** means that a person commits an act that results in the interruption of the normal operation of school for a prolonged period of time and/or involves a significant number of students. Conduct that disrupts the educational process of school includes:

1. Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
2. Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
3. Prevention or attempted prevention of students from attending classes or other school activities those students are required to attend.
4. Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language causes a disruption of class activity.
5. False fire alarms and/or false 911 calls.
6. Emission of offensive smells from devices such as smoke or stink bombs.
7. Inciting a disruptive action that interferes with the normal operation of school.

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

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

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

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

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

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm ; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

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**Gang activity** is individually or collectively engaging in actions such as, but not limited to recruitment, marking territory, flashing signs, displaying colors, wearing associated haircuts, jewelry, or clothing, displaying symbols or markings any of which can be linked with advertising one's affiliation with a gang or acknowledging the existence of a gang.

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

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

**Harassment** includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b) (2) of the Education Code;
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
  - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
  - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
  - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
  - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
  - e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

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

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

**Hit list** is defined in Section 37.001(b) (3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

**Improvised explosive device** is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

**Indecent exposure** is defined by Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

**Intimate visual material** is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

**Knuckles** means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

**Location-restricted knife** is defined by Penal Code 46.01 as a knife with a blade of over five and one-half inches.

**Look-alike weapon** means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

**Machine gun** as defined by Penal Code 46.01, is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

**Mandatory** means that something is obligatory or required because of an authority.

**Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

**Possession** means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including but not limited to a locker or desk.

**Prohibited weapon** under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
  - a. An explosive weapon;
  - b. A machine gun
  - c. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

**Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are exempt from this definition.

**Public lewdness** is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviant sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

**Reasonable belief** is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of student's arrest under Article 15.27 of the Code of Criminal Procedure.

**Reckless speech/writing** is defined as a written or oral statement(s) made by a student which constitutes, involves or concerns a plan, scheme, or threat to violate any law, commit an act of violence to any person, disrupt or disturb any school or school-related activity; or damage or

destroy any school building or property where the student intends, knows or is reckless about whether such speed or writing will be communicated to other persons who reasonably would be placed in fear of harm for themselves or others or for the property of themselves or others.

**Self-defense** is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself. When a claim of self-defense is made, we may consider the following:

1. The force being used against the student is lawful.
2. The student has an opportunity to avoid force or to inform a school official of threatened use of force.
3. The student uses force after the other party abandons or attempts to abandon a fight or confrontation.

**Serious misbehavior** means:

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

**Serious or persistent misbehavior** includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

**Sexual harassment** is defined as unwelcome sexual advances, requests for sexual favors, or sexually motivated physical, verbal or non-verbal conduct that is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, creates an intimidating, threatening, hostile or offensive educational

environment, has the purpose or effect of substantially or unreasonably interfering with the student's educational performance, or otherwise adversely affects a student's educational opportunities.

**Short-barrel firearm** is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

**Telecommunications device** is defined as any device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, including but not limited to cellular phones and pagers.

**Terroristic threat** is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

**Tire deflation device** is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

**Title 5 felonies** are those crimes listed in Title 5 of the Penal Code that involve injury to a person and may include:

- Murder, manslaughter, or homicide under Section 19.02-.05;
- Kidnapping under Section 20.03;
- Trafficking of persons; under Section 20 A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05-.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under section 21.09;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;

- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and,
- Tampering with a consumer product under Section 22.09.

**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one’s body, by any means, a prohibited substance.

**Vandalism** is when a person willfully damages or defaces the property of others.

**Volatile chemical abuse** is described in Chapter 485 of the Health and Safety Code of the Texas Controlled Substance Act as when a person inhales, ingests, applies, uses, or possesses a volatile chemical with the intent to inhale, ingest, apply, or use a volatile chemical (glue, aerosol paint, etc.) in a manner contrary to the directions for use, cautions or warnings appearing on a label of a container of chemical and is designed to affect the persons central nervous system, create or induce a condition of intoxication, hallucination, or elation or change or distort or disturb the person’s eyesight, thinking process, balance or coordination.

**Zip gun** is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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## Appendix I: Board Policy

### Garland Independent School District Board of Trustees Policy Codes

POLICY CODE	TITLE: SUBTITLE	
<b>FDB</b> (LEGAL) (LOCAL)	ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS	<a href="https://pol.tasb.org/Policy/Code/364?filter=FDB">https://pol.tasb.org/Policy/Code/364?filter=FDB</a>
<b>FDE</b> (LEGAL) (LOCAL)	ADMISSIONS: SCHOOL SAFETY TRANSFERS	<a href="https://pol.tasb.org/Policy/Code/364?filter=FDE">https://pol.tasb.org/Policy/Code/364?filter=FDE</a>
<b>FFH</b> (LEGAL) (LOCAL) (EXHIBIT)	STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION	<a href="https://pol.tasb.org/Policy/Code/364?filter=FFH">https://pol.tasb.org/Policy/Code/364?filter=FFH</a>
<b>FFI</b> (LEGAL) (LOCAL)	STUDENT WELFARE: FREEDOM FROM BULLYING	<a href="https://pol.tasb.org/Policy/Code/364?filter=FFI">https://pol.tasb.org/Policy/Code/364?filter=FFI</a>
<b>FN</b> (LOCAL)	STUDENT RIGHTS AND RESPONSIBILITIES	<a href="https://pol.tasb.org/Policy/Code/364?filter=FN">https://pol.tasb.org/Policy/Code/364?filter=FN</a>
<b>FNC</b> (LEGAL)	STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT CONDUCT	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNC">https://pol.tasb.org/Policy/Code/364?filter=FNC</a>
<b>FNCA</b> (LEGAL) (LOCAL)	STUDENT CONDUCT: DRESS CODE	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNCA">https://pol.tasb.org/Policy/Code/364?filter=FNCA</a>
<b>FNCC</b> (LEGAL)	STUDENT CONDUCT: PROHIBITED ORGANIZATIONS AND HAZING	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNCC">https://pol.tasb.org/Policy/Code/364?filter=FNCC</a>
<b>FNCD</b> (LEGAL)	STUDENT CONDUCT: TOBACCO USE AND POSSESSION	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNCD">https://pol.tasb.org/Policy/Code/364?filter=FNCD</a>
<b>FNCE</b> (LEGAL) (LOCAL)	STUDENT CONDUCT: PERSONAL TELECOMMUNICATIONS/ELECTRONIC DEVICES	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNCE">https://pol.tasb.org/Policy/Code/364?filter=FNCE</a>
<b>FNCF</b> (LEGAL)	STUDENT CONDUCT: ALCOHOL AND DRUG USE	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNCF">https://pol.tasb.org/Policy/Code/364?filter=FNCF</a>
<b>FNCG</b> (LEGAL)	STUDENT CONDUCT: WEAPONS	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNCG">https://pol.tasb.org/Policy/Code/364?filter=FNCG</a>
<b>FNCI</b> (LEGAL)	STUDENT CONDUCT: DISRUPTIONS	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNCI">https://pol.tasb.org/Policy/Code/364?filter=FNCI</a>
<b>FNF</b> (LEGAL) (LOCAL)	STUDENT RIGHTS AND RESPONSIBILITIES: INTERROGATIONS AND SEARCHES	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNF">https://pol.tasb.org/Policy/Code/364?filter=FNF</a>

<b>FNG</b> (LEGAL) (LOCAL)	STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES	<a href="https://pol.tasb.org/Policy/Code/364?filter=FNG">https://pol.tasb.org/Policy/Code/364?filter=FNG</a>
<b>FO</b> (LEGAL) (LOCAL)	STUDENT DISCIPLINE	<a href="https://pol.tasb.org/Policy/Code/364?filter=FO">https://pol.tasb.org/Policy/Code/364?filter=FO</a>
<b>FOA</b> (LEGAL)	STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER	<a href="https://pol.tasb.org/Policy/Code/364?filter=FOA">https://pol.tasb.org/Policy/Code/364?filter=FOA</a>
<b>FOB</b> (LEGAL)	STUDENT DISCIPLINE: OUT-OF-SCHOOL SUSPENSION	<a href="https://pol.tasb.org/Policy/Code/364?filter=FOB">https://pol.tasb.org/Policy/Code/364?filter=FOB</a>
<b>FOC</b> (LEGAL)	STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING	<a href="https://pol.tasb.org/Policy/Code/364?filter=FOC">https://pol.tasb.org/Policy/Code/364?filter=FOC</a>
<b>FOCA</b> (LEGAL)	PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS	<a href="https://pol.tasb.org/Policy/Code/364?filter=FOCA">https://pol.tasb.org/Policy/Code/364?filter=FOCA</a>
<b>FOD</b> (LEGAL)	STUDENT DISCIPLINE: EXPULSION	<a href="https://pol.tasb.org/Policy/Code/364?filter=FOD">https://pol.tasb.org/Policy/Code/364?filter=FOD</a>
<b>FODA</b> (LEGAL)	EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM	<a href="https://pol.tasb.org/Policy/Code/364?filter=FODA">https://pol.tasb.org/Policy/Code/364?filter=FODA</a>
<b>FOE</b> (LEGAL)	STUDENT DISCIPLINE: EMERGENCY AND ALTERNATIVE PLACEMENT	<a href="https://pol.tasb.org/Policy/Code/364?filter=FOE">https://pol.tasb.org/Policy/Code/364?filter=FOE</a>
<b>FOF</b> (LEGAL)	STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES	<a href="https://pol.tasb.org/Policy/Code/364?filter=FOF">https://pol.tasb.org/Policy/Code/364?filter=FOF</a>
<b>GRA</b> (LOCAL) (LEGAL)	RELATIONS WITH GOVERNMENTAL ENTITIES-STATE AND LOCAL GOVERNMENTAL AUTHORITIES	<a href="https://pol.tasb.org/Policy/Code/364?filter=GRA">https://pol.tasb.org/Policy/Code/364?filter=GRA</a>

Pending Board Approval



## Garland Independent School District Board of Trustees

**Date of Meeting:** July 26, 2022

**Agenda Item:** Consider Approval of SRO Interlocal Agreements

**Agenda Section:** Action Items

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

### Board Goal Objective:

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

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

### 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:

The interlocal agreements between the school district and the three police departments have continuity with regard to form and substance. Updates have been vetted through GISD Legal. Edits to the SY2022-23 agreements are as follows:

1. The Garland PD Agreement Addendum added **Memorial Pathway Academy** to the schools covered by the Elementary SRO also covering Club Hill and Handley.

**RATIONALE FOR EDIT:** This SRO's home base was moved to MPA after PAC closed.

2. Garland PD, Rowlett PD, and Sachse PD agreements add language to *Paragraph 4. Overtime/Extra Duty*, to read:

*"GISD will reimburse the City for salaries and benefits to SROs **and other***

*approved department police officers who provide police services at GISD athletic and other events at an hourly overtime rate commensurate to the officer's rank."*

**RATIONALE FOR EDIT:** Allowing police officers who are not SROs to work events when needed will mitigate staffing shortages and provide sufficient security to parents, students, and staff.

3. As determined at the July 28, 2020, Board Meeting, Garland Police Department and Garland ISD will split the SRO vehicle maintenance expense over a three-year phase-in period. Vehicle maintenance expenses run \$440,000 per year and do not include the cost of new vehicle purchases. SY2020-21 cost GISD \$0. Phase 2 was in SY2021-22 and cost GISD \$110K. Phase 3 will introduce the full half of vehicle expenses and will cost \$220K for the 2022-23 school year and beyond.

**RATIONALE FOR EDIT:** The final phase-in year is upon us.

In the Garland PD Agreement, *Paragraph 3. Payment for Services* will be amended as follows:

	District Share	City Share
8 SROs	100% salaries & benefits	0% salaries & benefits
23 SROs	50% salaries & benefits	50% salaries & benefits
3 Lieutenants (SRO Supervisors)	50% salaries & benefits	50% salaries & benefits
1 Secretary (SRO Admin)	50% salaries & benefits	50% salaries & benefits
Equipment & Gear	0%	100%
Vehicle Maintenance Expenses SY 20-21 (not to exceed \$220,000 for district)	0% <del>50%</del>	100% <del>50%</del>

**Administrative Recommendations:**

Provided for your approval.



**MEMORANDUM OF UNDERSTANDING FOR GOVERNMENTAL SERVICES RELATING TO A SCHOOL  
RESOURCE OFFICER PROGRAM BETWEEN THE CITY OF GARLAND  
AND THE GARLAND INDEPENDENT SCHOOL DISTRICT**

This **AGREEMENT** (the "Agreement"), entered into this 1<sup>st</sup> day of July 2022 (Effective Date), by and between the **CITY OF GARLAND** (hereinafter called "City") and the **GARLAND INDEPENDENT SCHOOL DISTRICT** (hereinafter called "GISD"). **WHEREAS**, each governing body, in performing governmental functions or in paying for the performance of governmental functions hereunder, shall make that performance or those payments from current revenues legally available to that party; and

**WHEREAS**, the City and GISD desire to establish a mutually beneficial program whereby GISD utilizes eleven (11) uniformed police officers at high schools; nine (9) uniformed police officers at middle schools; seven (7) uniformed police officers at elementary schools; two (2) uniformed police officers at alternative education centers; two (2) uniformed rover officers (rovers travel among schools for safety coverage but not assigned to a specific school); three (3) school resource officer supervisors, and one (1) school resource secretary. **[For more detail, see ADDENDUM.]**

**WHEREAS**, the primary purpose of the School Resource Officer (SRO) Program is the reduction and prevention of crime committed by juveniles and young adults; to promote the safety of students through the presence of uniformed police officers and marked squad cars; to educate; to counsel; and to protect. The SRO Program accomplishes this purpose by achieving the following goals:

1. Reduction of criminal offenses committed by juveniles and young adults,
2. Establish rapport with students,
3. Establish rapport with parents, faculty, staff, administrators, and other adults,
4. Create and expand programs with vision and creativity to increase student participation, which will benefit students, the school district, the police department, and the community,
5. Present a positive role image for students and adults, and
6. Provide safety for students, faculty, staff, and all persons involved with GISD.

**WHEREAS**, the parties wish to enter into this Agreement to establish the terms and conditions of the SRO Program.

**NOW, THEREFORE**, the parties hereby do mutually agree as follows:

**1. Term of Agreement:** The term of this Agreement shall begin upon the Effective Date and will continue in full force and effect unless terminated in accordance with the provisions set-forth herein. This Agreement can be modified only by an agreement in writing, signed by both parties.

**2. Term of Relationship:** Nothing herein shall be construed as creating the relationship of employer and employee between GISD and SROs. The City assumes, and remains, totally responsible for the acts of its employees as they relate to the services provided during the course and scope of their employment, and SROs shall not be entitled to any rights or privileges of GISD employees and shall not



be considered in any manner to be GISD employees. SROs shall solely be subject to the control and direction of the City in carrying out the duties required of them under the terms of this Agreement.

SROs in GISD shall be under the direct control of GISD solely with respect to the use and maintenance of education records; and, as such, are hereby defined to be “school officials” for the purpose of disclosure of personally identifiable student information under the Family Educational Rights and Privacy Act (FERPA) 20 U. S. C. § 1232g. In addition to the foregoing, GISD may disclose directory information, as that term is defined by FERPA and its implementing regulations, to SROs for a term limited to the amount of time that GISD sees fit. Further, in the event GISD perceives an articulable and significant threat under the totality of the circumstances, and documents same in a student’s records access log, GISD may share student records, as appropriate, with SROs. SROs shall not disclose student personally identifiable information to any other person or entity unless authorized by FERPA to make such disclosure.

**3. Payment for Services:** Except as specifically described in this Agreement, it is agreed that GISD will reimburse the City 50 percent of the salaries and benefits of the SRO officers, SRO supervisors, and the SRO secretary. GISD will reimburse the City 100 percent of the salaries and benefits of eight (8) officers. Cost-of-living increases from 3 to 6 percent are expected to occur annually.

	District Share	City Share
8 SROs	100% salaries & benefits	0% salaries & benefits
23 SROs	50% salaries & benefits	50% salaries & benefits
3 Lieutenants (SRO Supervisors)	50% salaries & benefits	50% salaries & benefits
1 Secretary (SRO Admin)	50% salaries & benefits	50% salaries & benefits
Equipment & Gear	0%	100%
Vehicle Maintenance Expenses (not to exceed \$220,00 for district)	50%	50%

The City shall invoice GISD on a monthly basis. GISD agrees to reimburse the City for the GISD share of the SRO Program within thirty (30) days of receipt of invoice.

The City must provide coverage when a regular SRO is absent for any period of time. Principals shall be notified when an SRO will be absent.

**4. Overtime/Extra Duty:** GISD will reimburse the City for salaries and benefits to SROs and other approved department police officers who provide police services at GISD athletic and other events at an hourly overtime rate commensurate to the officer’s rank. GISD athletic events shall be scheduled through the office of the SRO supervisors and the Director of Security.

**5. Enforcement:** Although the SROs have been placed in a formal education environment, they are not relieved of their official duties as law enforcement officers. Decisions to intervene normally will be made when it is necessary to prevent violence, a breach of the peace, personal injury, or loss of property. SROs will advise students on responsibilities and procedures concerning criminal matters.



SROs will give advice to help resolve issues between students that involve matters that may result in criminal violations, disturbances, or disruptions. SROs are enforcement officers in regard to criminal matters with the purpose of deterring criminal behavior. SROs shall notify the school principal when a student is removed from campus or taken into custody while school is in session or on school grounds.

**6. Scheduling:** SROs will work a 40-hour work week and will coordinate their hours collaboratively between the City and GISD.

**7. Provisions:** GISD shall provide at each school to be served by an SRO, a properly secured office, equipped with the following:

- Office desk and chairs,
- Locking file cabinet,
- Computer with printer,
- Office telephone,
- Monitor or television screen large enough for clear visibility and capacity to view and track campus surveillance, impending weather situations, and other emergencies,
- District cell phone,
- Office supplies, and
- Access to school secretary or security secretary for administrative assistance.

**8. Selection of SRO:** The City should consider the recommendations of GISD in the selection and assignment of SROs.

**9. Replacement:** GISD may request a replacement of the SRO. Such a request shall be made in writing through the City's Chief of Police. If agreed upon by the Chief and GISD, a replacement SRO shall be provided as soon as possible.

**10. Modification:** This Agreement may be modified by mutual consent and signed by the responsible official for each party.

**11. Termination:** This Agreement may be terminated by either party with 30-days' notice in writing to the other party.

**12. Immunity:** The City and GISD agree that neither party has waived its respective sovereign immunity by entering into and performing the obligations under this Agreement.

**13. Non-Appropriation of Funds:** The City and GISD will use best efforts to appropriate sufficient funds to support the obligations under this Agreement. However, in the event that sufficient funds are not appropriated by either party's governing body, and as a result, that party is unable to fulfill its obligations under this Agreement, that party (i) shall promptly notify the other party in writing, and (ii) may terminate this Agreement, effective as of the last day for which sufficient funds have been appropriated.



**14. Insurance:** The City agrees it is self-insured. City shall maintain, during the term of this Agreement, workers' compensation insurance, general liability coverage, and auto liability coverage for its employees engaged in work under this Agreement. Upon request, City shall provide GISD with Certificates of Insurance indicating such coverage prior to the beginning of any activities under this Agreement.

**15. Use of District Property – Hold Harmless:** GISD agrees that the City may use district properties at no cost to enable officers to conduct trainings and debriefings, and to utilize restroom facilities on a 24-hour basis during public emergencies. The City agrees that the use of GISD properties will not adversely impact GISD's operational schedule and during such times as may be mutually acceptable for the City and GISD. The City will not hold GISD liable for damage or destruction of the City's property that may occur during the use of GISD property or for any injuries to the City's personnel.

**16. Indemnification:** Each party agrees to and accepts full responsibility for the acts, negligence and/or omissions of such party's officers, agents and employees in the execution and performance of this Agreement. To the extent allowed by law, each party shall indemnify and save harmless the other party, its officers, agents, and employees from all suits, actions, losses, damages, claims, or liability of any character, type, or description, including without limiting the generality of the foregoing all expenses of litigation, court costs, and attorney's fees for injury or death to any person, or injury to any property, received or sustained by any person or persons or property, arising out of, or occasioned by, the acts of the party, its officers, agents, or employees in the performance of this agreement. No party waives, nor shall be deemed to waive, any immunity or defense that would otherwise be available to or against claims arising in the exercise of governmental functions relating hereto or otherwise. By entering into this agreement, the parties do not create any obligations expressed or implied, other than those set forth herein, and this agreement shall not create any rights in any parties not signatory hereto. There are no third-party beneficiaries to this Agreement.

**17. Force Majeure:** In the event that any party shall be prevented from performing any of its obligations under this Agreement by any act of God, war, riot, civil commotion, strikes, fires, flood, epidemic, or by the occurrence of any event beyond the control of such party, then such party shall be excused from the performance of the obligations under this Agreement but only during such period of Force Majeure.



**CITY OF GARLAND**

**GARLAND INDEPENDENT SCHOOL DISTRICT**

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

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

Jeff Bryan, Chief of Police  
Garland Police Department

Dr. Ricardo López, Superintendent  
Garland Independent School District

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

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

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

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

Bryan Bradford, City Manager  
City of Garland

Wes Johnson, Board of Trustees President  
Garland Independent School District

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

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



**ADDENDUM**

**Garland PD Employees in Garland ISD**

<b>High Schools</b>	
Garland HS	2 officers
Gilbreath-Reed Career & Technical Center	1 officer
Lakeview Centennial HS	2 officers
Naaman Forest HS	2 officers
North Garland HS	2 officers
South Garland HS	2 officers
<b>Middle Schools</b>	
Austin MS	1 officer
Brandenburg MS	1 officer
Bussey MS	1 officer
Houston MS	1 officer
Jackson MS	1 officer
Lyles MS	1 officer
O'Banion MS	1 officer
Sellers MS	1 officer
Webb MS	1 officer
<b>Elementary Schools</b>	
Abbett, Hickman, Lister, Luna, Spring Creek	1 officer
Club Hill, Handley, Memorial	1 officer
Caldwell, Daughtery, Park Crest, Williams	1 officer
Beaver, Bradfield, Bullock, Golden Meadows, Walnut Glen	1 officer
Centerville, Heather Glen, Montclair, Routh Roach, Southgate	1 officer
Cooper, Davis, Ethridge, Freeman, Weaver	1 officer
Hillside, Kimberlin, Northlake, Shorehaven, Watson	1 officer
Carver, Couch, Shugart, Toler, Vial	1 officer
<b>Other</b>	
Garland Alternative Education Center	1 officer
Throughout GISD Boundaries in GPD Jurisdiction	2 rover officers
Supervising SROs	3 lieutenants
Administrative Assistance to SROs	1 secretary
<b>TOTAL Garland PD Staff</b>	<b>35</b>



**INTERLOCAL COOPERATION AGREEMENT FOR GOVERNMENTAL SERVICES RELATING TO A SCHOOL  
RESOURCE OFFICER PROGRAM BETWEEN THE CITY OF ROWLETT  
AND THE GARLAND INDEPENDENT SCHOOL DISTRICT**

This **AGREEMENT** (the "Agreement"), entered into this 1<sup>st</sup> day of July 2022 (Effective Date), by and between the **CITY OF ROWLETT** (hereinafter called "City") and the **GARLAND INDEPENDENT SCHOOL DISTRICT** (hereinafter called "GISD").

**WHEREAS**, this Agreement is made under the authority of Chapter 791 of the Texas Government Code; and

**WHEREAS**, each governing body, in performing governmental functions or in paying for the performance of governmental functions hereunder, shall make that performance or those payments from current revenues legally available to that party; and

**WHEREAS**, the City and GISD desire to establish a mutually beneficial program whereby the GISD utilizes two (2) uniformed police officers at the high school; two (2) uniformed police officers at middle schools; two (2) uniformed police officers at elementary schools; and two (2) uniformed rover officers (rovers travel among schools for safety coverage but not assigned to a specific school). **[For more detail, see ADDENDUM.]**

**WHEREAS**, the primary purpose of the School Resource Officer (SRO) Program is the reduction and prevention of crime committed by juveniles and young adults; to promote the safety of students through the presence of uniformed police officers and marked squad cars; to educate; to counsel; and to protect. The SRO Program accomplishes this purpose by achieving the following goals:

1. Reduction of criminal offenses committed by juveniles and young adults,
2. Establish rapport with students,
3. Establish rapport with parents, faculty, staff, administrators, and other adults,
4. Create and expand programs with vision and creativity to increase student participation, which will benefit students, the school district, the police department, and the community,
5. Present a positive role image for students and adults, and
6. Provide safety for students, faculty, staff, and all persons involved with GISD.

**WHEREAS**, the parties wish to enter into this Agreement to establish the terms and conditions of the SRO Program.

**NOW, THEREFORE**, the parties hereby do mutually agree as follows:

**1. Term of Agreement:** The term of this Agreement shall begin upon the Effective Date and will continue in full force and effect unless terminated in accordance with the provisions set-forth herein. This Agreement can be modified only by an agreement in writing, signed by both parties.



**2. Term of Relationship:** Nothing herein shall be construed as creating the relationship of employer and employee between GISD and SROs. The City assumes, and remains, totally responsible for the acts of its employees as they relate to the services provided during the course and scope of their employment, and SROs shall not be entitled to any rights or privileges of GISD employees and shall not be considered in any manner to be GISD employees. SROs shall solely be subject to the control and direction of the City in carrying out the duties required of them under the terms of this Agreement.

SROs in GISD shall be under the direct control of GISD solely with respect to the use and maintenance of education records; and, as such, are hereby defined to be “school officials” for the purpose of disclosure of personally identifiable student information under the Family Educational Rights and Privacy Act (FERPA) 20 U. S. C. § 1232g. In addition to the foregoing, GISD may disclose directory information, as that term is defined by FERPA and its implementing regulations, to SROs for a term limited to the amount of time that GISD sees fit. Further, in the event GISD perceives an articulable and significant threat under the totality of the circumstances, and documents same in a student’s records access log, GISD may share student records, as appropriate, with SROs. SROs shall not disclose student personally identifiable information to any other person or entity unless authorized by FERPA to make such disclosure.

**3. Payment for Services:** Except as specifically described in this Agreement, it is agreed that GISD will reimburse the City 50 percent of the salaries and benefits of five (5) SRO officers and 100 percent of the salaries and benefits of three (3) officers. Cost-of-living increases from 3 to 6 percent are expected to occur annually.

	District Share	City Share
3 SROs	100% salaries & benefits	0% salaries & benefits
5 SROs	50% salaries & benefits	50% salaries & benefits
Equipment & Gear	0%	100%
Vehicle Maintenance Expenses	0%	100%

The City shall invoice GISD on a monthly basis. GISD agrees to reimburse the City for the GISD share of the SRO Program within thirty (30) days of receipt of invoice.

The City must provide coverage when a regular SRO is absent for any period of time. Principals shall be notified when an SRO will be absent.

**4. Overtime/Extra Duty:** GISD will reimburse the City for salaries and benefits to SROs and other approved department police officers who provide police services at GISD athletic and other events at an hourly overtime rate commensurate to the officer’s rank. GISD athletic events shall be scheduled through the office of the SRO supervisors and the Director of Security.

**5. Enforcement:** Although the SROs have been placed in a formal education environment, they are not relieved of their official duties as law enforcement officers. Decisions to intervene normally will be made when it is necessary to prevent violence, a breach of the peace, personal injury, or loss of



property. SROs will advise students on responsibilities and procedures concerning criminal matters. SROs will give advice to help resolve issues between students that involve matters that may result in criminal violations, disturbances, or disruptions. SROs are enforcement officers in regard to criminal matters with the purpose of deterring criminal behavior. SROs shall notify the school principal when a student is removed from campus or taken into custody while school is in session or on school grounds.

**6. Scheduling:** SROs will work a 40-hour work week and will coordinate their hours collaboratively between the City and GISD.

**7. Provisions:** GISD shall provide at each school to be served by an SRO, a properly secured office, equipped with the following:

- Office desk and chairs,
- Locking file cabinet,
- Computer with printer,
- Office telephone,
- Monitor or television screen large enough for clear visibility and capacity to view and track campus surveillance, impending weather situations, and other emergencies,
- District cell phone,
- Office supplies, and
- Access to school secretary or security secretary for administrative assistance.

**8. Selection of SRO:** The City should consider the recommendations of GISD in the selection and assignment of SROs.

**9. Replacement:** GISD may request a replacement of the SRO. Such a request shall be made in writing through the City's Chief of Police. If agreed upon by the Chief and GISD, a replacement SRO shall be provided as soon as possible.

**10. Modification:** This Agreement may be modified by mutual consent and signed by the responsible official for each party.

**11. Termination:** This Agreement may be terminated by either party with 30-days' notice in writing to the other party.

**12. Immunity:** The City and GISD agree that neither party has waived its respective sovereign immunity by entering into and performing the obligations under this Agreement.

**13. Non-Appropriation of Funds:** The City and GISD will use best efforts to appropriate sufficient funds to support the obligations under this Agreement. However, in the event that sufficient funds are not appropriated by either party's governing body, and as a result, that party is unable to fulfill its obligations under this Agreement, that party (i) shall promptly notify the other party in writing, and (ii) may terminate this Agreement, effective as of the last day for which sufficient funds have been appropriated.



**14. Insurance:** The City agrees it is partially self-insured, and shall provide GISD documentation of its coverages, said coverages to meet the approval of GISD. City shall maintain, during the term of this Agreement, workers' compensation insurance, general liability coverage, and auto liability coverage for its employees engaged in work under this Agreement. Upon request, City shall provide GISD with Certificates of Insurance indicating such coverage prior to the beginning of any activities under this Agreement.

**15. Use of District Property – Hold Harmless:** GISD agrees that the City may use district properties at no cost to enable officers to conduct trainings and debriefings, and to utilize restroom facilities on a 24-hour basis during public emergencies. The City agrees that the use of GISD properties will not adversely impact GISD's operational schedule and during such times as may be mutually acceptable for the City and GISD. The City will not hold GISD liable for damage or destruction of the City's property that may occur during the use of GISD property or for any injuries to the City's personnel.

**16. Indemnification:** Each party agrees to and accepts full responsibility for the acts, negligence and/or omissions of such party's officers, agents and employees in the execution and performance of this Agreement. To the extent allowed by law, each party shall indemnify and save harmless the other party, its officers, agents, and employees from all suits, actions, losses, damages, claims, or liability of any character, type, or description, including without limiting the generality of the foregoing all expenses of litigation, court costs, and attorney's fees for injury or death to any person, or injury to any property, received or sustained by any person or persons or property, arising out of, or occasioned by, the acts of the party, its officers, agents, or employees in the performance of this agreement. No party waives, nor shall be deemed to waive, any immunity or defense that would otherwise be available to or against claims arising in the exercise of governmental functions relating hereto or otherwise. By entering into this agreement, the parties do not create any obligations expressed or implied, other than those set forth herein, and this agreement shall not create any rights in any parties not signatory hereto. There are no third-party beneficiaries to this Agreement.

**17. Force Majeure:** In the event that any party shall be prevented from performing any of its obligations under this Agreement by any act of God, war, riot, civil commotion, strikes, fires, flood, epidemic, or by the occurrence of any event beyond the control of such party, then such party shall be excused from the performance of the obligations under this Agreement but only during such period of Force Majeure.



**CITY OF ROWLETT**

**GARLAND INDEPENDENT SCHOOL DISTRICT**

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

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

Chief of Police  
Rowlett Police Department

Dr. Ricardo López, Superintendent  
Garland Independent School District

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

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

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

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

Brian Funderburk, City Manager  
City of Rowlett

Wes Johnson, Board of Trustees President  
Garland Independent School District

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

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



**ADDENDUM**

**Rowlett PD Employees in Garland ISD**

<b>High Schools</b>	
Rowlett HS	2 officers
<b>Middle Schools</b>	
Coyle MS	1 officer
Schrade MS	1 officer
<b>Elementary Schools</b>	
Back, Dorsey, Rowlett, Stephens	1 officer
Herfurth, Keeley, Liberty Grove, Pearson, Steadham	1 officer
<b>Other</b>	
Rover Officers	2 officers
<b>TOTAL Rowlett PD Staff</b>	<b>8 officers</b>



**INTERLOCAL COOPERATION AGREEMENT FOR GOVERNMENTAL SERVICES RELATING TO A SCHOOL  
RESOURCE OFFICER PROGRAM BETWEEN THE CITY OF SACHSE  
AND THE GARLAND INDEPENDENT SCHOOL DISTRICT**

This **AGREEMENT** (the "Agreement"), entered into this 1<sup>st</sup> day of July 2022 (Effective Date), by and between the **CITY OF SACHSE** (hereinafter called "City") and the **GARLAND INDEPENDENT SCHOOL DISTRICT** (hereinafter called "GISD").

**WHEREAS**, this Agreement is made under the authority of Chapter 791 of the Texas Government Code; and

**WHEREAS**, each governing body, in performing governmental functions or in paying for the performance of governmental functions hereunder, shall make that performance or those payments from current revenues legally available to that party; and

**WHEREAS**, the City and GISD desire to establish a mutually beneficial program whereby GISD utilizes two (2) uniformed police officers at the high school; one (1) uniformed police officer at the middle schools; one (1) uniformed police officer at elementary schools; and one (1) uniformed rover officer (rovers travel among schools for safety coverage but not assigned to a specific school). **[For more detail, see ADDENDUM.]**

**WHEREAS**, the primary purpose of the School Resource Officer (SRO) Program is the reduction and prevention of crime committed by juveniles and young adults; to promote the safety of students through the presence of uniformed police officers and marked squad cars; to educate; to counsel; and to protect. The SRO Program accomplishes this purpose by achieving the following goals:

1. Reduction of criminal offenses committed by juveniles and young adults,
2. Establish rapport with students,
3. Establish rapport with parents, faculty, staff, administrators, and other adults,
4. Create and expand programs with vision and creativity to increase student participation, which will benefit students, the school district, the police department, and the community,
5. Present a positive role image for students and adults, and
6. Provide safety for students, faculty, staff, and all persons involved with GISD.

**WHEREAS**, the parties wish to enter into this Agreement to establish the terms and conditions of the SRO Program.

**NOW, THEREFORE**, the parties hereby do mutually agree as follows:

**1. Term of Agreement:** The term of this Agreement shall begin upon the Effective Date and will continue in full force and effect unless terminated in accordance with the provisions set-forth herein. This Agreement can be modified only by an agreement in writing, signed by both parties.



**2. Term of Relationship:** Nothing herein shall be construed as creating the relationship of employer and employee between GISD and SROs. The City assumes, and remains, totally responsible for the acts of its employees as they relate to the services provided during the course and scope of their employment, and SROs shall not be entitled to any rights or privileges of GISD employees and shall not be considered in any manner to be GISD employees. SROs shall solely be subject to the control and direction of the City in carrying out the duties required of them under the terms of this Agreement.

SROs in GISD shall be under the direct control of GISD solely with respect to the use and maintenance of education records; and, as such, are hereby defined to be “school officials” for the purpose of disclosure of personally identifiable student information under the Family Educational Rights and Privacy Act (FERPA) 20 U. S. C. § 1232g. In addition to the foregoing, GISD may disclose directory information, as that term is defined by FERPA and its implementing regulations, to SROs for a term limited to the amount of time that GISD sees fit. Further, in the event GISD perceives an articulable and significant threat under the totality of the circumstances, and documents same in a student’s records access log, GISD may share student records, as appropriate, with SROs. SROs shall not disclose student personally identifiable information to any other person or entity unless authorized by FERPA to make such disclosure.

**3. Payment for Services:** Except as specifically described in this Agreement, it is agreed that GISD will reimburse the City 50 percent of the annual salaries and benefits of three (3) SRO officers and 100 percent of the annual salaries and benefits of two (2) officers. Cost-of-living increases from 3 to 6 percent are expected to occur annually.

	<b>District Share</b>	<b>City Share</b>
1 SRO	100% salaries & benefits	0% salaries & benefits
1 Rover Officer	100% salaries & benefits	0% salaries & benefits
3 SROs	50% salaries & benefits	50% salaries & benefits
Equipment & Gear	0%	100%
Vehicle Maintenance Expenses	0%	100%

The City shall invoice GISD on a monthly basis. GISD agrees to reimburse the City for the GISD share of the SRO Program within thirty (30) days of receipt of invoice.

The City must provide coverage when a regular SRO is absent for any period of time. Examples include illness, training or court appearances. Principals shall be notified when an SRO will be absent.

The Chief of Police reserves the right to temporarily reassign any SRO to other duties or cause an SRO position to remain vacant, due to a law enforcement necessity, as determined by the Chief of Police. If an SRO is reassigned and the position is not covered by another officer for a period of three consecutive school days or longer, or if a SRO position is vacant, GISD shall not be responsible for payment.

**4. Overtime/Extra Duty:** GISD will reimburse the City for salaries and benefits to SROs and other approved department police officers who provide police services at GISD athletic and other events at an hourly overtime rate commensurate to the officer’s rank. GISD athletic events shall be scheduled



through the office of the SRO supervisors and the Director of Security.

**5. Enforcement:** Although the SROs have been placed in a formal education environment, they are not relieved of their official duties as law enforcement officers. Decisions to intervene normally will be made when it is necessary to prevent violence, a breach of the peace, personal injury, or loss of property. SROs will advise students on responsibilities and procedures concerning criminal matters. SROs will give advice to help resolve issues between students that involve matters that may result in criminal violations, disturbances, or disruptions. SROs are enforcement officers in regard to criminal matters with the purpose of deterring criminal behavior. SROs shall notify the school principal when a student is removed from campus or taken into custody while school is in session or on school grounds.

**6. Scheduling:** SROs will work a 40-hour work week and will coordinate their hours collaboratively between the City and GISD.

**7. Provisions:** GISD shall provide at each school to be served by an SRO, a properly secured office, equipped with the following:

- Office desk and chairs,
- Locking file cabinet,
- Computer with printer,
- Office telephone,
- Continuous access to campus CCTV for live-viewing only and a monitor or television screen large enough for clear visibility and capacity to view and track campus surveillance, impending weather situations, and other emergencies,
- District cell phone,
- Office supplies, and
- Access to school secretary or security secretary for administrative assistance.

**8. Selection of SRO:** The City should consider the recommendations of GISD in the selection and assignment of SROs.

**9. Replacement:** GISD may request a replacement of the SRO. Such a request shall be made in writing through the City's Chief of Police. If agreed upon by the Chief and GISD, a replacement SRO shall be provided as soon as possible.

**10. Modification:** This Agreement may be modified by mutual consent and signed by the responsible official for each party.

**11. Termination:** This Agreement may be terminated by either party with 30-days' notice in writing to the other party.

**12. Immunity:** The City and GISD agree that neither party has waived its respective sovereign immunity by entering into and performing the obligations under this Agreement.



**13. Non-Appropriation of Funds:** The City and GISD will use best efforts to appropriate sufficient funds to support the obligations under this Agreement. However, in the event that sufficient funds are not appropriated by either party's governing body, and as a result, that party is unable to fulfill its obligations under this Agreement, that party (i) shall promptly notify the other party in writing and (ii) may terminate this Agreement, effective as of the last day for which sufficient funds have been appropriated.

**14. Insurance:** The City agrees it is partially self-insured, and shall provide GISD documentation of its coverages, said coverages to meet the approval of GISD. City shall maintain, during the term of this Agreement, workers' compensation insurance, general liability coverage, and auto liability coverage for its employees engaged in work under this Agreement. Upon request, City shall provide GISD with Certificates of Insurance indicating such coverage prior to the beginning of any activities under this Agreement.

**15. Use of District Property – Hold Harmless:** GISD agrees that the City may use district properties at no cost to enable officers to conduct trainings and debriefings, and to utilize restroom facilities on a 24-hour basis during public emergencies. The City agrees that the use of GISD properties will not adversely impact GISD's operational schedule and during such times as may be mutually acceptable for the City and GISD. The City will not hold GISD liable for damage or destruction of the City's property that may occur during the use of GISD property or for any injuries to the City's personnel.

**16. Indemnification:** Each party agrees to and accepts full responsibility for the acts, negligence and/or omissions of such party's officers, agents and employees in the execution and performance of this Agreement. To the extent allowed by law, each party shall indemnify and save harmless the other party, its officers, agents, and employees from all suits, actions, losses, damages, claims, or liability of any character, type, or description, including without limiting the generality of the foregoing all expenses of litigation, court costs, and attorney's fees for injury or death to any person, or injury to any property, received or sustained by any person or persons or property, arising out of, or occasioned by, the acts of the party, its officers, agents, or employees in the performance of this agreement. No party waives, nor shall be deemed to waive, any immunity or defense that would otherwise be available to or against claims arising in the exercise of governmental functions relating hereto or otherwise. By entering into this agreement, the parties do not create any obligations expressed or implied, other than those set forth herein, and this agreement shall not create any rights in any parties not signatory hereto. There are no third-party beneficiaries to this Agreement.

**17. Force Majeure:** In the event that any party shall be prevented from performing any of its obligations under this Agreement by any act of God, war, riot, civil commotion, strikes, fires, flood, epidemic, or by the occurrence of any event beyond the control of such party, then such party shall be excused from the performance of the obligations under this Agreement but only during such period of Force Majeure.



**CITY OF SACHSE**

**GARLAND INDEPENDENT SCHOOL DISTRICT**

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

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

Bryan Sylvester, Chief of Police  
Sachse Police Department

Dr. Ricardo López, Superintendent  
Garland Independent School District

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

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

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

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

Gina Nash, City Manager  
City of Sachse

Wes Johnson, Board of Trustees President  
Garland Independent School District

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

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



**ADDENDUM**

**Sachse PD Officers in Garland ISD**

<b>High Schools</b>	
Sachse HS	2 officers
<b>Middle Schools</b>	
Hudson MS	1 officer
<b>Elementary Schools</b>	
Armstrong, Sewell	1 officer
<b>Other</b>	
Throughout GISD Boundaries in SPD Jurisdiction	1 rover officer
<b>TOTAL Sachse PD Staff</b>	<b>5</b>



GARLAND INDEPENDENT SCHOOL DISTRICT

# **SRO INTERLOCAL AGREEMENTS**

# THREE POLICE DEPARTMENTS



# CHANGES

1. Updated SRO home base from PAC to MPA (PAC closed)
2. Added that in addition to SROs, other approved officers may provide security at events (mitigates staffing shortage)
3. Updated language to reflect July 2020-approved vehicle maintenance expense (already in budget)

# COSTS

No additional costs.



GARLAND INDEPENDENT SCHOOL DISTRICT

**QUESTIONS?**



## Garland Independent School District Board of Trustees

**Date of Meeting:** July 26, 2022  
**Agenda Item:** DH (Local)  
**Agenda Section:** Action Item  
**Administrator Responsible:** Lisa Ray  
General Counsel

### **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.

#### **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:**

Administration desires to amend the policy to address grooming between educators and students.

**Administrative Recommendations:** For approval.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of Standards of Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

**Weapons Prohibited**

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action. [See CKC]
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.
<b>Safety Requirements</b>	Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.
<b>Harassment or Abuse</b>	<p>An employee shall not engage in prohibited harassment, including sexual harassment, of:</p> <ol style="list-style-type: none"><li>1. Other employees. [See DIA]</li><li>2. Students. [See FFH; see FFG regarding child abuse and neglect.]</li></ol> <p>While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.</p> <p>An employee shall report child abuse or neglect as required by law. [See FFG]</p>
<b>Relationships with Students</b>	<p>An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]</p> <p>As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]</p>
<b>Relationships with Former Students</b>	<p>An employee shall not engage in a romantic relationship with a former District student who:</p> <ul style="list-style-type: none"><li>Is not yet 21 years of age; and</li><li>Has graduated from the District within the past two years.</li></ul> <p>A romantic relationship is characterized by a pattern of exclusivity and shall be determined using criteria outlined in DF(LEGAL).</p>
<b>Tobacco and E-Cigarettes</b>	An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]
<b>Alcohol and Drugs / Notice of Drug-Free Workplace</b>	As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee’s personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee’s child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and/or
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,  
Convictions, and  
Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
  - Dishonesty; fraud; deceit; theft; misrepresentation;
  - Deliberate violence;
  - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
  - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
  - Felony driving while intoxicated (DWI); or
  - Acts constituting abuse or neglect under the Texas Family Code.

**Dress and Grooming**

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.



## Garland Independent School District Board of Trustees

**Date of Meeting:** July 26, 2022

**Agenda Item:** BDB (Local)

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Ricardo Lopez  
Superintendent of Schools

Lisa Ray  
General Counsel

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

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

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

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

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

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

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

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

Administration desires to amend the policy to allow for efficiency in the Board committee meetings. Upon approval, the reflected changes will be mirrored in the Board Operating Procedures.

**Administrative Recommendations:** For approval.

BOARD INTERNAL ORGANIZATION  
INTERNAL COMMITTEES

BDB  
(LOCAL)

**Board Committees**

Standing  
Committees

The Board President shall appoint Trustees to the following standing committees: 1) Finance, Facilities, and Operations and 2) Academic and District Affairs.

The Board President shall name three Board members to serve on each committee and appoint one of the three Board members to serve as a committee chair. The Board President shall not serve as a committee chair but may fill in for a committee member absent adequate Trustee representation at a committee meeting. Any chair of one of the standing committees will not be eligible for service on another standing committee.

The goal of the committees is to receive information, discuss and analyze information issues brought by administration.

The Chairperson of each standing committee should set the agenda for committee meetings in conjunction with administration. Each Chairperson should update the Board of Trustees regarding items taken up by the committee and advancement of agenda items for action at the board meeting.

*Finance, Facilities and  
Operations Committee*

The function of the Finance, Facilities and Operations committee shall be to counsel and work with the Superintendent and staff in the formulation of recommendations to the Board in the following area:

1. Establish financial performance goals and the process for the Board to monitor:
  - a. Overall stewardship of District funds;
  - b. Financial reporting and management;
  - c. Budget development and monitoring;
  - d. Internal controls;
  - e. Student Nutrition Services; and
  - f. Human resources management and monitoring
2. Work with the Superintendent and staff in the formulation of recommendations to the Board in the following areas:
  - a. Architect selection;
  - b. New school sites;
  - c. Bond programs;
  - d. New buildings;

BOARD INTERNAL ORGANIZATION  
INTERNAL COMMITTEES

BDB  
(LOCAL)

- e. Renovations;
- f. Security;
- g. Maintenance and custodial services;
- h. Transportation management and monitoring
- i. Curtis Culwell Center management; and
- j. Use of school facilities by community groups.

*Academic and  
District Affairs  
Committee*

The function of the District's affairs committee shall be to counsel and work with the Superintendent and staff in the formulation of recommendations to the Board in:

- 1. Instructional matters related to policy;
- 2. Curriculum matters related to policy;
- 3. Campus and District Leadership;
- 4. Research, Assessment and Accountability of student performance;
- 5. Communication and Public Relations;
- 6. Community Relations and the Garland ISD Education Foundation;
- 7. Extracurricular activities;
- 8. Desegregation plans and related court orders; and
- 9. Special Committees / Additional Committee Assignments

The Board President may appoint additional special committees as necessary to fulfill specific assignments. Special committees shall report their findings to the Board and shall be dissolved upon completion of the assigned task or vote of the Board.

The Board President may also assign additional matters to the appropriate standing committee.

**Procedures**

Administrative  
Participation

The Superintendent or designee shall attend all committee meetings.

Transacting  
Business

Committees may transact business only within specific authority granted by the Board. Recommendations from a committee shall

be referred to the full Board in regular or special session for approval and for entry into the minutes as a public record.

**Functions of Committees**

The function of committees shall be fact-finding, deliberative, and advisory but not administrative. Presentations and future agenda items shall also be reviewed and discussed at each committee meeting.

Committees ordinarily shall assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees shall normally not have direct dealings with current staff operations, and their expectations and authority shall not conflict with authority delegated to the Superintendent. Committees shall not speak or act for the Board, except when formally given such authority for specific and time-limited purposes and cannot exercise authority over staff.

**Committee Meetings**

Committee meetings shall be held on the second Tuesday of the month. In consultation with the Board President, the Superintendent or designee shall determine the time and order of the committee meetings to best accommodate the schedule of Board members and administration, and may change the date, time, and location with proper notice.

In the course of a duly posted and called committee meeting, non-committee Board members may provide input for the committee's consideration if recognized by the committee chairperson. Non-committee Board members shall not participate in any closed session committee meeting without consent of the committee.

Committee meetings shall be recorded, posted, and noticed in accordance with the Texas Open Meetings Act.

**Board Advisory Groups**

The Board President shall appoint Trustees to the following Board advisory groups: agenda review, policy review, and internal audit. Each advisory group shall support the Superintendent and/or designee(s) with recommendations for Board review at regularly scheduled meetings.

**Agenda Review**

The function of the agenda review advisory group shall be to collaborate with the Superintendent in the formulation of the agenda for regular Board meetings.

**Policy Review**

The function of the policy review advisory group shall be to collaborate with the Superintendent and/or designee(s) in the review of local and legal policies and review of Board operating procedures. This advisory group will be comprised of three trustees, including one member each from the current Finance,

Facilities and Operations Committee, the Academic and District Affairs Committee and the Board President.

Internal Audit

The function of the Internal Audit Advisory Group shall be to collaborate with the Superintendent and staff in the formulation of recommendations to the Board in the following areas:

1. Assist the Board in discharging its oversight responsibility;
2. Review, revise, and approve the internal audit plan for the upcoming year;
3. Meet periodically with the internal auditor and review all reports and direct corrective action or improvements, if necessary and consistent with the Texas Open Meetings Act;
4. Review communications from the internal auditor; and
5. Receive updates on the implementation of internal audit recommendations.
6. This advisory group will be comprised of three trustees, including one member each from the current Finance, Facilities and Operations Committee, the Academic and District Affairs Committee and the Board President.



## Garland Independent School District Board of Trustee

<b>Date of Meeting:</b>	July 26, 2022
<b>Agenda Item:</b>	Approve Local Policies from TASB Update 119
<b>Agenda Section:</b>	Action Item
<b>Administrator Responsible:</b>	Lisa Ray General Counsel

### Superintendent's Goal:

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

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

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

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

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

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

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

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

### Summary/Background Information:

Update 119 includes policy recommendations to address the remainder of the legislative changes from the 87th Legislature, Regular Session; other revisions resulting from legislation enacted during the special sessions; and revisions based on updates to the Texas Administrative Code. Recommended changes to local policies address the following topics:

- Records management
- Required staff development
- Required instruction • Gifted and talent students
- Graduation
- Trauma-informed care
- Freedom from discrimination, harassment, and retaliation

CPC(LOCAL): OFFICE MANAGEMENT - RECORDS MANAGEMENT  
DMA(LOCAL): PROFESSIONAL DEVELOPMENT - REQUIRED STAFF  
DEVELOPMENT  
EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION  
EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS  
EHBAA(LOCAL): SPECIAL EDUCATION - IDENTIFICATION, EVALUATION AND  
ELIGIBILITY  
EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS  
EIF(LOCAL): ACADEMIC ACHIEVEMENT - GRADUATION  
FFBA(LOCAL): CRISIS INTERVENTION - TRAUMA-INFORMED CARE  
FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION,  
HARASSMENT AND RETALIATION

**Administrative Recommendations:** For approval.

# Explanatory Notes

## TASB Localized Policy Manual Update 119

### Garland ISD

#### ATTN(NOTE)

#### GENERAL INFORMATION ABOUT THIS UPDATE

**Please note:** Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

#### AIB(LLEGAL)

#### ACCOUNTABILITY: PERFORMANCE REPORTING

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

#### BBB(LLEGAL)

#### BOARD MEMBERS: ELECTIONS

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

#### BBBA(LLEGAL)

#### ELECTIONS: CONDUCTING ELECTIONS

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

#### BBE(LLEGAL)

#### BOARD MEMBERS: AUTHORITY

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

#### BBG(LLEGAL)

#### BOARD MEMBERS: COMPENSATION AND EXPENSES

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

#### BBI(LLEGAL)

#### BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

Revisions are to update citations and better reflect legal sources.

#### BDAA(LLEGAL)

#### OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are to better reflect legal sources.

#### BDB(LLEGAL)

#### BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

Provisions on board committees have been revised based on current legal authority.

#### BE(LLEGAL)

#### BOARD MEETINGS

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

#### BQ(LLEGAL)

#### PLANNING AND DECISION-MAKING PROCESS

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

# Explanatory Notes

## TASB Localized Policy Manual Update 119

### Garland ISD

#### **CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS**

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

#### **CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY**

Revisions are to better reflect statutory sources.

#### **CDC(LLEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS**

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

#### **CH(LLEGAL) PURCHASING AND ACQUISITION**

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

#### **CI(LLEGAL) SCHOOL PROPERTIES DISPOSAL**

Revisions are to better reflect statutory sources.

#### **CPC(LLEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT**

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in [Bulletin B: Electronic Records Standards and Procedures](#). An [overview of Bulletin B](#) is available on the TSLAC website.

#### **CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT**

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES**

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

# Explanatory Notes

## TASB Localized Policy Manual Update 119

### **Garland ISD**

#### **CRD(LLEGAL)                      INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE**

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text addresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

#### **CS(LLEGAL)                      FACILITY STANDARDS**

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

#### **CV(LLEGAL)                      FACILITIES CONSTRUCTION**

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

#### **DC(LLEGAL)                      EMPLOYMENT PRACTICES**

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

#### **DEAA(LLEGAL)                      COMPENSATION PLAN: INCENTIVES AND STIPENDS**

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

#### **DECB(LLEGAL)                      LEAVES AND ABSENCES: MILITARY LEAVE**

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

#### **DFE(LLEGAL)                      TERMINATION OF EMPLOYMENT: RESIGNATION**

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

#### **DG(LLEGAL)                      EMPLOYEE RIGHTS AND PRIVILEGES**

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

#### **DHC(LLEGAL)                      EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY**

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

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#### **DMA(LEGAL)                      PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

Revisions are to update citations and better reflect statutory wording.

#### **DMA(LOCAL)                      PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

We recommend deletion of the previous text allowing time off for attending staff development activities on nonduty time. Such practices may be more appropriately addressed in the employee handbook and administrative regulations.

**Please note:** SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

#### **DP(LEGAL)                      PERSONNEL POSITIONS**

Provisions on school psychological services have been updated based on revised Administrative Code rules.

#### **E(LEGAL)                      INSTRUCTION**

The E section table of contents has been updated to add the new code EHDF, which includes provisions on local remote learning programs, and to update the subtitle for EFB, Library Materials.

#### **EF(LEGAL)                      INSTRUCTIONAL RESOURCES**

SB 3 (Second Called Session) requires a district to provide login credentials to parents to access learning management or online learning portals used for student instructional materials.

#### **EHAA(LEGAL)                      BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

Effective with the 2022–23 school year, SB 9 (Second Called Session) provides that the SHAC must recommend the appropriate grade levels and curriculum for instruction on child abuse, family violence, dating violence, and sex trafficking.

The bill also imposes several requirements regarding curriculum materials on those topics, including:

- Revised parental notification and new parental consent provisions;
- Posting of proposed and adopted curriculum materials and options for a parent to purchase copyrighted materials from the publisher; and
- New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

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#### **EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

#### **EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS**

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

**Please note:** This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

#### **EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY**

Amended Administrative Code rules now refer to a student with an *auditory impairment* as a student who is *deaf or hard of hearing* to match statute. (See page 5.)

#### **EHBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY**

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

**Please note:** This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

#### **EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM**

Amended Administrative Code rules revise the list of individuals who must be included in ARD committee meetings for students with deaf-blindness and revise terminology addressing students who are deaf or hard of hearing. Participating special education teachers or providers must be appropriately certified or licensed as required by federal law. The rules also address, as reflected on page 5, IEP implementation for students who enroll in a new district during the summer.

A new Administrative Code rule prohibits consideration of eligibility for supplemental special education services when developing or revising a student's IEP, determining the appropriate educational setting, or in the provision of a free appropriate public education. (See page 8.)

#### **EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT**

We have removed a repealed Administrative Code provision on out-of-state placement.

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#### EHBB(LOCAL)

#### SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

#### EHBC(LEGAL)

#### SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Reporting provisions on expenditure of the state compensatory education allotment have been added from the Administrative Code.

#### EHDE(LEGAL)

#### ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

A new provision from SB 15 (Second Called Session) explains how off-campus electronic courses or programs are counted for purposes of average daily attendance. (See page 12.)

#### EHDF(LEGAL)

#### ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions on local remote learning programs from SB 15 (Second Called Session) are reflected in this new legally referenced policy. All provisions in the bill expire on September 1, 2023.

#### EIF(LEGAL)

#### ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules provide additional detail on the requirement for a student to complete a financial aid application to meet graduation requirements. The rules, beginning on page 3 of this policy, require the board to adopt the TEA-provided form a student may submit to opt out of the financial aid application requirement and require adoption of a board policy to address the methods by which a student can confirm submission of a financial aid application. See EIF(LOCAL), below.

#### EIF(LOCAL)

#### ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

Additional [TEA guidance](#) on this topic is available.

The [Regulations Resource Manual](#) includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

**Please note:** Since the district's locally developed text regarding graduation only addresses the requirements of Education Code 28.02541, the text that addressed expiration is recommended for deletion since the law has not expired. If you would like to review the TASB-recommended text, please call your policy consultant.

#### EKB(LEGAL)

#### TESTING PROGRAMS: STATE ASSESSMENT

HB 3261 (Regular Session) allows a district to administer a state assessment instrument on the first instructional day of the week upon authorization by the commissioner of education.

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#### EMB(LEGAL)

#### MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

SB 3 (Second Called Session) revised provisions on instructional requirements and prohibitions, including prohibited concepts and activities.

#### FEC(LEGAL)

#### ATTENDANCE: ATTENDANCE FOR CREDIT

From SB 15 (Second Called Session) we have added a provision permitting a district to exempt students from the 90 percent attendance requirement for courses that are offered under a local remote learning program.

#### FFBA(LOCAL)

#### CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

#### FFG(LEGAL)

#### STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Revisions are to update citations and better reflect legal sources.

#### FFH(LEGAL)

#### STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

From SB 9 (Second Called Session) we have added the following on page 2:

- New policy requirements on dating violence, including parental notification upon a report of dating violence [see FFH(LOCAL), below]; and
- A provision requiring districts to make available to students age-appropriate materials on the dangers of dating violence and resources for students seeking help.

Other revisions are to better reflect legal sources.

#### FFH(LOCAL)

#### STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.

#### FM(LEGAL)

#### STUDENT ACTIVITIES

Provisions from HB 25 (Third Called Session) address transgender students in athletic activities sponsored or authorized by a district and prohibit a student from participating in an athletic competition that is

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designated for a biological sex that differs from the biological sex stated on the student's official birth certificate. (See page 8.)

#### **FNA(LLEGAL)                      STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION**

We have added the recent U.S. Supreme Court case on student speech, *Mahanoy Area School District v B.L.* The case holds that public schools may have a special interest in regulating some off-campus student speech where the district's interest is sufficient to overcome the student's interest in free expression, such as in situations of serious or severe bullying or harassment, threats, or breaches of school security devices.

#### **FOC(LLEGAL)                      STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING**

Revisions are to better reflect legal sources.

#### **FOCA(LLEGAL)                      PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS**

Amended Administrative Code rules resulted in revisions to shared services arrangements for DAEP services and to provisions regarding transitions for students in DAEP.

#### **FOF(LLEGAL)                      STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES**

From HB 785 (Regular Session) we have added a provision requiring the commissioner of education to adopt rules regarding the use of restraint and time-out with a student who is receiving special education services. (See page 8.)

#### **GKA(LLEGAL)                      COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES**

An existing statutory provision has been added to clarify the effect of failing to post signs at each entrance to the premises or other property indicating that firearms and other weapons are prohibited. (See page 8.)

#### **GKD(LLEGAL)                      COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES**

We have added existing statutory provisions regarding the use of district facilities by places of worship.

#### **GKG(LLEGAL)                      COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM**

We have updated for clarification the provisions on obtaining criminal history record information.

**Human Sexuality  
Instruction**

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

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

**Instruction on  
Prevention of Child  
Abuse, Family  
Violence, Dating  
Violence, and Sex  
Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

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

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

<b>Referral</b>	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
<b>Identification Criteria</b>	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
<b>Assessments</b>	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
<b>Selection</b>	A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
<b>Notification</b>	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

<b>Reassessment</b>	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
<b>Transfer Students</b>	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
<b>Furloughs</b>	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.  In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
<b>Exit Provisions</b>	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
<b>Appeals</b>	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
<b>Program Evaluation</b>	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board

members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

**Funding**

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

**Community Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

**Learning Opportunities**

Programs for identified gifted and talented students shall be provided at all campuses. In addition, the District shall provide full-time magnet programs for students in kindergarten through grade 12 who meet locally developed criteria. Student participation is voluntary; however, once a parent has signed the child's choice of school form for attendance at a magnet school, that choice shall be binding for the school year for which it was designated. Any exceptions must be made by the Superintendent or designee in accordance with the criteria defined by the federal district court.

**Alternative Local  
Graduation  
Requirements for  
Certain Individuals**

An individual who entered grade 9 before the 2011–12 school year and meets the requirements of Education Code 28.02541 [see EIF(LEGAL)] may be awarded a high school diploma if the local graduation committee determines that the individual has demonstrated proficiency in the content areas related to the assessments on which the individual has not performed satisfactorily.

**Local Graduation  
Committee**

The local graduation committee for an eligible individual shall consist of the following:

1. The District chief academic officer or designee;
2. A representative of the District with knowledge of the assessments on which the individual has not performed satisfactorily and the subject areas covered by such assessments; and
3. The individual seeking graduation under these provisions.

**Alternative  
Requirements**

To be eligible to graduate and receive a high school diploma under these provisions, an eligible individual must demonstrate proficiency to the satisfaction of the local graduation committee in the content areas related to the assessments on which the individual has not performed satisfactorily.

As approved by the Board, proficiency may be established through one or more of the following factors:

1. The individual's grade in each course in the subject areas applicable to the assessments on which the individual has not performed satisfactorily;
2. The individual's performance on any projects or work samples in the subject areas applicable to the assessments on which the individual has not performed satisfactorily (including any projects or work samples identified and assigned by the local graduation committee to be completed by the individual);
3. The individual's completion of career and technical education program courses;
4. The individual's industry-based license or certification issued by a state government agency, board, or institution; or
5. Any other academic, work, or life experiences determined to be relevant by the local graduation committee.

**Credit Opportunities  
For Ineligible  
Individuals**

Individuals who entered grade 9 before the 2011–12 school year but do not meet the course credit requirements of Education Code 28.02541 [see EIF(LEGAL)] may be offered course credit

opportunities by the local graduation committee in order to establish eligibility for the alternative local graduation requirements.

Course credit opportunities offered by the local graduation committee may include credit recovery or merit-based credits. Merit-based credits may include:

1. The individual's post-secondary transcript;
2. The individual's non-Texas public school transcript; and
3. District-designated correspondence courses to allow the individual to recover credits on his or her high school transcript. These courses may be offered at the individual's expense.

**Finality of Decision**

The decision of the local graduation committee regarding whether an individual qualifies to graduate and receive a high school diploma is final and may not be appealed. The decision of the local graduation committee must be unanimous in order for the individual to be eligible to receive a diploma.

**Financial Aid  
Application  
Confirmation**

As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following:

1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;
2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
3. A copy or screenshot of the FAFSA acknowledgment page;
4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

**Trauma-Informed  
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

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**Note:** This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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**Prohibited Conduct** In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Statement of Nondiscrimination** The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

**Harassment** Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Harassment includes dating violence as defined by law and this policy.

**Examples** Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes,

name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Title IX Sexual Harassment**

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

**Other Sexual Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

**Examples**

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting Procedures**

**Student Report**

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

**Employee Report**

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

**Definition of District Officials**

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX  
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /  
Section 504  
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
<b>Notice to Parents</b>	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p> <p>When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.</p>
<b>Investigation of Reports Other Than Title IX</b>	<p>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.</p> <p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
<b>Initial Assessment</b>	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action <i>Prohibited Conduct</i>	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.
<b>Response to Title IX Sexual Harassment</b>	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none"><li>• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;</li><li>• Consider the complainant's wishes with respect to supportive measures; and</li><li>• Explain to the complainant the option and process for filing a formal complaint.</li></ul>

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal  
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**Retaliation**

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or

harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records administrator, as prescribed by Local Government Code 176.001 and 176.0065. [See BBFA]
- Officer for public information, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public information coordinator, as prescribed by Government Code 552.012. [See BBD]

**Local Government  
Records Act**

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

“Local Government  
Record”

Records  
Management  
Officer

The Superintendent shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023 and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

*Notification*

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Electronic Records

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control  
Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules that comply with records retention schedules issued by the TSLAC as provided by law.

**Website Postings**

The District's records management program shall address the length of time records will be posted on the District's website when the law does not specify a posting period.

**Records Destruction Practices**

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

**Training**

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

**Staff Development**

The District has chosen not to grant teachers equivalency time toward required training hours for attendance at workshops, conferences, or other professional training planned or sponsored by professional associations.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** July 26, 2022

**Agenda Item:** Consider Approval of Purchase of Liability (General, Professional, Employee Benefit) and Workers' Compensation Third Party Administration Services One (1) Year with Four (4) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. John King  
Director of Risk Management

**Board Goal Objective:**

Not Applicable

**Superintendent's Goal:**

**Superintendent Goal #5 – District Management**

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

**Summary/Background Information:**

Shown is the recommendation of the bids for liability (general, professional, employee benefit) and workers' compensation third party administration services for the District. It is staff's recommendation that the bid be awarded as indicated below.

TASB Risk Management Fund

The estimated total amount of the bid is not to exceed \$950,000. Potential funding is indicated below.

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

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

It is the administration's recommendation that the offer(s) for **Liability (General, Professional, Employee Benefit) and Workers' Compensation Third Party Administration Services** from the company or companies listed below provides the best value to the Garland Independent School District.

TASB Risk Management Fund

**NOT TO EXCEED AMOUNT:**

**\$950,000**

<b>Procurement Method:</b>	Interlocal Contract
<b>Contract Number:</b>	55-22
<b>Contract Term:</b>	One (1) year with four (4) annual renewal options.
<b>Potential Funding Source:</b>	(199 General Fund)                      83% (753 Risk Management)                17%



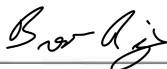
Mark A. Booker  
Executive Director of Purchasing



John King  
Director of Risk Management

Attest:

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



Brent Ringo, Ed.D.  
Chief Financial Officer



Date: May 27, 2022

To: Board of Trustees, Garland ISD

From: John King, Director of Risk Management

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

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**Action Required**

Continuation under the TASB inter-local agreement for the next year with 4 additional options to renew the TASB liability risk pool and Workers' Compensation TPA services.

**Material/Service**

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

**Purpose**

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

**LIABILITY RENEWAL**

The District has been in an inter-local agreement with the TASB Risk Management Fund to provide School Liability coverage, which includes General Liability, Professional Liability, Employee Benefit Liability, and Automobile Liability with Automobile Physical Damage since September of 2017. It is the recommendation of Risk Management to continue this coverage for the 22-23 school year under the most recently approved inter-local agreement with the option of up to 4 renewals. Rates for the 22-23 school year have increased approximately 4.5% for the combined liability coverage.

**WORKERS' COMPENSATION THIRD PARTY ADMINISTRATION**

The District has also used an inter-local agreement with the TASB Risk Management Fund to provide Third Party Administration services for the District's self-insured workers' compensation claims. Using the same inter-local agreement with the TASB Risk Management Fund for liability coverage, it is the recommendation of Risk Management that the District continues using the TASB Risk Management Fund to provide Workers' Compensation Third Party Administration services. The total estimated program cost is \$170,000.

School Liability	Per Occ Limit	Deductible	Cost 21-22	Cost 22-23
Professional Legal Liability	\$2,000,000	\$10,000	\$ 197,217	\$ 207,154
General Liability	\$2,000,000	\$0	included	included
Employee Benefits Liability	\$100,000	\$0	included	included
Privacy and Info Security	\$250,000	\$0	\$4,000	\$ 9,000
Violent Acts	\$250,000	\$0	included	included

Auto/Fleet	Limit	Deductible	Cost 21-22	Cost 22-23
Automobile Liability	\$100/\$300/\$100	\$1,000	\$ 441,981	\$ 455,100
Auto Physical Damage			\$101,565	\$ 106,804
Comprehensive	Actual Cash Value	\$1,000	included	included
Collision	Actual Cash Value	\$1,000	included	included
Privacy and Information Security	\$250,000	\$0	\$ 4,000	\$ 0

<b>Total Liability Contribution</b>	<b>\$ 744,763</b>	<b>\$ 778,058</b>
<b>Total Estimated TPA Costs</b>	<b>\$ 160,000</b>	<b>\$ 170,000</b>
<b>Total Liability and est. TPA Costs/TASB inter- local</b>	<b>\$ 904,763</b>	<b>\$ 948,058</b>

**Board Goal Objective**

Not Applicable

**Superintendent's Goal**

**Superintendent Goal #5 – District Management**

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

**Recommended Amount**

\$950,000 – 199 General Fund 83%, 753 Risk Management 17%



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** July 26, 2022

**Agenda Item:** Consider Approval of Purchase of Internet Security Filtering  
One (1) Year

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Matt Yeager  
Assistant Superintendent of Technology

**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 internet security filtering for the District. It is staff's recommendation that the bid be awarded as indicated below.

Solid Border, Inc.

The estimated total amount of the bid is not to exceed \$435,368. Potential funding is indicated below.

General Fund (199)

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

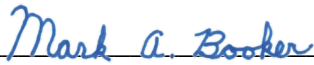
It is the administration's recommendation that the offer(s) for **Internet Security Filtering** from the company or companies listed below provides the best value to the Garland Independent School District.

Solid Border, Inc.

**NOT TO EXCEED AMOUNT:**

**\$ 435,368**

<b>Procurement Method:</b>	Request for Proposal
<b>Contract Number:</b>	289-22-01
<b>Contract Term:</b>	One (1) year
<b>Potential Funding Source:</b>	(199 General Fund)



Mark A. Booker  
Executive Director of Purchasing



Matt Yeager  
Assistant Superintendent of  
Technology

Attest:

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



Brent Ringo, Ed.D.  
Chief Financial Officer



**Garland Independent School District**

Date: May 27, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Matt Yeager, Assistant Superintendent of Technology

RE: Recommendation to Award RFP 289-22-01 Internet Security Filtering

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**Action Required**

Award

**Material/Service**

Palo Alto Firewall 7050 threat prevention, Wildfire threat analysis service, and annual support provide a high level of network security. The product suite analyzes incoming network traffic and uses security policies to block content classified as a threat.

**Purpose**

Palo Alto firewall products significantly reduce the risk of malware and cyber-attacks within the district network environment.

**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**

\$ 435,368 – 199 General Funds

BID TABULATION  
289-22-01 INTERNET SECURITY FILTERING

Line#	Item Description	UOM	Supplier	Qty	Price	Extended Price
	<b>SECTION I - PALO ALTO SUBSCRIPTION AND SUPPORT PRICING</b>					
1.01	Palo Alto Threat prevention subscription for device in an HA pair, PA-7050 Term: 9/15/2022 -9/14/2023 PAN-PA-7050-TP-HA2-R	EA	SOLID BORDER, INC.	2	\$48,286.00	\$96,572.00
1.02	Palo Alto Threat prevention subscription for device in an HA pair, PA-7050 Term: 9/15/2022 -9/14/2023 PAN-PA-7050-DNS-HA2-R	EA	SOLID BORDER, INC.	2	\$48,286.00	\$96,572.00
1.03	Palo Alto Threat prevention subscription for device in an HA pair, PA-7050 Term: 9/15/2022 - 9/14/2023 PAN-PA-7050-GP-HA2-R	EA	SOLID BORDER, INC.	2	\$48,286.00	\$96,572.00
1.04	Palo Alto DNS Security subscription for device in an HA pair, PA-7050 Term: 9/15/2022 -9/14/2023 PAN-SVC-PREM-7050-R	EA	SOLID BORDER, INC.	2	\$65,177.00	\$130,354.00
	<b>SECTION II - PALO ALTO PA-450 SUBSCRIPTION AND SUPPORT PRICING</b>					
1.05	Professional Subscription Bundle (Threat Prevention, Advanced URL Filtering, Wildfire, DNS Security) for PA-450 Term: 9/15/2022 - 9/14/2023 PN# PAN-PA-450-BND-PRO	EA	SOLID BORDER, INC.	1	\$956.00	\$956.00
1.06	Palo Alto 4-Hour Premium Support, PA-450 Term: 9/15/2022 -- 9/14/2023 PN# PAN-SVC-4HR-450	EA	SOLID BORDER, INC.	1	\$658.00	\$658.00
1.07	Palo Alto Global Protect Subscription for PA-450 Term: 9/15/2022 -- 9/14/2023 PN# PAN-SVC-450-GP	EA	SOLID BORDER, INC.	1	\$445.00	\$445.00
1.08	Palo Alto Networks PA-450 PN# PAN-PA-450	EA	SOLID BORDER, INC.	1	\$2,076.00	\$2,076.00
1.09	Rack mountable tray for up to two PA-400s and 4 power adapters for a post rack mount PN #PAN-PA-400-RACKTRAY	EA	SOLID BORDER, INC.	1	\$138.00	\$138.00
1.10	Premium support Panorama 25 devices Term: 4/15/2023 - 9/14/2024 PN # PAN-SVC-PREM-PRA-25	EA	SOLID BORDER, INC.	1	DW	NB
	<b>SECTION III - ONSITE ENGINEER SUPPORT</b>					
1.10	Onsite Engineer Hourly Rate	EA	SOLID BORDER, INC.	1	\$225.00	\$225.00
1.11	Onsite Engineer Hourly Rate Day Rate	EA	SOLID BORDER, INC.	1	\$1,800.00	\$1,800.00
1.12	Onsite Engineer Hourly Rate Weekly Rate	EA	SOLID BORDER, INC.	1	\$9,000.00	\$9,000.00
					Total	\$435,368.00

The District solicited 299 suppliers and received 1 response.



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** July 26, 2022

**Agenda Item:** Consider Approval of Recommended Contractor for Curtis Culwell Center Bipolar Ionization and HVAC at South Garland High School and North Garland High School

**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 bid for Competitive Sealed Proposal #499-22-02 for Curtis Culwell Center Bipolar Ionization and HVAC at South Garland High School and North Garland High School. It is staff's recommendation that the contractor be awarded as indicated below.

DMI Corp

The not to exceed amount is \$1,279,733. Potential funding is indicated below.

**ESSER II of CRRSA (281)**

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

It is the administration's recommendation that the offer(s) for **ORG #925 CCC Bipolar Ionization, ORG #003 S Garland HS HVAC, and ORG #004 N Garland HS HVAC** from the company or companies listed below provides the best value to the Garland Independent School District.

**DMI Corp**

**NOT TO EXCEED AMOUNT:**

**1,279,733**

<b>Procurement Method:</b>	Competitive Sealed Proposal
<b>Contract Number:</b>	499-22-02
<b>Contract Term:</b>	Estimated Date of Completion is July 2023
<b>Potential Funding Source:</b>	281 ESSER II of CRRSA (100%)



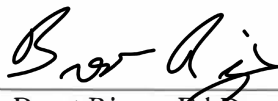
Mark A. Booker  
Executive Director of Purchasing



Paul Gonzales  
Executive Director of  
Facilities and Maintenance

Attest:

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



Brent Ringo, Ed.D.  
Chief Financial Officer

**Garland Independent School District**

**CSP# 499-22-02**  
**ORG# 925 CCC BIPOLAR IONIZATION, ORG# 003 S GARLAND HS HVAC, AND ORG#004 N GARLAND HS HVAC**

Date -29 JUN 2022

**CSP Evaluation Overall Scoring and Ranking Summary**

**OVERALL RANK >>>**  
 Base Bid

1  
 \$1,279,733  
 Proposer# 1  
 DMI CORP

CRITERIA#	CRITERIA DESCRIPTION	MAXIMUM POINTS	POINTS SCORED
1	Purchase Price	40.00	40.00
2	Quality and Reputation of Contractor	33.00	30.27
3	Execution	25.00	25.00
4	Financial Strength	2.00	1.00

**TOTAL SCORE for All Criterias = 100.00 96.27**

The District solicited 262 suppliers and received 1 response to this competitive solicitation.



**MEMORANDUM**

**DATE:** June 29, 2022  
**TO:** Mark Booker, Executive Director of Purchasing  
**FROM:** Paul Gonzales, Executive Director of Facilities and Maintenance  
**RE:** CSP #499-22-02 Contractor for Curtis Culwell Center Bipolar Ionization and HVAC at South Garland High School and North Garland High School

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After reviewing the CSP #499-22-02 Contractor for Curtis Culwell Center Bipolar Ionization and HVAC at South Garland High School and North Garland High School, it is staff's recommendation that the contract be awarded to:

DMI Corp

The not to exceed bid amount is \$1,279,733. Potential funding is indicated below.

**ESSER II of CRRSA (281)**

cc: Javier Fernandez  
Nancy Nunez



Department of Purchasing

# MEMORANDUM

DATE: June 30, 2022

TO: Mr. Paul Gonzales

RE: CSP #499-22-02

The process of the evaluation committee was followed:

1. The evaluation committee of 4 members met with completed Non-disclosure Agreements and confirmed there is no Conflict of Interest. The proposals were issued to each member on June 29, 2022.
2. Each member evaluated the proposal independently using the evaluation criteria provided the contractors in the front-end document and the public notice.
3. Each member's evaluation was assigned an Evaluator number to remain anonymous.
4. Scores were consolidated with the approved rubrics for pricing and financial data.
5. The Director of Risk Management reviewed the section regarding OSHA standards and worker's comp.
6. Purchasing confirmed the reference checks.
7. One (1) firm submitted a proposal and qualified for a DNBI report. The information has been included in their score based on their DNBI rating.
8. No records were found for the firm on the debarred listing for Federal contracts in the System for Award Management (SAM) which consolidates CCR/FedReg, ORCA, and EPLS.
9. The results of the committee members' reviews resulted in a responsive and responsible firm.
10. Based on clarifications and the evaluation criteria, the firm with points for pricing and Dunn and Bradstreet report is: DMI Corp.
11. In accordance with EDGAR 200.320(b), using Federal Funds (ESSER II), an independent cost estimate was provided prior to the issue of the CSP and evaluation criteria with weights included in the public notice. A cost analysis has been submitted with the profit and labor/materials identified in the schedule of values, a letter from the engineer, and a determination of the fair and reasonable pricing.
12. The firm provides the best value to the district and use of ESSER II funds to meet the needs in CSP 499-22-02. Recommend Board approval to award to DMI Corp in accordance with Government Code Title 10 Chapter 2269.155.

Respectfully,

**Nancy R. Nunez**  
**Garland ISD - Purchasing**  
**Construction Bond Specialist**  
**(972) 487-4132 office**  
[NRNunez@garlandisd.net](mailto:NRNunez@garlandisd.net)

cc: File 499-22-02



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** July 26, 2022

**Agenda Item:** Consider Approval of Increase in Awarded Amount for Career and Technical Education Firefighting Equipment and Services  
Second of Four (4) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Mr. Coleman Bruman  
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 firefighting equipment and services for the District. It is staff’s recommendation that the bid be increased as indicated below.

911 Safety Equipment LLC  
Braskey Products LLC  
Fastenal Company

IDSC Holdings LLC  
Preston Hicks

Original Amount: \$ 74,999  
(August 31, 2021)

Increase Amount: \$ 75,001

The estimated total amount of the bid is not to exceed \$150,000. Potential funding is indicated below.

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

**Administrative Recommendations:**

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION  
FOR BOARD OF TRUSTEES APPROVAL**

**RECOMMENDATION:**

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

911 Safety Equipment LLC  
Braskey Products LLC  
Fastenal Company

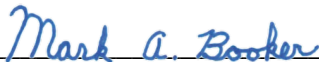
IDSC Holdings LLC  
Preston Hicks


**ORIGINAL AMOUNT:** **\$ 74,999**  
(August 31, 2021)

**INCREASE AMOUNT:** **\$ 75,001**

**NOT TO EXCEED AMOUNT:** **\$ 150,000**

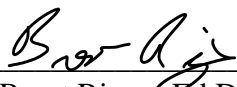
<b>Procurement Method:</b>	Request for Proposal								
<b>Contract Number:</b>	32-20-08								
<b>Contract Term:</b>	Second of four (4) annual renewal options.								
<b>Potential Funding Source:</b>	<table> <tr> <td>(199 General Fund)</td> <td align="right">85%</td> </tr> <tr> <td>(244 Career and Technical- Basic Grant)</td> <td align="right">5%</td> </tr> <tr> <td>(461 Campus Activity Funds)</td> <td align="right">5%</td> </tr> <tr> <td>(865 Student Activity Account)</td> <td align="right">5%</td> </tr> </table>	(199 General Fund)	85%	(244 Career and Technical- Basic Grant)	5%	(461 Campus Activity Funds)	5%	(865 Student Activity Account)	5%
(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

  
\_\_\_\_\_  
Coleman Bruman, M.Ed.  
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



**Garland Independent School District**

Date: May 4, 2022

To: Mark Booker, Executive Director of Purchasing

From: Coleman Bruman, Director of Career and Technical Education

RE: Recommendation to Increase RFP 32-20-08 Career and Technical Education  
Firefighting Equipment and Services

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**Action Required**

Increase

**Material/Service**

Equipment and services for CTE instructional programs for merchandise, equipment and services for Public Service, Law, and other CTE Programs of Study.

**Purpose**

To provide state-of-the-art equipment and services and supply industry-caliber items/services in CTE classrooms.

**Board Goal Objective**

**OBJECTIVE I: GRADUATION OUTCOMES**

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

**Superintendent's Goal**

**Superintendent Goal #1 – Student Results**

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

**Recommended Amount**

\$75,001 – 199 General Fund 85%, 244 Career and Technical – Basic Grant 5%, 461 Campus Activity Funds 5%, 865 Student Activity Account 5%



**Garland Independent School District  
Board of Trustees**

**Date of Meeting:** July 26, 2022

**Agenda Item:** Consider Approval of Increase in Awarded Amount for Instructional Materials and Related Supplies One (1) Year with Four (4) Annual Renewal Options

**Agenda Section:** Action Item

**Administrator Responsible:** Dr. Kim Caddell  
Assistant Superintendent of Curriculum and Instruction

**Board Goal Objective:**

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

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

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

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

**OBJECTIVE 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.

**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 instructional materials and related supplies-punchout for the District. It is staff’s recommendation that the bid be increased as indicated below.

	School Specialty LLC	
Original Amount: (March 22, 2022)		\$ 200,000
Increase Amount:		\$ 325,000

The estimated total amount of the bid is not to exceed \$525,000. 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 **Instructional Materials and Related Supplies** from the company or companies listed below provides the best value to the Garland Independent School District.

School Specialty LLC

**ORIGINAL AMOUNT:** **\$200,000**  
(March 22, 2022)

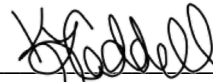
**INCREASE AMOUNT:** **\$325,000**

**NOT TO EXCEED AMOUNT:** **\$525,000**

<b>Procurement Method:</b>	Cooperative Purchase Contract EPCNT
<b>Contract Number:</b>	302-22-15
<b>Contract Term:</b>	One (1) year with four (4) annual renewal options.
<b>Potential Funding Source:</b>	(199 General Fund)



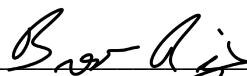
Mark A. Booker  
Executive Director of Purchasing



Kim Caddell, Ed.D.  
Assistant Superintendent of  
Curriculum and Instruction

Attest:

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



Brent Ringo, Ed.D.  
Chief Financial Officer



**Garland Independent School District**

Date: June 8, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Maria Cobar, Buyer

RE: Recommendation to Increase Contract 302-22-15 Instructional Materials and Related Supplies

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**Action Required**

Increase

**Material/Service**

Instructional materials for students and staff Pre-K through 12<sup>th</sup> grade.

**Purpose**

To facilitate the purchase of an array of instructional materials through the punch-out system. Implementing this contract will allow for the generation of purchase orders within a 24-hour issuance of purchase order to supplier. This turnaround results in our schools receiving instructional materials promptly and quickly which become accessible to the students within a matter of days.

This increase will ensure the continuous purchase of student instructional materials and supplies.

**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 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.

### **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**

\$325,000- 199 General Fund