

# Garland Independent School District

## Board of Trustees

### Regular Meeting

Tuesday, April 23, 2024

#### Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance - **Athena Reeves, Webb MS**
- III. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building prior to the start of the meeting indicated in the posting notice. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- IV. Information Items
  - A. Evidence of Excellence
    - 1. Recognize Students Advancing to Educators Rising National Competition - **Coleman Bruman** 5
    - 2. Recognize DECA International Qualifiers - **Coleman Bruman** 7
    - 3. Recognize PTA Reflections State and National Level Award Recognitions - **Jose Mata** 9
    - 4. Recognize 2023 TAGT State Administrator of the Year - **Jose Mata** 11
    - 5. Recognize Purchasing Department for TASBO Award Merit for Purchasing Operations - **Jose Mata** 12
    - 6. Recognize Finance Department for ASBO Certificate of Excellence in Finance Reporting - **Jose Mata** 13
    - 7. Recognize Budget Department for TASBO Award of Excellence in Financial Management and ASBO Meritorious Budget Award - **Jose Mata** 14
  - B. Going the Extra Mile (GEMs)
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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.	
1. Consideration and deliberation regarding administrative recommendations with regard to professional and administrative contracts.	
2. Consideration and deliberation regarding administrative recommendations with regard to professional employees, teachers and other contractual position contracts.	
3. Consideration and deliberation regarding the termination of the probationary contracts of Rebekah Palmer-Conway and Kathryn Rehmani in the best interest of the district.	
4. Consideration and deliberation regarding the proposed non-renewal of the Chapter 21 contracts of Joe Perales, Julio Perez and Nicholas Stubbs.	
IX. Reconvene from Executive Session for action relative to items considered during Executive Session	
A. Consideration and possible action regarding administrative recommendations with regard to professional and administrative contracts.	
B. Consideration and possible action regarding administrative recommendations with regard to professional employees, teachers and other contractual position contracts.	
C. Consideration and possible action regarding the termination of the probationary contracts of Rebekah Palmer-Conway and Kathryn Rehmani at the end of the year/contract term in the best interest of the district.	

D. Consideration and possible action regarding the proposed non-renewal of the Chapter 21 contracts of Joe Perales, Julio Perez and Nicholas Stubbs.

X. Adjournment



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 04/23/24

**Presented By:** Coleman Bruman, Director of Career Technical Education

**Subject:** Evidence of Excellence Recognition April 2024 - TAFE Educators Rising Nationals

### Information Item

#### **Executive Summary:**

At the end of February 2024, the TAFE Teach Tomorrow Summit was held in Round Rock, Texas. From this state competition, we are proud to announce 11 students advancing to the Educators Rising national competition to take place June 28-July 1, 2024, in Washington, D.C.

This is a unique opportunity for GISD students and their teacher leaders to compete for national titles in their competitive events designed to allow students to develop and showcase their teaching skills.

Congratulations to these rising educators and teacher leaders whose accomplishments build on our legacy of inspiring high school students to pursue a career in education.

Naaman Forest HS:

**Evelyn Martinez** - Interactive Bulletin Board, teaching sponsor Allison Trujillo

Sachse HS:

**Leslie Rivera & Bethzaida Ruiz** - Inside Our Schools: Spanish, teaching sponsor Lisa Sanborn

**Reese Bryant** - Lesson Planning and Delivery: STEM JV, teaching sponsor Lisa Sanborn

**Cate Grambling** - Educators Rising Moment, teaching sponsor Autumn Quinton

**Kadence Stefanov & Kenslee Alaniz** - Public Service Announcement, teaching sponsor Autumn Quinton

Rowlett HS:

**Bryanna Martinez & Carlotta Fernandez** - Elementary Interactive Bulletin Board, teaching sponsor Requa Anne Stathis

**Joi Marish** and **Kori Butler-Stewart** - Middle School Interactive Bulletin Board, teaching sponsor Requa Anne Stathis.

**Joi Marish** - Lesson Planning and Delivery for Humanities, teaching sponsor Requa Anne Stathis.

Congratulations, We applaud your hard work, dedication, and commitment to become educators.

#### **Administrative Recommendations:**

Informational Item



GARLAND INDEPENDENT SCHOOL DISTRICT

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## BOARD OF TRUSTEES AGENDA

**Financial Impact and Funding Source:**

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 04/23/24

**Presented By:** Coleman Bruman, Director of Career Technical Education

**Subject:** Evidence of Excellence Recognition April 2024 - DECA International Qualifiers

### Information Item

#### **Executive Summary:**

In February, DECA held its 2024 Texas State Career Development Conference in Houston, Texas. Approximately 7000 students competed for a chance to qualify for the DECA International Career Development Conference in Anaheim, California in April. The CTE department is excited to announce that 8 students from Garland HS, Lakeview HS, and Sachse HS will compete in Anaheim for a chance to be the best in the world!

Each competitive event is designed to simulate real-life business scenarios and test students' academic understanding and skills development. Through DECA our students become academically prepared, community-oriented, professionally responsible, and experienced leaders. Congratulations to these students and teachers for their accomplishments. The business skills and real-world knowledge gained through DECA will benefit them for a lifetime.

International Qualifiers:

Garland High School – Sponsor: **Andrew Cooper**

**Alexis Sweet** – Business Law and Ethics Team Decision-Making

**Jasmine John** – Business Law and Ethics Team Decision-Making

**Nicole Green** – Food Marketing Series

Lakeview Centennial High School – Sponsor: **Khristy Deaton**

**Ashley Huynh** – School-Based Enterprise Retail Operation

**Udochukwu Iwunnah** – School-Based Enterprise Retail Operation

Sachse High School – Sponsor: **Chris Fleming**

**Elise Lawlar** – Principles of Hospitality and Tourism

**Cameron Jackson** – Integrated Marketing Campaign – Product

**Daniel Springman** – Integrated Marketing Campaign – Product

Congratulations. We applaud your hard work and dedication.

#### **Administrative Recommendations:**



GARLAND INDEPENDENT SCHOOL DISTRICT

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## BOARD OF TRUSTEES AGENDA

Informational Item

**Financial Impact and Funding Source:**

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 04/23/24

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

**Subject:** Evidence of Excellence Recognition April 2024 - PTA Reflections State and Nationals

### Information Item

**Executive Summary:**

National PTA has a long-standing commitment to arts education. The Reflections program provides opportunities for recognition and access to the arts which boost student confidence and success in the arts and life.

Each year, over 300,000 students in Pre-K through Grade 12 are invited to create and submit original works of art in the areas of Dance Choreography, Film Production, Literature, Music Composition, Photography and Visual Arts in response to a student-created theme. These works of art may be submitted for state and national-level awards and recognition opportunities.

National PTA will announce national-level winners from the 2023-2024 theme "I am Hopeful Because..." program cycle on May 1.

Garland ISD is proud to announce that seven students were recognized at the State level and one entry is advancing to Nationals.

Congratulations to the following students on receiving State recognition:

**Analiene Martinez** - Award of Excellence Visual Arts, Garland High School

**Asiya Mpina** - Honorable Mention Dance Choreography, Herfurth Elementary

**Rafael Rivas** - Honorable Mention Photography, Herfurth Elementary

**Hadley Peterson** - Award of Merit Dance Choreography, Hudson Middle School

**Isadora Medina** - Award of Merit Dance Choreography, Kimberlin Academy

**Micheal Robinson** - Honorable Mention Visual Arts, Kimberlin Academy

**Erick Sevilla** - Award of Merit Music Composition, Luna Elementary

Advancing to Nationals:

**Audrey Martin** - High School Dance Choreography "Little Girl", Lakeview Centennial HS

**Administrative Recommendations:**

Informational Item

**Financial Impact and Funding Source:**



GARLAND INDEPENDENT SCHOOL DISTRICT

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## BOARD OF TRUSTEES AGENDA

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 04/23/24

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

**Subject:** Evidence of Excellence Recognition April 2024 - 2023 TAGT State Administrator of the Year

### Information Item

**Executive Summary:**

The Texas Association for the Gifted and Talented (TAGT) is the nation’s largest state advocacy group of its kind, providing more than 3,000 members a forum for exchanging ideas and information about the education of G/T students. TAGT strives to honor and recognize outstanding individuals and groups that have demonstrated a commitment to the gifted community in Texas.

The awards are presented in recognition of service, contribution, and commitment to gifted education. Collectively, those being recognized are champions who are working to advance the world of gifted education. Individually, they are each making a difference in their communities.

Congratulations to our very own Cheryl Beard on being recognized as the 2023 TAGT State Administrator of the Year! Thank you for being #TheGISDEffect.

**Administrative Recommendations:**

Informational Item

**Financial Impact and Funding Source:**

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 04/23/24

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

**Subject:** Evidence of Excellence Recognition April 2024 - TASBO Award of Merit for Purchasing Operations

### Information Item

**Executive Summary:**

Garland ISD is thrilled to announce that the Purchasing Department has been honored with the esteemed Texas Association of School Business Officials (TASBO) Award of Merit for Purchasing Operations. This recognition is a testament to GISD's unwavering commitment to excellence in procurement practices within the educational sector.

The Award of Merit for Purchasing Operations is given to educational organizations that exemplify outstanding achievements in implementing best purchasing practices. Recipients demonstrate exceptional professionalism in their procurement operations and actively contribute to advancing purchasing standards and procedures among their peers statewide.

Only 77 districts, including Garland ISD, met the stringent criteria to qualify for the award in 2024.

Congratulations Purchasing Department and thank you for all of your hard work.

**Administrative Recommendations:**

Informational Item

**Financial Impact and Funding Source:**

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 04/23/24

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

**Subject:** Evidence of Excellence Recognition April 2024 - ASBO Certificate of Excellence in Finance Reporting

### Information Item

**Executive Summary:**

Garland ISD is pleased to announce that the Finance Department has been recognized with the Certificate of Excellence in Financial Reporting (COE) award by the Association of School Business Officials International (ASBO). The award recognizes school districts that meet high financial reporting and accountability standards.

Garland ISD's participation in the COE program fosters stakeholder confidence by demonstrating the district's commitment to fiscal integrity and transparency through superior financial reporting. The COE award recognizes districts that consistently uphold the highest standards in financial reporting practices.

The Certificate of Excellence was awarded for Garland ISD's Annual Comprehensive Financial Report for the fiscal year ending in 2022. Congratulations to our Finance Department for their exceptional work.

**Administrative Recommendations:**

Informational Item

**Financial Impact and Funding Source:**

N/A



CARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

**Date:** 04/23/24

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

**Subject:** Evidence of Excellence Recognition April 2024 - TASBO Award of Excellence in Financial Management and ASBO Meritorious Budget Award

### Information Item

**Executive Summary:**

Garland ISD is proud to announce that the Budget Department has been honored with the prestigious Texas Association of School Business Officials (TASBO) Award of Excellence in Financial Management. GISD is one of only 32 school districts across Texas to receive the award. This esteemed award is given to Texas school districts, open-enrollment charter schools, and education service centers that demonstrate outstanding implementation of professional standards, best practices, and innovations in financial reporting.

Additionally, the Association of School Business Officials International (ASBO) has honored Garland ISD with a Meritorious Budget Award (MBA) for its excellence in budget presentation for the 2023-24 school year.

Applying to the Meritorious Budget Award (MBA) program demonstrates the importance of the department and school district presenting an accessible and accurate budget to build trust and communicate with stakeholders. An easy-to-understand budget increases credibility, provides clarity and transparency on how funds are generated and allocated, and offers an opportunity to communicate future budget concerns and challenges.

We would like to thank the Budget Department for their exemplary work and congratulate them on these well-deserved honors.

**Administrative Recommendations:**

Informational Item

**Financial Impact and Funding Source:**

N/A



## BOARD OF TRUSTEES AGENDA

**Date:** 4/23/24

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

**Subject:** Going the Extra Mile Recognition – April 23, 2024

### Information Item

#### **Executive Summary:**

At the upcoming school board meeting on April 23, 2024, Annette Himmelreich and Maria Garcia will be honored with the prestigious "Going the Extra Mile" Recognition. This accolade is a testament to her unwavering dedication in bolstering our partnership with Trusted World.

Ms. Himmelreich and Ms. Garcia have wholeheartedly embraced Trusted World's mission to enhance its reach and impact through replication, thereby extending its support to a broader audience across Garland, Rowlett, and Sachse.

Since assuming this pivotal role our utilization of Trusted World's resources has tripled. This remarkable achievement underscores Annette's and Maria's remarkable leadership and tireless efforts. As we reflect on these accomplishments, we are filled with optimism for the promising future of partnerships within Garland ISD.

#### **Administrative Recommendations:**

Informational Item

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

N/A



## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024  
**Presented By:** Mark Quinn, Director of Security  
**Subject:** Receive Intruder Detection Audit Report

### Information Item

#### **Executive Summary:**

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

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

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

#### **Administrative Recommendations:**

Provided for your information.

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

N/A



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Linda Griffin, Board President  
Mechelle Hogan, Board Services Manager

**Subject:** Announce Board Member Continuing Education Credit Hours

### Information Item

**Executive Summary:**

Under State Board of Education Rule, completing required continuing education each year of service is a basic obligation and expectation of any sitting board member. The annual announcement of Board Member's credits must be presented at the last regular called meeting prior to the annual Trustee election. Election Day is Saturday, May 4, 2024.

Garland ISD cancelled its May 4, 2024 Election February 27, 2024 and certified Robert Selders Jr, Place 6 Board of Trustees and Wesley "Wes" Johnson, Place 7 Board of Trustees unopposed. The following announcement will cover the May 2023 election period to present.

**Administrative Recommendations:**

Provided for information.

**Financial Impact and Funding Source:**

**N/A if does not apply**



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Lisa Ray, General Counsel  
Darrell Dodds, Chief Financial Officer

**Subject:** CV Local – First read

### Discussion Item

**Executive Summary:**

Allows for administration to efficiently utilize change orders and construction contingency funds

**Administrative Recommendations:**

For review for first read.

**Recommended Motion for Action Items:**

N/A

**Financial Impact and Funding Source:**

N/A

**Compliance with Law**

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

**Construction Contracts**

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$75,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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**Note:** For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

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**Change Orders**

Change orders permitted by law shall be approved by the Board or ~~its designee~~ the Superintendent prior to any changes being made in the approved plans or the actual construction of the facility.

~~In this policy A Change Order may involve an extra amount of funds due to the contractor, a credit due to the District, or a change requiring no additional funds in the contractual agreement means any change to the contract sum, not to exceed 10 percent of the total contract cost, contract time, or construction documents approved by the Board of Trustees or the Superintendent. Funding for change orders shall be provided from a general contingency fund that is approved for each project.~~

**Construction Contingency Funds**

~~Where a contract includes a c~~Construction contingency ~~the Superintendent may approve an expenditure~~ expenditure from the contingency fund not to exceed the greater of an amount expressly delegated to the Superintendent in the underlying contract or amount granted to the Superintendent under Board Policy CH(LOCAL). Where the contract does not delegate to the Superintendent authority to approve expenditures from the construction contingency in terms of a specific dollar amount, the Superintendent's authority to approve and individual contingency expenditure shall be limited to the purchasing authority granted to the Superintendent under Board Policy CH(LOCAL). Contingency

~~expenditures shall be supported by written documentation required in the contract. Where the contract does not express the minimum documentation requirements, supporting documentation shall include a written explanation of the reason for the contingency expenditure by the design professional, construction manager or contractor, and project manager (if applicable) and such written documentation shall be provided to the Board of Trustees for review at or before the next regularly scheduled meeting of the Board of Trustees following the approval of the contingency expenditure. Where the contract states a specific dollar limitation on the Superintendent's Authority to approve a contingency expenditure, the Superintendent shall not have authority to approve a contingency expenditure that exceeds the amount set forth in the contract the limits described by this Policy (CV[LOCAL]) and any such approval shall be void to the extent that it exceeds the limitations set forth herein. funds shall be provided for the correction of design errors or omissions, the implementation of minor functional changes, the initiation of changes that create a betterment of the design, the rectification of concealed conditions, and the adjustment of construction due to delays caused by changes in the availability of materials due to strikes, natural disasters, and the like. Contingency funds are obligated through the issuance of contract change orders.~~

~~A contingency fund shall be established for all capital projects. The contingency fund for projects that include only new construction shall be two percent of the final estimated project cost. On projects that include substantial renovation of an existing building, the amount of the contingency fund shall be based on the complexity and extent of the renovation. When circumstances dictate that a higher percentage of contingency will be necessary for a project, the administration shall submit a recommendation to the Board at the time the project is submitted for final approval. Any increase of contingency funds following the award of a construction project shall be approved by the Board.~~

Change Order  
Procedures

The following guidelines have been established by the Board for the District to implement ~~change order~~ Change Orders:

1. The Board of Trustees has the sole authority to approve Change Orders and may delegate limited authority to the Superintendent to approve Change Orders
  - a. The Board of Trustees may delegate the authority to approve Change Orders through the approval of Board Policy



Change Order expenditure by the design professional, construction manager or contractor, and project manager (if applicable) and such written documentation shall be provided to the Board of Trustees for review at the next regularly scheduled meeting of the Board of Trustees that follows the date the Change Order is presented to the school district for execution.

The Superintendent shall not have authority to approve a Change Order that exceeds the amount set forth in the contract.

3-6. Where the contract is silent as to the limits of the Superintendent's authority the Superintendent shall not have the authority to approve a Change Order that exceeds the amount set forth by law or this policy.~~ratification.~~

**Project Administration**

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and shall also provide information to the general public.

**Final Payment**

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board or the Board's designee has accepted the work.

**Construction Allowances**

~~Specific purpose allowances are funds designated in contract specifications for special equipment, repairs, furnishings, and the like that may not be finally determined at the time of the contract signing. The estimated allowances shall become a part of the bid by the contractor and shall be approved by the Board when a contract is awarded. Any unused funds shall revert to the District by an approved change order.~~Change Order.

Paragraph Summary for Changes to Board Policy CV

<b>Paragraph Heading (or letter/number)</b>	<b>Explanation for Change</b>
Change Orders (paragraph 1 of 2)	Under Board Policy BJA(LOCAL) The Superintendent can delegate responsibilities to other employees if permitted by law.
Change Orders (paragraph 2 of 2)	The current policy does not clearly describe the kinds of changes that could constitute a Change Order. Change Orders do include changes that change the construction schedule and the scope of the project.
Construction Contingency Funds	<p>The current policy requires the district to establish construction contingency funds. Those funds are to pay for changes to the project. The last sentence suggests that the contingency funds are to be “obligated” by change order. That is not correct. Contingency funds are usually included as a part of the contract. To demonstrate the concept, a contract might be for ten million dollars. When it contains a “contingency” (let’s say of one million dollars) the contract is for 9 million dollars of work that is called for in the plans and specifications. The contingency represents a million dollars in contract that is unsupported by any drawing or specification. By its terms it is usually for things that <i>might</i> come up.</p> <p>The most common names for contingency funds are “Owner’s Contingency” and “Contractor’s Contingency.” The Owner’s contingency should NEVER be in the contract. The Contractor’s Contingency can sometimes be in a contract. Your current policy requires one or the other to always be in the contract.</p> <p>As a practical matter, the board should always budget for possible project cost overages. Sometimes the Owner’s contingency is referred to as a budgeting tool. It is NOT a budgeting tool. If, during</p>

construction the district wants an improvement to the project (maybe to add square footage or improve something in the plans) it can do that via Change Order. The Change Order can be funded by accessing the money the district budgets outside of the project.

The Contractor's contingency is ok in some contracts. It is most appropriate when the district is using a delivery method like Construction Management at Risk and the Construction Manager at Risk is proposing a Guaranteed Maximum Price BEFORE the plans and specifications are complete. The purpose of the contingency is to address parts of the project that are not fully developed with the GMP is proposed. As you might imagine, the need for a contingency dwindles as the plans become more complete because there is more certainty about what the project will entail. Where CMaRs once proposed GMPs at 65% document completion they now essentially wait until the documents are 100 percent complete. Even so, there is still some risk in pricing out a project that will be constructed over a period of two or more years and so some small construction manager's contingency may be appropriate.

The proposed policy addresses the authority of the Superintendent to approve expenditures of contingency funds. The limits set the maximum amount that the superintendent may approve at the dollar you have currently authorized under your board policy CH(LOCAL) or any other dollar limit that the board includes in the specific contract for a project or that the board approves by voting on a level that is different than either of those. The current level under board policy CH(LOCAL) is budgeted purchases that are \$50,000 or less. So, if you

	<p>did not include anything different in your contract with a contractor, and that contract contained an Owner or Construction Manager's contingency of \$500,000.00 dollars then the superintendent could approve a contingency expenditure of \$50,000.00 or less. If the cost of a contingency item was \$75,000.00, the board would have to approve it.</p> <p>Under the proposed policy the superintendent can decline to approve an expenditure and also bring that expenditure to the board for approval.</p> <p>Under the proposed policy the board can set higher or lower limits per project if it wishes to do so. If it does not do that \$50,000.00 is the default.</p>
Change Order Procedures (paragraphs 1.,a., b. and c.)	<p>The current policy confuses the concepts of Change Orders and Construction Contingencies.</p> <p>Contingencies imply dollars that are already included in an executed contract.</p> <p>Change Orders add dollars to a contract. (They can also subtract dollars or change the contract time or the scope of the work).</p> <p>So, the authority of the superintendent under this policy pre-supposes that the board has budgeted for possible construction cost increases that might be associated with project. So, for example: If the district signs a contract for 9 million dollars to construct a project and budgets 1 million dollars (which is not included in the contract) to account for possible cost increases, then the board can authorize the superintendent to approve change orders up to the budgeted amount. The proposed policy sets some limits on that approval authority and formalizes some</p>

requirements for documentation and notice to the board regarding those expenditures.

The proposed policy provides some protections for the Board and for the Superintendent. The main cause of disputes surrounding Change Orders is informality and misunderstanding that result when a contractor makes assumptions about the authority of the district's employees. The proposed policy makes it clear that the Board of Trustees has sole authority to approve change orders but that the Board can delegate some of that authority to the Superintendent.

The proposed policy also allows the board to set forth limits of authority on a contract by contract basis. So, if the board wanted to delegate the authority to the superintendent to approve a change order to increase the contract amount it could set a limit on individual change orders and also establish an aggregate limit for a project. Here is an example: If the district is building a new elementary school with a 50 million dollar budget, the board could authorize the superintendent to approve a single change order item up to \$50,000.00 and set an aggregate amount of \$300,000.00 for the full project (with the possibility that the superintendent could be given more authority by the board later if the aggregate amount was reached.)

Why do this? Having a limit set forth in the contract or in board policy acts to cap claims that are sometimes asserted by contractors that they should be entitled to more compensation than they agreed to accept for a certain change to the project. So, if a superintendent has only \$50,000.00 in authority they cannot claim to be entitled to

	<p>more than \$50,000 for work done pursuant to a single change order.</p>
<p>Change Order Procedures (paragraphs 2-7)</p>	<p>These paragraphs specify the limits of the authority and account for different contracting scenarios. For example, if the contract does not set forth limits on the superintendent’s authority to approve change orders then the superintendent’s authority is limited to the amount set forth in board policy CH(LOCAL) – budgeted purchases that are \$50,000.00 or less.</p>
<p>Construction Allowances</p>	<p>The current policy attempts to articulate the meaning of Construction Allowances. This is a problem because Construction Allowances will be defined in the contract. Therefore, my recommendation is to delete that paragraph. The primary reason being that having different definitions in the policy and in the contracts about the meaning of the word “Allowance” creates confusion for the Administration. Confusion of this kind can lead unnecessary conflicts.</p> <p>Allowances are often set-asides that are referenced in the scope of a project usually as items that the district may or may not decide to build. For example, we frequently see Allowances for sound systems. Generally, before the district agrees to go forward with an Allowance, some approval by the district will be required. Nonetheless, the amount of the allowance is included in the contract amount as though it was a certainty that the item would ultimately be included in the final project scope. So, sometimes a contractor may install an unwanted item thinking it was a part of the contract. More often, however, the issues is one of cost. In other words, the actual cost after it is installed is higher than the allowance amount. Most contracts treat allowances different than contingencies.</p>

	<p>Contingencies have an undefined scope associated with them and so do allowances. Generally, the difference between contingencies and allowances is that allowances are commonly treated as items that might cost more than the allowance amount. So, if there is allowance for 80 thousand dollars for speakers and the builder installs them at a cost of 130 thousand dollars, most contracts require the owner to execute a change order to account for the excess. Yes. There are ways to control this problem, but the current board policy does not provide additional controls. The best practice is to limit allowances and control them on a contract by contract basis.</p>
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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Lisa Ray, General Counsel  
Dina Rowe, Director of Human Resources

**Subject:** DBA Local – First read

### Discussion Item

**Executive Summary:**

The administration desires to align this policy with the District’s innovation plan and with current recruitment and screening processes.

**Administrative Recommendations:**

For review for first read.

**Recommended Motion for Action Items:**

N/A

**Financial Impact and Funding Source:**

N/A

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**Note:** This local policy has been revised in accordance with the District's [innovation plan](#).<sup>1</sup>

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**Updating Credentials** All employees who have earned certificates, endorsements, or degrees of higher rank since the previous school year shall file with the District:

1. An official college transcript showing the highest degree earned and date conferred.
2. Proof of the certificate or endorsement.

**Contract Personnel** The Superintendent or designee shall ensure that contract personnel possess valid credentials before issuing contracts.

**State Teacher Certification** ~~In accordance with the District's innovation plan, the District is exempt from the state law that generally requires school districts to hire teachers who are certified by the State Board for Educator Certification. State certification shall not be required for teachers of career and technical education (CTE) courses and dual credit courses. In addition, the Superintendent shall have the authority to permit a certified teacher to teach outside his or her certified field(s). All other teaching assignments shall require certification in accordance with state law. [See DK]~~

In accordance with the District's Innovation plan, the District will have the flexibility to hire individuals who are knowledgeable in the subject area and equipped to effectively perform the duties of the position in question, as permitted by law. The District is able to locally certify teachers in areas of high demand to better meet the educational needs of our students. Teachers with industry certifications and qualified experience could be eligible to teach a course through a local teaching certification. In addition, the Superintendent shall have the authority to permit a certified teacher to teach outside his or her certified field(s). (See DK)

**Social Security Number** The District shall not use an employee's social security number as an employee identifier, except for tax purposes [see DC]. In accordance with law, the District shall keep an employee's social security number confidential.

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<sup>1</sup> Innovation Plan: <https://www.garlandisd.net/>



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Lisa Ray, General Counsel  
Dina Rowe, Director of Human Resources

**Subject:** DIA Local – First read

### Discussion Item

**Executive Summary:**

Administration desires to align this policy with current recruitment and screening processes and update pay grades referenced in the policy to current pay grades outlined in the salary schedule approved by the Board of Trustees.

**Administrative Recommendations:**

For review for first read.

**Recommended Motion for Action Items:**

N/A

**Financial Impact and Funding Source:**

N/A

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**Note:** This policy addresses discrimination, harassment, and retaliation against District employees. For Title IX and other provisions regarding discrimination, harassment, and retaliation against students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

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**Definitions** Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

**Statement of Nondiscrimination** The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination** Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

**Title VI**  
*Desegregation Order*

The District has a continuing intent to comply with Title VI of the Civil Rights Act of 1964 and with the provisions of its court order in the case of United States of America v. Garland Independent School District, C.A. No. 3-4100 C (N.D. Tex. Sept. 10, 1970), as Amended (July 14, 1987). Accordingly, the District will maintain aggressive efforts to recruit, employ, and promote qualified minorities for professional teaching and administrative positions. Recruitment, employment, and promotion practices, as spelled out in administrative regulations and related procedures, will be systematic, racially nondiscriminatory, and as objective as possible. The Superintendent or designee shall be responsible for the establishment and maintenance of regulations and procedures aimed at compliance.

*Teacher Recruitment*

In accordance with provisions of the July 14, 1987, Agreed Judgment and with assurances given to the U.S. Office for Civil Rights, the District shall employ the following strategies set forth in administrative regulations in its effort to recruit and employ minority teachers:

1. Recruit annually at no fewer than seven predominantly Black colleges, at least four of which shall be outside of Texas.

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2. Recruit annually at no fewer than four major Texas colleges that have a significant number of Black senior students expected to graduate with teaching credentials.
3. Include Black professional employees in no fewer than six recruiting trips annually.
4. Proffer teaching contracts to Black candidates whose credentials are acceptable, whose interview results are competitive, and whose employment is approved by the building principal, the Superintendent, and the Board.
5. Maintain records to document the ethnicity of all applicants, the job qualifications and personal qualifications of the applicants, and the recommendation to hire or not-to-hire and reasons therefore.
6. Notify minority community groups of teaching vacancies and establish a referral process for these groups to recommend applicants. These minority groups will include a proportion of Black groups that is at least commensurate with the proportion of Black persons in the minority population within the District's jurisdiction. Interested community groups shall be advised annually of the District's employment procedures, including screening and interview processes, Superintendent's recommendations, and Board action. Participating minority organizations shall also receive feedback on the status of minority applicants whom they have recommended.
7. Advertise teaching vacancies [on job placement and social media sites](#) ~~in major metroplex newspapers~~ at the beginning of each school semester and at other times during the year when no qualified candidate is available in the applicant pool.
8. Develop [recruitment materials](#) ~~and print brochures~~ that outline the District's "new employee benefits" packages.
9. Establish a certification "hotline" for applicants, notify minority organizations identified in item 6, above, of the existence and purpose of the hotline, and include the hotline telephone number in [district website](#) ~~newspaper advertisements~~.
10. Seek input on the recruiting schedule from the Multi-Ethnic Committee.
11. Work with community groups to establish college scholarships for interested minority students. The District shall annually seek scholarship support from the same minority groups involved in the recruitment/referral process, as well as from

other community groups who regularly sponsor scholarships for graduating seniors. The Superintendent shall apprise the federal court of the results of the scholarship solicitation as a component in the June 20 required report.

*Teacher  
Employment*

With a general aim to employ the most qualified person for each teaching position, and with an ancillary aim to employ an increased number of minority teachers whose credentials are equal or superior to nonminority applicants, the District shall implement procedures as follows:

1. Screen all applicants to ascertain that they have valid certification or a state-approved alternate in the grade levels or subject areas where vacancies exist or are anticipated.
2. Interview at the central office level selected candidates who meet the criterion in item 1, above. The total number of persons interviewed shall be at the discretion of the assistant superintendent for personnel.
3. Notwithstanding item 2, above, grant an interview at the central office level to all minority teacher applicants who have valid certification in an area of need.
4. Refer for interview by the building principal a minimum of three persons for the vacancy, if available, and with the proviso that all Black and other minority applicants with appropriate certification will be interviewed.
5. Require written documentation from the appropriate administrator any time a recommendation is made to employ a nonminority teacher whose ratings for the position in question are equal or inferior to those of the minority candidate(s) under consideration.
6. Exact a recommendation to hire from the principal and the assistant superintendent for personnel or designee.
7. Forward to the Board a formal recommendation to hire from the Superintendent.

*Hiring / Promotion  
of Administrators*

Selection of administrators in the District rests ultimately with the Superintendent, subject to approval by the Board. The Superintendent and designee(s) shall set forth in administrative regulations the following as a part of the hiring/promotion process:

1. Post administrative vacancies (pay grades 106-115, 205-211) (~~pay grades 11-16~~) inside the District; request posting in area metroplex districts; and advertise in job placements websites

and Garland ISD website ~~professional publications or newspapers~~ when appropriate.

2. Conduct initial screening at the Superintendent's level of ~~some~~ **all** candidates for entry-level positions (pay grades 106-115, 205-211) ~~(pay grades 11-12) and other administrative positions (pay grades 13-16)~~. Screening of minority candidates shall be based on an objective rating system that considers job requirements as posted/advertised and contained in the job description. Screening of other candidates will also include ratings based on other credentials submitted at the time of application.
3. Refer to screening committees or to the appropriate assistant superintendent the highest-ranking candidates for the administrative positions. If there is a sufficient number of certified minority applicants for a position, at least 25 percent of those persons interviewed by the screening committees shall be minority persons. This 25 percent of minority applicants will include at least a proportion of Black applicants commensurate with the proportion of Black applicants for the vacancy.
4. Conduct interviews at the screening committee level of all persons referred by the Superintendent. Interview results shall be objectively quantified and combined with reference check results before forwarding a recommended list of finalists to the Superintendent for consideration. Persons interviewed during the past year may be considered without another interview.
5. Waive, at the Superintendent's discretion, the screening committee process for any applicant for a position at (pay grades 106-115, 205-211) ~~pay grades 13-16~~. When the Superintendent chooses to be responsible for the interviews, at least 25 percent of those interviewed should be qualified minority candidates, when available. This 25 percent of minority applicants will include at least a proportion of Black applicants commensurate with the proportion of Black applicants for the vacancy.
6. Document reasons for the failure to recommend to the Board any minority applicant whose ratings are equal or superior to nonminority candidates for the same position(s).

*Recordkeeping*

The District shall maintain for three years records that document vacancy announcements, applications received, applicants interviewed, rating criteria and results, persons selected, and written qualifications therefore.

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<i>Penalty for Discrimination</i>	The District shall not tolerate discrimination in any of the forms mentioned above practiced by any of its employees against any other employees and will take appropriate disciplinary action against any employee who so discriminates.
<b>Prohibited Conduct</b>	<p>In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p> <p>Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]</p>
<b>Prohibited Harassment</b>	<p>Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none"><li>1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;</li><li>2. Creates an intimidating, threatening, hostile, or offensive work environment; or</li><li>3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.</li></ol>
Examples	Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating 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.
<b>Sex-Based Harassment</b>	As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]
<b>Sexual Harassment</b>	<p>Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:</p> <ol style="list-style-type: none"><li>1. Submission to the conduct is either explicitly or implicitly a condition of an employee’s employment, or when submission</li></ol>

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to or rejection of the conduct is the basis for an employment action affecting the employee; or

2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

**Examples**

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communication, including electronic communication.

**Reporting Procedures**

Any employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

**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, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

**ADA / Section 504 Coordinator**

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]

**Superintendent**

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative Reporting Procedures**

An employee 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.

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.

**Timely Reporting**

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.

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**Notice of Report**

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

**Investigation of Reports Other Than Title IX**

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, see the procedures below at Response to Sexual Harassment—Title IX.

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.

**Initial Assessment**

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 authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

**Interim Action**

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

**District Investigation**

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal or supervisor shall be involved in or informed of the investigation.

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.

**Concluding the Investigation**

Absent extenuating circumstances, 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.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

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District Action	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.</p> <p>The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.</p> <p>The complainant may have a right to file a complaint with appropriate state or federal agencies.</p>
<b>Response to Sexual Harassment—Title IX</b>	<p>For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).</p>
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> <p>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.</p> <p>If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.</p>

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;

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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 against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

**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 to District employees. 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.



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

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

**Subject:** Trustees' Report

### Discussion Item

**Executive Summary:**

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

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

**Administrative Recommendations:**

Provided for your information and discussion.

# April 22, 2024 - April 28, 2024

April 2024							May 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

**Monday, April 22**

**Tuesday, April 23**

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

**Wednesday, April 24**

Administrative Professionals Day (United States)

10:00am - 12:30pm Garland ISD Signing Day (Curtis Culwell Center)

**Thursday, April 25**

11:30am - 1:00pm Senior Summit (CCC) - Jenny Graves

**Friday, April 26**

**Saturday, April 27**

**Sunday, April 28**

# April 29, 2024 - May 5, 2024

April 2024							May 2024							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30					26	27	28	29	30	31		

## Monday, April 29

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

## Tuesday, April 30

**12:00pm - 1:00pm CTE Signing Day** (GRCTC Lecture Hall) - Ricardo Lopez

## Wednesday, May 1

**9:00am - 11:00am 2024 Trusted World Awards Breakfast** (Curtis Culwell Center) - Mechelle Hogan

## Thursday, May 2

**11:00am - 1:00pm Teacher of the Year Luncheon** (Curtis Culwell Center (4999 Naaman Forest Blvd, Garland, TX, United States)) - Janika Batts

## Friday, May 3

## Saturday, May 4

## Sunday, May 5

**5:00pm 2024 H-E-B Excellence in Education Awards Ceremony** (Marriott Marquis, 1777 Walker Street, Houston TX 77010) - Mechelle Hogan


# May 6, 2024 - May 12, 2024

May 2024							June 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4						1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						


## Monday, May 6


 10:00pm 2024 H-E-B Excellence in Education Awards Ceremony

## Tuesday, May 7

 11:00am - 1:00pm Paraprofessional of the Year (Curtis Culwell Center (4999 Naaman Forest Blvd, Garland, TX, United States)) - Janika Batts

## Wednesday, May 8

 11:00am - 1:00pm Council of PTAs Spring Luncheon (Curtis Culwell Center Ballroom) - Ricardo Lopez

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

## Thursday, May 9

## Friday, May 10

## Saturday, May 11

## Sunday, May 12

Mother's Day (United States)

# May 13, 2024 - May 19, 2024

May 2024							June 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4						1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

## Monday, May 13

## Tuesday, May 14

**2:00pm - 3:00pm Budget Workshop** (Boardroom)

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

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

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

## Wednesday, May 15

**Peace Officers Memorial Day** (United States)

**9:00am - 2:00pm Special Olympics Elementary Track and Field Meet** (Williams Stadium)

**11:30am - 1:00pm CoolClix Luncheon** (CCC Ballroom) - Mechelle Hogan

## Thursday, May 16

**9:00am - 2:00pm Special Olympics Secondary Track and Field Meet**

**6:00pm - 8:00pm Retirement Banquet** (CCC) - Jenny Graves

## Friday, May 17

## Saturday, May 18

**8:00am - 3:00pm 2nd Annual Asian American Pacific Festival** (Winters Park Amphitheater) - Ricardo Lopez

## Sunday, May 19

# May 20, 2024 - May 26, 2024

May 2024							June 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4						1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

**Monday, May 20**

**Tuesday, May 21**

**Wednesday, May 22**

5:00pm - 6:00pm **Garland Sports Hall of Fame** (The Hyatt Place, Garland TX (across from the CCC)) - Ricardo Lopez

**Thursday, May 23**

**Friday, May 24**

**Saturday, May 25**

**Sunday, May 26**

# May 27, 2024 - June 2, 2024

May 2024							June 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4						1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

## Monday, May 27

Memorial Day (United States)

## Tuesday, May 28

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

## Wednesday, May 29

## Thursday, May 30

3:00pm - 5:00pm Memorial Pathway Academy Graduation (Curtis Culwell Center) - Tori Dorey

## Friday, May 31

10:00am - 12:00pm South Garland HS Graduation (Curtis Culwell Center) - Tori Dorey

2:00pm - 4:00pm Garland HS Graduation (Curtis Culwell Center) - Tori Dorey

6:00pm - 8:00pm Rowlett HS Graduation (Curtis Culwell Center) - Tori Dorey

## Saturday, June 1

10:00am - 12:00pm North Garland HS Graduation (Curtis Culwell Center) - Tori Dorey

2:00pm - 4:00pm Lakeview Centennial HS Graduation (Curtis Culwell Center) - Tori Dorey

6:00pm - 8:00pm Sachse HS Graduation (Curtis Culwell Center) - Tori Dorey

## Sunday, June 2



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

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

**Subject:** Superintendent's Report

### Discussion Item

**Executive Summary:**

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

**Administrative Recommendations:**

Provided for your information and discussion.



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

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

**Subject:** Future Agenda Items

### Discussion Item

**Executive Summary:**

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

**Administrative Recommendations:**

For discussion.



## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024  
**Presented By:** Dr. Gradyne Brown, Assistant Superintendent Human Resources  
**Subject:** Consider Approval of Human Resources Report

### Consent Agenda

#### **Executive Summary:**

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2023-2024 school year.

#### **Administrative Recommendations:**

Administration recommends approval.

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

N/A

**April 2024  
Professional New Hires List**

<b>New Hires to Date: 593</b>
<b>Current: 6</b>
<b>Total: 599</b>

<b>School/Dept.</b>	<b>Last Name</b>	<b>First Name</b>	<b>Exp</b>	<b>College</b>	<b>Degree</b>	<b>Job Title</b>	<b>Effective Date</b>
Brandenburg MS	Sechrist	Andrew	0	Bryan University	BS	Teacher	3/18/24
Grants Development	Chow	Felicia	4	Pepperdine University	MA	Grants Budget Analyst	3/18/24
Naman Forrest HS	Torres	Ruben	18	Ut El Paso	BS	Teacher	3/25/24
Naman Forrest HS	Stone	Jeffrey	29	Texas A&M Commerce	BS	Teacher/Coach	3/21/24
Rowlett HS	Clayton	Clint	22	Southeastern Oklahoma State	BS	Teacher/Coach	4/15/24
SPED	Houghtaling	Amy	15	Simmons University	MS	Behavior Specialist Idea B	3/18/24
SPED	Houghtaling	Amy	15	UT Austin	BS		3/18/24

April 2024  
Administrative New Hires List

<b>Administrative New Hires to Date: 23</b>							
<b>Current: 1</b>							
<b>Total: 24</b>							
<b>Administrative New Hires</b>							
<b>School/Dept.</b>	<b>Last Name</b>	<b>First Name</b>	<b>Exp</b>	<b>College</b>	<b>Degree</b>	<b>Job Title</b>	<b>Effective Date</b>
Division of Leadership	Resendez-Perales	Ida	21	UT Austin	EdD	Chief Leadership Officer	4/24/24
				UT EI Paso	M.Ed		
				UT EI Paso	BS		
<b>Administrative - Transfers to Date: 35</b>							
<b>Current:</b>							
<b>Total:</b>							
<b>Administrative Appointments/Transfers</b>							
<b>Job Title</b>	<b>Last Name</b>	<b>First Name</b>	<b>Exp</b>	<b>Current Position</b>	<b>Degree</b>	<b>New Campus/Department</b>	<b>Effective Date</b>

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

<b>Professional Resignation/Retirements:</b>	<b>Approved to Date: 291</b>
<b>April 2024</b>	<b>Current: 84</b>
	<b>Total: 375</b>

<b>School/Dept.</b>	<b>Name</b>	<b>Job Title</b>	<b>Experience</b>	<b>Reasons</b>	<b>Effective Date</b>
Back Elementary School	Westbrook, LaShaunda	Teacher/SPED ABC	16 years/4 years with GISD	Resignation/Moving out of State	5/31/2024
Bradfield Elementary School	Lopez Dardon De Molin, Maria	Teacher/Bilingual 2nd Gr.	0 years with GISD	Resignation/Other	4/8/2024
Bullock Elementary School	Gannon, Janine	Teacher/5th Gr.	11 years/9 years with GISD	Retirement/TRS	5/31/2024
Bussey Middle School	Clemons, Daniel	Teacher/Reading 7th & 8th Gr. Coach	2 years with GISD	Resignation/Other Texas School	5/31/2024
Cisneros Prekindergarten School	Garcia, Melissa	Teacher/Bilingual Prekindergarten	11 years with GISD	Resignation/Personal	5/31/2024
Classical Center at Vial Elementary School	Hoyt, Ashley	Teacher/Kindergarten	9 years/4 years with GISD	Resignation/Career Change	5/31/2024
Classical Center at Vial Elementary School	Wolff, Stephanie	Teacher/Math 6th Gr.	1 year with GISD	End of Assignment	5/31/2024
Classical Center at Vial Elementary School	Devers, Ernest	Teacher/Science 6th Gr.	9 years/2 years with GISD	Resignation/Professional Development	5/31/2024
Cooper Elementary School	Velasquez, Paola	Teacher/3rd Gr.	1 year with GISD	Resignation/Relocation	5/31/2024
Cooper Elementary School	Lewis, Torey	Teacher/SPED ABC	12 years/4 years with GISD	Resignation/Personal	5/31/2024
Couch Elementary School	Guthrie, Hayden	Teacher/2nd Gr.	1 year with GISD	Resignation/Career Change	5/31/2024
Couch Elementary School	Martinez, Elizabeth	Teacher/Bilingual 1st Gr.	7 years/1 year with GISD	Resignation/Career Change	5/31/2024
Couch Elementary School	Gallardo, JoAnna	Teacher/Kindergarten	3 years with GISD	Resignation/Relocation	5/31/2024
Couch Elementary School	Wallace, Elizabeth	Teacher/5th Gr.	7 years/1 year with GISD	Resignation/Other Texas School	5/31/2024
Coyle Middle School	Carr, Victor	Teacher/PE	14 years/8 years with GISD	Resignation/Health Reasons	3/27/2024
Coyle Middle School	Smith, Tsipora	Teacher/SPED Resource	31 years with GISD	Retirement/TRS	5/31/2024
Curtis Culwell Center	Rene, Camille	Assistant Box Office Coordinator	0 years with GISD	Resignation/Relocation	4/5/2024
Daugherty Elementary School	Ruiz Hernandez, Noemi	Teacher/Bilingual 3rd Gr.	13 years/7 years with GISD	Resignation/Personal	5/31/2024
Daugherty Elementary School	Morphis, Elizabeth	Teacher/SPED ABC	14 years/4 years with GISD	Resignation/Moving out of State	5/31/2024
Davis Elementary School	Hill, Gretchen	Teacher/Music	1 year with GISD	Resignation/Moving out of State	5/31/2024
Davis Elementary School	Lucio, Grecia	Teacher/Bilingual 3rd Gr.	1 year with GISD	Resignation/Relocation	5/31/2024
Dr. Marvin D Roden Technology Center	Stovall, Tamara	Facilitator	33 years with GISD	Retirement/TRS	6/30/2024
Ethridge Elementary School	Bielitz, Roberta	Speech Language Pathologist SPED	20 years/12 years with GISD	Retirement/TRS	7/6/2024
Garland High School	Trujillo, Bryanna	Teacher/Mathematics	3 years with GISD	End of Assignment	5/31/2024
Golden Meadows Elementary School	Diamond, Joshua	Teacher/5th Gr.	11 years/2 years with GISD	Resignation/Career Change	3/28/2024
Harris Hill Building	Hobbs, Carrie	Leadership Instructional Design Facilitator / Science	16 years/12 years with GISD	Resignation/Career Change	5/31/2024
Harris Hill Building	Merrill, Ronald	Executive Director of Leadership Secondary	28 years with GISD	Retirement/TRS	6/30/2024
Harris Hill Building	Andrade, Jessica	Senior Buyer	5 years/0 years with GISD	Resignation/Personal	4/10/2024
Harris Hill Building	Vallejo, Pamela	SPED Campus Support in Home Parent Trainer	18 years with GISD	Resignation/Relocation	5/31/2024
Harris Hill Building	Williams, Phyllis	Accountant Proprietary Funds	23 years/18 years with GISD	Retirement/TRS	4/9/2024
Harris Hill Building	Curtis, Charmaine	School Improvement Administrator TCLASS Title II	21 years/11 years with GISD	Resignation/Reduction in Force	6/30/2024
Harris Hill Building	Schmidt, Tobi	Director Elementary Intergrated Math Science Studies TCLASS Title II	23 years with GISD	End of Assignment	6/30/2024
Harris Hill Building	Brown, Nancy	Curriculum Support Teacher TCLASS	23 years with GISD	Resignation/Other Texas School	6/6/2024
Hickman Elementary School	Bui, Van	Teacher/PE	32 years/25 yeats with GISD	Retirement/TRS	5/31/2024
Houston Middle School	Hughey, Xavier	Teacher/Social Studies	2 years with GISD	End of Assignment	5/31/2024
Houston Middle School	Felder, Justin	Teacher/Reading 7th & 8th Gr.	1 year with GISD	Resignation/Relocation	5/31/2024
Houston Middle School	Warren, Christopher	Teacher/Science 7th & 8th Gr.	1 year with GISD	Resignation/Relocation	5/31/2024
Houston Middle School	Muhammad, Aiesha	Teahcer/English 6th Gr.	2 years with GISD	Resignation/Other	5/31/2024
Houston Middle School	Mordecial, Taylor	Teacher/Reading 7th & 8th Gr.	5 years with GISD	Resignation/Spouse Transferred	5/31/2024
Jackson Technology Center for Math & Science	Godfrey, Jessica	Teacher/PE Coach	10 years/8 years with GISD	Resignation/Career Change	5/31/2024
Kimberlin Academy for Excellence	Sullivan, Tamrah	Principal	27 years/25 years with GISD	Retirement/TRS	6/27/2024
Lakeview Centennial High School	McNeil, Aaron	Teacher/Social Studies Coach	29 years/2 years with GISD	Retirement/TRS	5/31/2024
Lister Elementary School	Grant, Nicole	Teacher/Kindergarten	2 years with GISD	Resignation/Other	5/31/2024
Luna Elementary School	Pool, Michele	Teacher/Montessori Lower Elementary	21 years/8 years with GISD	Retirement/TRS	5/31/2024
Lyles Middle School	Burks, Ontanya	Diagnostician	29 years/25 years with GISD	Retirement/TRS	5/31/2024
Lyles Middle School	Champion, Seth	Teacher/Assistant Band Director	4 years with GISD	Resignation/Career Change	5/31/2024
Montclair Elementary School	De Jesus Antunez, Lissette	Hum Res Teacher Resident Pool TCLASS	0 years with GISD	Resignation/Other	3/8/2024
Naaman Forest High School	Geels, Gregory	Teaacher/Construction Management Technology	41 years/38 years with GISD	Retirement/TRS	6/6/2024
Naaman Forest High School	Boyd, Krisiti	Teacher/Business Education	31 years with GISD	Retirement/TRS	5/31/2024
Naaman Forest High School	Bolden, Jaliyah	Teacher/English Coach	3 years with GISD	Resignation/Other Texas School	5/31/2024
Naaman Forest High School	Thapa, Om	Teahcer/ESL	2 years with GISD	Resignation/Professional Development	5/31/2024
Naaman Forest High School	Connor, Maegan	Teacher/ESL	1 year with GISD	Resignation/Professional Development	5/31/2024
Naaman Forest High School	Spurlock, Tatyana	Teacher/SPED ALE	1 year with GISD	Resignation/Professional Development	5/31/2024
Naaman Forest High School	Duck, Kenneth	Teacher/Social Studies Coach	26 years/4 years with GISD	Resignation/Finish Year Only	5/31/2024
North Garland High School	Haynes, Travis	Teacher/Social Studies Coach	17 years/2 years with GISD	Resignation/Personal	3/29/2024
North Garland High School	Bravenec, Zachary	Teacher/Science Coach	2 years with GISD	Resignation/Personal	5/31/2024
North Garland High School	Smith, Carlita	Teacher/SPED VOC ADJ COOR	31 years/25 years with GISD	Retirement/TRS	5/31/2024

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

<b>School/Dept.</b>	<b>Name</b>	<b>Job Title</b>	<b>Experience</b>	<b>Reasons</b>	<b>Effective Date</b>
O'Banion Middle School	Harris, Apryl	Counselor	20 years/8 years with GISD	Resignation/Deceased	3/8/2024
O'Banion Middle School	Stricklin, Allison	Librarian	6 years/1 year with GISD	Resignation/Moving out of State	1/12/2024
Rowlett High School	Thomas, Kimberly	Assistant Principal	28 years/17 years with GISD	Retirement/TRS	4/30/2024
Sachse High School	Denson, Cody	Teacher/Social Studies Coach	14 years with GISD	Resignation/Career Change	5/31/2024
Sachse High School	Emery, Jobina	Teacher/Art	17 years/11 years with GISD	Resignation/Moving out of State	5/31/2024
Sachse High School	Shuffield, Slade	Teacher/Social Studies	6 years/7 years with GISD	Resignation/Career Change	3/22/2024
Sachse High School	Roland, Austin	Teacher/Social Studies	4 years with GISD	Resignation/Other	4/5/2024
Sellers Middle School	Smith, Erin	Teacher/SPED Resource Coach	2 years with GISD	Resignation/Personal	5/31/2024
Sewell Elementary School	Orr, Brittney	Teacher/Kindergarten	10 years/6 years with GISD	Resignation/Moving out of State	5/31/2024
Sewell Elementary School	Savage, Blake	Teacher/2nd Gr.	5 years/4 years with GISD	Resignation/Personal	5/31/2024
Shugart Elementary School	Bagley, Rodney	Teacher/5th Gr.	0 years with GISD	Resignation/Personal	3/22/2024
Southgate Elementary School	Poulin, Madeleine	Teacher/Music	1 year with GISD	Resignation/Other Texas School	5/31/2024
Southgate Elementary School	Sederburg, Carolyn	Teacher/Bilingual 2nd Gr.	1 year with GISD	Resignation/Career Change	5/31/2024
Stephens Elementary School	Hernandez, Marjorie	Teacher/Bilingual 2nd Gr.	17 years/5 years with GISD	Resignation/Personal	5/31/2024
Stephens Elementary School	Gomez Chavez, Daniela	Teacher/Kindergarten	3 years with GISD	Resignation/Professional Development	5/31/2024
Stephens Elementary School	Young, Kristy	Teacher/5th Gr.	8 years/3 years with GISD	Resignation/Other	5/31/2024
Student Support & Specialized Services	Villanueva, Deanna	Teacher/Dyslexia	33 years/5 years with GISD	Retirement/TRS	5/31/2024
Student Support & Specialized Services	Sutterfield, Linda	Teacher/Dyslexia	21 years with GISD	Retirement/TRS	5/31/2024
Valle Student Services Center	Maldonado-Rivera, Joshua	District Student Retention and Recovery Specialist ESSER III	7 years/4 years with GISD	Resignation/Other	3/29/2024
Watson Technology Center for Math & Science	Roach, Marcell	Teacher/5th Gr.	3 years with GISD	Resignation/Personal	5/31/2024
Webb Middle School	Hoke, Ian	Teacher/English 6th Gr.	2 years with GISD	Resignation/Other	5/31/2024
Webb Middle School	Vu, Tram	Teacher/ESL	2 years with GISD	Resignation/Other	5/31/2024
Webb Middle School	Abuday Yanez, Guery	Teacher/Spanish	2 years with GISD	Resignation/Other	5/31/2024
Webb Middle School	Chandler, Jermaine	Teacher/Reading 6th Gr.	1 year with GISD	End of Assignment	5/31/2024
Webb Middle School	Medford, Shatoya	Teacher/Math 7th & 8th Gr.	4 years with GISD	Resignation/Professional Development	5/31/2024
Webb Middle School	Harold, Cameron	Teacher/Math 7th & 8th Gr.	2 years with GISD	Resignation/Professional Development	5/31/2024
Webb Middle School	Foster, Tina	Teacher/Computer Explorations	16 years/3 years with GISD	Resignation/Finish Year Only	5/31/2024

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

<b>ParaProfessional Resignation/Retirements:</b>	<b>Approved to Date: 208</b>
<b>April 2024</b>	<b>Current: 22</b>
	<b>Total: 230</b>

<b>School/Dept.</b>	<b>Name</b>	<b>Job Title</b>	<b>Experience</b>	<b>Reasons</b>	<b>Effective Date</b>
Bullock Elementary School	Guardiola, Elsa	Aide/SPED CBSE IDEA B	15 years with GISD	Retirement/TRS	1/31/2024
Career and Technology Education	Davis, Susie	Bookkeeper CTE	30 years/9 years with GISD	Retirement/TRS	6/30/2024
Cisenros Prekindergarten School	Sanchez, Cortes	Aide/SPED ECSE Prekindergarten IDEA B	0 years with GISD	Resignation/Health Reasons	3/18/2024
Cisenros Prekindergarten School	Ramirez, Jacqueline	Aide/SPED ECSE Prekindergarten	3 years with GISD	Resignation/Not Working	4/12/2024
Club Hill Elementary School	Workman, Catharine	Aide/Instructional Title I	1 year with GISD	Resignation/Personal	5/31/2024
Club Hill Elementary School	Thomas, Hazel	Manager	16 years with GISD	Resignation/Other	3/15/2024
Dr Marvin D Roden Technololgy Center	Holmes, Juliana	Helpdesk Specialist	40 years with GISD	Resignation/Personal	6/30/2024
Giddens-Steadham Elementary School	Johnson, Louisa	Data Clerk	21 years with GISD	Retirement/TRS	6/7/2024
Handley Elementary School	Torne Meza, Gabriel	Campus Technology Assistant	4 years with GISD	Resignation/Career Change	5/31/2024
Montclair Elementary School	Amaya, Melissa	Aide/SPED BA	0 years with GISD	Resignation/Personal	4/4/2024
Montclair Elementary School	Mayfield, Armatha	Aide/SPED BA IDEA B	0 years with GISD	Resignation/Other	1/9/2024
Naaman Forest High School	Landrum, Christi	Campus Technology Specialist I	14 years/4 years with GISD	Resignation/Relocation	3/25/2024
Northlake Elementary School	Torres Martinez, Adriana	Aide/Instructional Title I	4 years with GISD	Resignation/Personal	5/31/2024
Pearson Elementary School	Casey, Carlaine	Aide/Library	2 years with GISD	Resignation/Health Reasons	3/22/2024
Rowlett High School	Brightwell, Olinda	Aide/Office	2 years with GISD	Resignation/Health Reasons	5/17/2024
Southgate Elementary School	Ramirez, Melanie	Aide/Emergent Bilingual Instructional	3 years with GISD	Resignation/Other	5/31/2024
Southgate Elementary School	Keating, Madyson	Aide/Office	1 year with GISD	Resignation/Other Texas School	3/28/2024
Stephens Elmenetary School	De La Garza Cuevas, Alexa	Aide/SPED ABC	3 years with GISD	Resignation/Personal	5/31/2024
Toler Elementary School	Gonzalez, Margaret	Aide/SPED ECSE	2 years with GISD	Resignation/Personal	3/26/2024
Valle Student Services Center	Dominguez, Daisy	Secretary Records Center	0 years with GISD	Resignation/Career Change	3/21/2024
Weaver Elementary School	Muller, Donna	Secretary Principal	16 years/9 years with GISD	Resignation/Relocation	5/31/2024
Williams Elementary School	Baker, Jennifer	Secretary Principal	27 years with GISD	Retirement/TRS	6/11/2024



## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

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

**Subject:** Consider Approval of Budget Transfers and Amendments to the 2023-24 General Fund and Debt Service Fund

### Consent Agenda

#### **Executive Summary:**

This report details the budget transfers and amendments proposed for approval and their respective impact on the General Fund. Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

#### **Administrative Recommendations:**

Provided for your consideration.

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

Move to approve the budget transfers and amendments to the 2023-24 General Fund and Debt Service Fund.

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

N/A



**BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2023-2024  
April 23, 2024**

**REVENUES:**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Current Transfers Requested</b>	<b>Current Amendments Requested</b>	<b>Proposed Amended Budget</b>
57 Local Revenue	\$ 250,595,728	\$ 191,577,660	\$ -	\$ 420	\$ 191,578,080
58 State Revenue	249,979,254	312,388,465			312,388,465
59 Federal Revenue	13,000,000	13,000,000			13,000,000
<b>Total Revenues</b>	<b>\$ 513,574,982</b>	<b>\$ 516,966,125</b>	<b>\$ -</b>	<b>\$ 420</b>	<b>\$ 516,966,545</b>

**EXPENDITURES:**

11 Instruction	\$ 341,690,230	\$ 340,321,547	\$ (1,025,409)	\$ -	\$ 339,296,138
12 Instructional Resources and Media Services	8,637,004	8,729,134	2,853		8,731,987
13 Curriculum Development and Instructional Staff Development	15,023,073	15,193,906	49,736		15,243,642
21 Instructional Leadership	9,398,556	9,656,707	10,944		9,667,651
23 School Leadership	34,656,420	35,045,236	24,111		35,069,347
31 Guidance, Counseling and Evaluation	28,145,340	27,938,711	(52,700)		27,886,011
32 Social Work Services	529,896	539,641			539,641
33 Health Services	8,905,602	9,219,731	(21,870)		9,197,861
34 Student Transportation	19,751,821	19,725,051	1,000,000		20,725,051
35 Food Service	300,000	300,000			300,000
36 Extracurricular Activities	13,334,703	13,241,698	(640)		13,241,058
41 General Administration	20,719,368	21,181,477	42,080		21,223,557
51 Facilities Maintenance & Operations	51,582,367	56,259,801		420	56,260,221
52 Security and Monitoring Services	11,364,841	11,665,103	(10,895)		11,654,208
53 Data Processing Services	15,704,807	15,655,092	3,500		15,658,592
61 Community Services	1,772,260	1,782,543	(21,710)		1,760,833
71 Debt Service - Principal on Long-Term Debt	751,097	751,097			751,097
72 Debt Service Interest on Long-Term Debt	-	-			-
73 Bond Issuance Cost and Fees	-	-			-
81 Facilities Acquisition and Construction	-	-			-
95 Juvenile Justice Program	36,000	36,000			36,000
99 Other Intergovernmental Charges	1,057,993	1,057,993			1,057,993
<b>Total Expenditures</b>	<b>\$ 583,361,378</b>	<b>\$ 588,300,468</b>	<b>\$ -</b>	<b>\$ 420</b>	<b>\$ 588,300,888</b>
<b>Excess(Deficiency) Revenues Over(Under) Expenditures</b>	<b>\$ (69,786,396)</b>	<b>\$ (71,334,343)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (71,334,343)</b>
<b>Other Financing Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Financing Uses</b>	<b>\$ -</b>	<b>\$ (8,421,100)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (8,421,100)</b>
<b>Net Change in Fund Balance</b>	<b>\$ (69,786,396)</b>	<b>\$ (79,755,443)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (79,755,443)</b>



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS  
FOR THE GENERAL FUND  
FISCAL YEAR 2023-2024  
April 23, 2024**

**Budget Transfers**

**Expenditures**

	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
11 Instruction	\$ 125,299	\$ 1,150,708	\$ (1,025,409)
12 Instructional Resources and Media Services	3,240	387	2,853
13 Curriculum Development and Instructional Staff Development	59,000	9,264	49,736
21 Instructional Leadership	19,580	8,636	10,944
23 School Leadership	27,811	3,700	24,111
31 Guidance, Counseling and Evaluation	5,300	58,000	(52,700)
32 Social Work Services			-
33 Health Services	200	22,070	(21,870)
34 Student Transportation	1,000,000		1,000,000
35 Food Service			-
36 Extracurricular Activities	46,770	47,410	(640)
41 General Administration	43,900	1,820	42,080
51 Facilities Maintenance & Operations			-
52 Security and Monitoring Services	7,050	17,945	(10,895)
53 Data Processing Services	3,500		3,500
61 Community Services	920	22,630	(21,710)
<b>Total Expenditures</b>	<b>\$ 1,342,570</b>	<b>\$ 1,342,570</b>	<b>\$ -</b>

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

**Budget Amendments**

	<b>Increase</b>	<b>Decrease</b>	
57 Local Revenue	\$ 420	\$ -	\$ 420
<b>Total Revenue</b>	<b>\$ 420</b>	<b>\$ -</b>	<b>\$ 420</b>

**Notes:**

**57 - Local revenue is increased due to insurance reimbursement for Passenger Lift bus.**

**Expenditures**

	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
51 Facilities Maintenance & Operations	\$ 420	\$ -	\$ 420
<b>Total Expenditures</b>	<b>\$ 420</b>	<b>\$ -</b>	<b>\$ 420</b>

**Notes:**

**51 - Increase due to insurance reimbursement for Passenger Lift bus.**



**BUDGET TRANSFERS AND AMENDMENTS  
FOR DEBT SERVICE FUND  
FISCAL YEAR 2023-2024  
April 23, 2024**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Current Transfers Requested</b>	<b>Current Amendments Requested</b>	<b>Proposed Amended Budget</b>
<b>REVENUES:</b>					
57 Local Revenue	\$ 112,415,978	\$ 102,440,643	\$ -	\$ -	\$ 102,440,643
58 State Revenue		6,082,020			6,082,020
59 Federal Revenue	1,415,094	471,994			471,994
<b>Total Revenues</b>	<b>\$ 113,831,072</b>	<b>\$ 108,994,657</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 108,994,657</b>
<b>EXPENDITURES:</b>					
71 Debt Service - Principal on Long-Term Debt	\$ 49,080,000	\$ 118,040,000	\$ -	\$ 8,450,000	\$ 126,490,000
72 Debt Service Interest on Long-Term Debt	25,427,045	18,697,678			18,697,678
73 Bond Issuance Cost and Fees	1,000,000	1,000,000			1,000,000
<b>Total Expenditures</b>	<b>\$ 75,507,045</b>	<b>\$ 137,737,678</b>	<b>\$ -</b>	<b>\$ 8,450,000</b>	<b>\$ 146,187,678</b>
<i>Excess(Deficiency) Revenues Over(Under) Expenditures</i>	\$ 38,324,027	\$ (28,743,021)	\$ -	\$ (8,450,000)	\$ (37,193,021)
<i>Other Financing Sources</i>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Net Change in Fund Balance</b>	<b>\$ 38,324,027</b>	<b>\$ (28,743,021)</b>	<b>\$ -</b>	<b>\$ (8,450,000)</b>	<b>\$ (37,193,021)</b>



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS  
FOR DEBT SERVICE FUND  
FISCAL YEAR 2023-2024  
April 23, 2024**

<b>Expenditures</b>	<b>Increase</b>	<b>Decrease</b>	<b>Net</b>
71 Debt Service - Principal on Long-Term Debt	\$ 8,450,000	\$ -	\$ 8,450,000
<b>Total Expenditures</b>	<b>\$ 8,450,000</b>	<b>\$ -</b>	<b>\$ 8,450,000</b>

**Notes: Adjust the expenditures up to cover principal payment**



## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Timothy Logan, Assistant Director of Transportation

**Subject:** Consider Approval of White Fleet Management Recommendation

### Consent Agenda

#### Executive Summary:

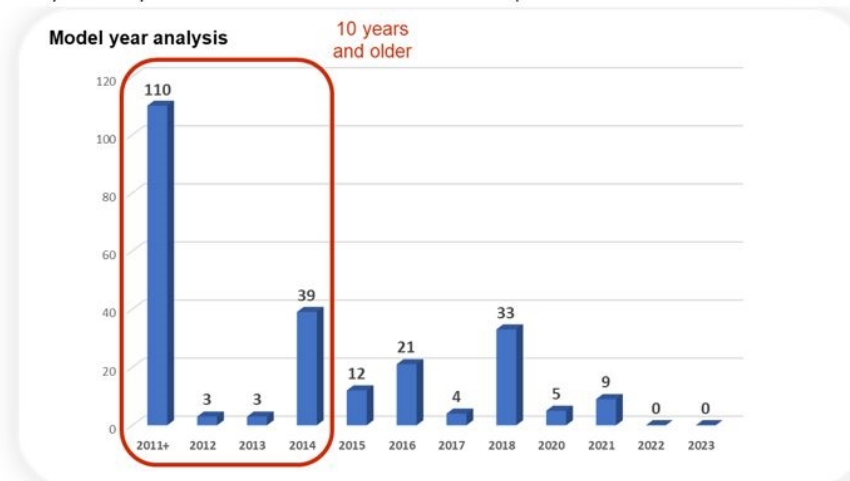
Garland ISD currently spends on average \$1,820,089 per year on the purchase and maintenance of the white fleet. More than 60 percent of the white fleet vehicles are 10+ years old, lacking standard safety features of later-model vehicles and creating safety and reliability concerns for students and staff. The Enterprise Fleet Management Leasing Program will allow us to acquire and maintain late-model vehicles; thereby, decreasing time and money spent on maintenance of aging vehicles and ensuring safety.

Enterprise will be able to replace all 239 white fleet vehicles over three years for \$4,008,668 due to their purchasing power and utilizing trade-in equity; whereas, it would cost GISD \$8,748,000 to replace the 162 white fleet vehicles that are 10 years old and older.

#### CURRENT PLAN

**Current vehicle replacement strategy is to hold on to vehicles for as long as possible.**

- Resale value is not a component of deciding when to replace the fleet
- This reactive replacement plan leads to peaks and valleys in the Capital Budget – see below
- Older vehicles have higher maintenance and fuel costs, more downtime, less resale value, and lack safety features that are now standard
- Today 67% of the fleet is 10 years old or older
- It would take 12 years to cycle out the entire fleet at the current acquisition rates





GARLAND INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES AGENDA

### THE OBJECTIVE

**Identify a more cost-effective vehicle life cycle that lowers operating expenses and maximizes resale equity. Creating a more sustainable budget and reducing the administrative burden of the fleet.**

- Shorten the current vehicle life cycle from **12 years to 4 years**
- Utilize Enterprise technology to identify the most cost-effective vehicle make and cycle point
- Utilize an open-end lease\* through Enterprise as the funding mechanism, allowing the school district to maintain ownership and maximize capital dollars
- Utilize Enterprise maintenance program to lower maintenance expense, provide better tracking and analytics, and keep the business in the local tax base through Enterprise program
- Reduce the overall fuel spend through more fuel-efficient vehicles
- Utilize Enterprise network & team of over 700 remarketers to dispose of vehicles
- Automatically track 'total cost of ownership' per vehicle, improving visibility into fleet expenses
- Significantly improve the safety of the fleet by taking advantage of standard safety technology in new vehicles

Current Fleet		231		Fleet Growth		0.00%		Proposed Fleet		231		
Current Avg. Cycle (years)		12		Annual Miles		4,679		Proposed Avg. Cycle (years)		4		
Current Maintenance		\$125		Percentage of Idle Time		0%		New Vehicle Maintenance		\$37		
Current MPG		11		Cost of Fuel		\$3.00		New Vehicle MPG		16		
Fleet Mix				Fleet Cost				Annual				
Year	Fleet Size	Annual Purchases	Owned	Leased	Purchase Exp.	Lease/Finance*	Est. Maintenance & Fuel	Total Equity (owned & leased)	Resale Equity (owned)	Resale Equity (leased)	Fleet Budget	Net Difference
Current	231	20	231		1,087,554		732,536				1,820,089	0
FY2024	231	101	130	101	1,118,363		544,082	-932,938	932,938	0	729,507	1,090,582
FY2025	231	60	70	161	1,765,032		461,430	-811,638	811,638	0	1,414,824	405,266
FY2026	231	70	0	231	2,528,879		354,459	-1,019,000	1,019,000	0	1,864,337	(44,248)
FY2027	231	63	0	231	2,528,879		354,459	-1,151,680	0	1,151,680	1,731,657	88,432
FY2028	231	78	0	231	2,528,879		354,459	-1,664,594	0	1,664,594	1,218,743	601,346
FY2029	231	68	0	231	2,528,879		354,459	-1,299,821	0	1,299,821	1,583,516	236,573
FY2030	231	22	0	231	2,528,879		354,459	-495,375	0	495,375	2,387,962	(567,873)
FY2031	231	63	0	231	2,528,879		354,459	-1,151,680	0	1,151,680	1,731,657	88,432
FY2032	231	40	0	231	2,528,879		354,459	-748,276	0	748,276	2,135,061	(314,971)
FY2033	231	86	0	231	2,528,879		354,459	-1,823,179	0	1,823,179	1,060,158	759,931
<b>EST. TOTAL 10-YEAR SAVINGS</b>											<b>\$2,343,471</b>	

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024.

### **Administrative Recommendations:**

Recommending utilizing the Enterprise Fleet Management Leasing Program to manage white fleet support vehicles in Garland ISD.

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

Move to approve Garland ISD Transportation Department to utilize the Enterprise Fleet Management Leasing Program to manage white fleet support vehicles in the district as presented to the Board of Trustees.

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

Budget Impact:

1. SY24-25 – \$729,507
2. SY25-26 – \$1,414,824
3. SY26-27 – \$1,864,337

100% - 199 General Fund




## **WHITE FLEET MANAGEMENT**

The core purpose of White Fleet is to provide support vehicles to keep the District functioning successfully.

Maintenance, Security, Technology, Transportation and Teachers/Students/Athletics, etc., all utilize our White Fleet.



# WHITE FLEET DEPARTMENT ASSIGNMENT



Department	# of Vehicles
Maintenance (facilities, plumbing, lawn care, etc.)	128
Security	27
Technology	21
Transportation – Service/work fleet	15
Student Nutrition Services	13
Transportation – Travel fleet	11
Print Shop	6
South Garland HS – Ag program	5
Garland HS – Ag program	2
Naaman Forest HS – Ag program	2
CTC – Ag program	2
Risk Management	2
Warehouse Delivery	2
CCC – Equipment movement/parking lot detail	1
Meeting & Catering Services	1
RAAD – Research & Student Assessment	1
<b>Grand Total</b>	<b>239</b>

# CURRENT WHITE FLEET

## Overview

- 162 vehicles (63%) over 10 years old
- Safety & reliability are major concern for staff and students
- Maintenance cost burden cannot be sustained

## Maintenance Costs

- Higher maintenance costs
- More downtime in GISD Transportation repair shop
- Maintenance burden with multiple older parts inventory required
- Take time away from priority focus of yellow school buses
- Lower resale value



# MOST IMPORTANT

## Safety & Reliability for Staff & Students

1. Older vehicles lack modern standard safety features
2. 35% lack airbags, anti-lock brakes & federal crash testing
3. 45% lack electronic stability control, lane departure warning & rear video



# RECOMMENDATION

Transition to a lease program w/ Enterprise Fleet Management (EFM) to improve safety & reliability of white fleet for students and staff

## BENEFITS

1. Significantly improves fleet with standard safety technology
2. More reliable & dependable fleet
3. Ability to reduce fleet because keeping "spares" will be unnecessary
4. Ability to replace entire fleet of 239 vehicles over 3 years for \$4 million (see agenda cover sheet)
5. Dedicated EFM team for acquisition, operation & resale
6. Maintenance performed by EFM at local shops benefiting local tax dollars
7. Reduction in maintenance costs – from \$732K/year to \$354K/year
8. EFM can execute quickly & has extensive ISD experience
9. GISD maintains ownership, control & equity
10. Utilize Buyboard for best speed and financial savings

# FLEET & MAINTENANCE BUDGET IMPACT

Fleet & Maintenance Budget Impact		
	COST	FUNDING
GISD Historical 10-Year Average (purchasing 20 vehicles/year)	\$1,820,089	General Funds
FY Year #1 (101 veh.)	\$729,507	General Funds & Trade-in Equity
FY Year #2 (60 veh.)	\$1,414,824	General Funds & Trade-in Equity
FY Year #3 (70 veh.)	\$1,864,337	General Funds & Trade-in Equity

FY Year #1 Breakout			
Lease/Finance	+ Est. Maintenance & Fuel	- Resale Equity (owned)	= Fleet Budget
\$1,118,363	\$544,082	\$932,938	\$729,507

This recommendation is a change from the current acquisition model but allows improvements to safety, reliability, and the avoidance of an aged fleet in the future.



GISTD

**QUESTIONS?**



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Jennifer Miller, Director of Student Nutrition

**Subject:** Consider Approval of Purchase of Tilt Skillets for Student Nutrition Services (#18-24)

### Consent Agenda

#### **Executive Summary:**

This award will facilitate the purchase of new equipment that will improve the food preparation for GISD campuses. Reviewed and approved by Jennifer Miller, Director of Student Nutrition, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer for Tilt Skillets for Student Nutrition Services from Pasco Brokerage, Inc., provides the best value to the Garland Independent School District.

New Award

Procurement Method: Cooperative- Choice Partners

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

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

Move to approve contract#18-24 Tilt Skillets for Student Nutrition Services as presented to the Board of Trustees.

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

Not to Exceed Amount: \$250,000

100% - 240 National School Breakfast and Lunch Program



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
John Wilborn, Executive Director Curtis Culwell Center

**Subject:** Consider Approval of Purchase of Concessionaire Services (CCC) (#370-24)

### Consent Agenda

#### **Executive Summary:**

This is a revenue contract in which annual sales are estimated at \$1,100,000 resulting in \$412,500 commission for the CCC. The estimated revenue is based on the CCC receiving 37.5% of all sales for food, alcoholic/non-alcoholic beverages. Reviewed and approved by John Wilborn, Executive Director Curtis Culwell Center, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Concessionaire Services (CCC) from Sorrells Enterprises, LLC, provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

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

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

Move to approve contract#370-24 Concessionaire Services (CCC) as presented to the Board of Trustees.

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

Estimated Revenue Amount: \$412,500

757- Curtis Culwell Center



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Annamarie Banner, Director of Transportation

**Subject:** Consider Approval of Modification to Contract#390-24-01 Transportation Photo ID System

### Consent Agenda

**Executive Summary:**

The modification of award will authorize contracts and payments are in the name of the correct entity. Reviewed and approved by Annamarie Banner, Director of Transportation, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024.

**Administrative Recommendations:**

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

Change From: CI Solutions

Change To: Card Integrators Corporation dba CI Solutions

Procurement Method: Cooperative Purchase Contract- TIPS

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

**Recommended Motion for Action Items:**

Move to approve modification to contract#390-24-01 Transportation Photo ID System as presented to the Board of Trustees.

**Financial Impact and Funding Source:**

Not to Exceed Amount: \$195,000

100% - 282 ESSER III of ARP 2021



## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing

**Subject:** Consider Approval of Increase in Awarded Amount for Serving Line Replacement for Student Nutrition Services (#51-22-02)

### Consent Agenda

#### **Executive Summary:**

It is estimated that we will need \$1,250,000 to complete the elementary campus serving lines replacement project. Reviewed and approved by Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024.

#### **Administrative Recommendations:**

The administration recommends that the offer for Pasco Brokerage Inc, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: First of three (3) annual renewal options

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

Move to approve increase to contract#51-22-02 Serving Line Replacement for Student Nutrition Services as presented to the Board of Trustees.

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

Not to Exceed Amount: Current Award \$4,750,000 Increase \$1,250,000 New Award \$6,000,000

100% - 240 National School Breakfast and Lunch Program.



## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing

**Subject:** Consider Approval of Increase in Awarded Amount for Laminating and Office Machines, Supplies and Services (#269-21)

### Consent Agenda

#### **Executive Summary:**

District-wide purchases of laminating and office machines, supplies, and services.

This year has shown an estimated spend of \$49,000 each month from June 2023 – January 2024, among the two approved vendors. It is estimated that we will need \$325,000 to cover expenses for the remainder of this contract term. Reviewed and approved by Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024.

#### **Administrative Recommendations:**

The administration recommends that the offer(s) for Precision Business Machines, and Acco Brands Corporation provide the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: Third of five (5) annual renewal options

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

Move to approve increase to contract#269-21 Laminating and Office Machines, Supplies and Services as presented to the Board of Trustees.

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

Not to Exceed Amount: Original Award \$325,000 Increase \$150,000 New Award \$475,000

60% - 199 General Fund

20% - 291 School Action Fund

10% - 461 Campus Activity Fund

9% - 211 Title 1



## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Mark Booker, Executive Director of Purchasing  
Arturo Valenzuela, Executive Director of Finance

**Subject:** Consider Approval of Increase in Awarded Amount for Audit Services  
(#318-19-01)

### Consent Agenda

#### **Executive Summary:**

This award will allow for the external financial audit of the district. In accordance with Section 44.008 of the Texas Education Code,

- (a) The board of school trustees of each school district shall have its school district fiscal accounts audited annually at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. The audit must be completed following the close of each fiscal year.
- (b) The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. The audit shall include an assessment of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).

The engagement fee also covers the audit and tax fees for the Garland Education Foundation which was approved in the MOU with the Education Foundation. The increase will cover the increase cost in the auditing services. Reviewed and approved by Arturo Valenzuela, Executive Director of Finance, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer for Audit Services from Whitley Penn LLP provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Qualifications

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



## BOARD OF TRUSTEES AGENDA

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

Move to approve increase to contract#318-19-01 Audit Services.

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

Not to Exceed Amount: Original Award \$140,000 Increase \$5,000 New Award \$145,000

100% - 199 General Fund



GARLAND INDEPENDENT SCHOOL DISTRICT

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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

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

**Subject:** Consider Approval of Increase in Awarded Amount for Football Equipment Repair (#326-20)

### Consent Agenda

#### **Executive Summary:**

Vendor offers professional recertification and repair services for football helmets at seven high schools and twelve middle schools in our district. Vendor ensures that helmets meet safety standards and are in proper working condition. By utilizing the vendors services, we can provide a safe and secure environment for our students during athletic activities. The vendors recertification and repair process follow industry standards, ensuring that helmets are functional and reliable. Reviewed and approved by Ron Griffen, Executive Director of Athletics, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on April 9, 2024.

#### **Administrative Recommendations:**

It is the administration's recommendation that the offer(s) for Football Equipment Repair from Athletic Supply Inc, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Bid

Contract Term: Final of three (3) annual renewal options.

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

Move to approve increase to contract#326-20 Football Equipment Repair as presented to the Board of Trustees.

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

Not to Exceed Amount: Original Award \$74,999 Increase \$25,001 New Award \$100,000  
100% - 199 General Fund



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

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

**Subject:** Consider Approval of Resolution Allowing Compensation for Staff Members Due to Time Missed During Lack of Power at Naaman Forest High School

### Action Item

**Executive Summary:**

On April 15, 2024, Garland ISD staff received notification of a power outage at Naaman Forest High School, making the campus inoperable until April 16, 2024. Due to the lack of power, concerns for safety caused Garland ISD to close the campus. As a result, this resolution requests full compensation for all employees at Naaman Forest High School who were unable to work during the campus closure

**Administrative Recommendations:**

Provided for your consideration.

**Recommended Motion for Action Items:**

Move to approve the resolution allowing compensation for staff members due to time missed during lack of power at Naaman Forest High School.

**Financial Impact and Funding Source:**

N/A

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
GARLAND INDEPENDENT SCHOOL DISTRICT, HEREBY  
DECLARING A PUBLIC PURPOSE FOR THE EXPENDITURE OF  
DISTRICT FUNDS DUE TO CAMPUS CLOSURE DUE TO LACK  
OF POWER**

**WHEREAS**, the District recognizes the value and benefit of encouraging its employees to be models for students in the District;

**WHEREAS**, the District maintains the safety of all students and staff as a top priority of the District;

**WHEREAS**, the Board is authorized by Texas Education Code section 45.105 to expend funds of Garland Independent School District (“Garland ISD” or “District”) for purposes necessary in the conduct of the public schools as determined by the Board;

**WHEREAS**, Garland ISD was notified that there would be a lack of power for Naaman Forest High School on April 15, 2024;

**WHEREAS**, the Board acknowledges that during an emergency closing, employees of Naaman Forest High School were instructed not to remain at work;

**WHEREAS**, the Board finds that a need exists to address wage payments for employees who are idled;

**WHEREAS**, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and

**WHEREAS**, the Board concludes that continuing wage payments to all designated employees, as identified by the Superintendent or designee —contractual and non-contractual, salaried and non-salaried—who suffer a loss in pay due to an emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen;

**NOW, THEREFORE, BE IT RESOLVED:**

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.
2. The Board of Trustees of Garland Independent School District authorizes continued wage payments to all designated employees, as identified by the Superintendent or designee —contractual and non-contractual, salaried and non-salaried—who are instructed not to report to work during an emergency closing.

3. The authority granted by this resolution to continue wage payments to idled employees is effective for the emergency closure on April 15, 2024, unless the Board takes action to authorize payment for a longer duration or modify the resolution at a later date.
4. That it is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the Garland ISD Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Garland ISD Board further ratifies, approves and confirms such written notice and posting thereof.
5. This Resolution shall take effect immediately upon its passage, and is retroactive to the date that Naaman Forest High School closed due to lack of power on April 15, 2024.

PASSED AND ADOPTED this 23<sup>rd</sup> day of April 2024.

By:

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Linda Griffin, President  
Board of Trustees

ATTEST By:

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Johnny Beach, Secretary  
Board of Trustees



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Kevin Massey, GISD Advanced Academics Administrator

**Subject:** UT OnRamps Interlocal Agreement

### Action Item

**Executive Summary:**

During the upcoming regular meeting of the GISD School Board ADAC meeting scheduled for Tuesday, April 9, 2024, Trustees will be presented with an interlocal agreement proposal between Garland ISD and University of Texas at Austin (UT). The interlocal agreement will allow the district and UT Austin to implement the OnRamps program by a) offering UT distance college courses to GISD high schools through a dual-enrollment model, and b) offering UT OnRamps professional learning and support for GISD teachers of OnRamps courses.

The following information is included for your review:

- Presentation: Request for Interlocal Agreement
- Interlocal agreement between the University of Texas at Austin and Garland ISD

**Administrative Recommendations:**

We respectfully recommend to approve the proposed interlocal agreement.

**Recommended Motion for Action Items:**

Move to approve the interlocal agreement between Garland ISD and the University of Texas for the OnRamps program.

**Financial Impact and Funding Source:**

The interlocal agreement amount will not exceed \$15,000 per annum using 199 - General Funds.



Garland Independent School District

# Request for Interlocal Agreement Between Garland ISD and the University of Texas

Presentation to  
Garland ISD Board of Trustees  
Tuesday, April 9, 2024

# University of Texas OnRamps

## **GISD and UT OnRamps**

Garland ISD and UT OnRamps have worked collaboratively since 2018 to offer dual enrollment course for high school students and professional learning for dual enrollment high school instructors.

# Interlocal Agreement

UT OnRamps support includes:

- Offering distance UT college courses through a dual enrollment model
- Teacher professional learning and ongoing supports
- Official transcripts for requesting students
- Course materials and curriculum
- Interlocal Agreement amount not to exceed \$15,000

Questions?



**Interlocal Agreement  
Between  
The University of Texas at Austin  
and  
Garland ISD**

**FOR THE 2023-2024 ONRAMPS PROGRAM**

This Interlocal Agreement (Agreement) with an Effective Date of June 1, 2023, is entered on the Effective Date by Garland ISD (GISD) and The University of Texas at Austin (“UT Austin”), on behalf of its OnRamps program, collectively referred to as the Parties.

**Contracting Parties:**

Receiving Party (GISD)  
Garland ISD  
501 S Jupiter Rd  
Garland, TX 75042

Performing Party The University of Texas at Austin  
OnRamps  
2616 Wichita St, Ste 101  
Austin, TX 78712

**WHEREAS**, UT Austin and GISD are collaborating to offer eligible high school students the opportunity to enroll in college courses while attending high school and simultaneously receive academic credits from UT Austin and their GISD high school(s).

**WHEREAS**, eligible students will be able to participate in a dual enrollment, distance education program called OnRamps.

**NOW THEREFORE**, in consideration of the mutual promises herein contained, the Parties agree as follows:

**1. Interlocal**

The Texas Interlocal Cooperation Act, Government Code, §791.001, *et seq.* allows local governments and institutions of higher learning to contract with each other for governmental functions and services, including all or part of a function in which the Parties are mutually interested. This Agreement constitutes an “interlocal contract” within the meaning of and as authorized by the Texas Interlocal Cooperation Act. The purpose of the Agreement is to provide “governmental functions or services,” as therein defined. Each party represents it has authority to enter into the Agreement and does so by action of its governing body. To the extent any party pays for the performance of governmental functions or services, the party will make those payments from current revenues available to that party.

**2. Nature of OnRamps**

UT Austin and GISD enter into this Agreement to implement OnRamps by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. OnRamps offers high school students the opportunity to earn high school credits from GISD and college credits from UT Austin through a distance education course.

GISD and UT Austin will share the responsibility to implement the OnRamps program. By entering into this Agreement for the delivery of distance college courses, GISD becomes an active participant in ensuring the effectiveness and quality of the implementation of OnRamps at GISD.

### **3. Fees and Payments**

#### **Enrollment Fees:**

The cost of the OnRamps course materials, technical support and course implementation support outlined in this Agreement for GISD will be defined on a per-student, per-course basis.

GISD is paying a subsidized rate. Subject to available funding, during the 2023-2024 school year, the fee of \$249 (or \$199 for students identified by TEA as eligible for free or reduced-price meals or other economic disadvantage), per student and per course is subsidized to \$149 (or \$99 for students identified by TEA as eligible for free or reduced-price meals or other economic disadvantage). Enrollment cost subsidies are paid for by OnRamps and applicable state appropriations. Private, parochial, and out-of-state schools are not eligible for the subsidized rate.

The OnRamps enrollment fee is assessed for each student registered in each OnRamps course on the enrollment census date which will be determined and communicated on or before June 1, 2023. The program fee includes access to course materials, technology tools, and credit eligibility evaluation. Refunds will not be given at the end of a course for any reason, including if a student is not eligible to earn college credit in the course.

#### **Professional Learning and Development (PLD) Fee:**

The cost of OnRamps professional learning and development will be assessed on a per-teacher basis according to the fee schedule in Exhibit C. This fee includes professional learning and development services, course materials, technology tools, and technical assistance required for implementation during the entire term of this agreement, including Summer Professional Learning Institute (PLI), academic year PLIs, virtual conferences, virtual learning modules, virtual communities of practice, professional development assignments, and access to individual virtual coaching. If GISD or the GISD high school teacher joins after the conclusion of Summer PLI, the total fee is still required based upon the status of the teacher at student census.

The Professional Learning Development fee does not include lodging, transportation, or teacher substitute cost. If a PLI is held in person, a lodging fee may be charged in addition to the PLD fee.

GISD is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

The University of Texas at Austin  
OnRamps  
2616 Wichita St, Ste 101  
Austin, TX 78712

#### **4. Scope of Work and Responsibilities**

Responsibilities to implement OnRamps distance college courses will be shared by GISD and OnRamps. GISD is an active participant in ensuring the effectiveness and quality of OnRamps implementation at its facilities. The Parties agree to provide the following, collectively referred to as the “Services.”

##### **4.1 Responsibilities of OnRamps**

###### **Enrollment and Records**

- A. Provide an online registration process for high school students to enroll in OnRamps courses (as listed in Exhibit A fully incorporated by this reference) through the OnRamps student information system (OnRamps Portal).
- B. Maintain, as part of routine educational effectiveness evaluation at UT Austin, OnRamps student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administering, implementing, and improving the program and providing official reporting to UT Austin and GISD. OnRamps engages in additional data sharing with UT Austin departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
- C. Record grades on UT Austin transcripts for students who are eligible for and accept college credit for the distance college course.
- D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.

###### **Curriculum and Instruction**

- E. Provide UT Austin faculty and academic staff to develop and define college-level course materials and curriculum and assume oversight of distance college courses.
- F. Deliver instructional materials via distance education. All college course-related materials will be available to the student through unique login in Canvas Learning Management System (Canvas LMS).
- G. Administer OnRamps distance college courses via a dual enrollment model. UT Austin faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by UT Austin Department Chairs and supported by Deans. All OnRamps students register for semester- or year-long courses.
  - a. Semester-long and year-long course college enrollment information

- i. Students must complete a series of required assignments and summative assessments as published in the college syllabus that are designed, designated, and evaluated by UT Austin faculty and college Instructors of Record to earn college credit.
    - ii. Students must earn a passing grade (D- or above) on the designated portion of the course determined by the UT Austin Instructor of Record to be eligible to earn college credit in the OnRamps distance college course.
    - iii. Eligible students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
    - iv. College credits earned and accepted by eligible students are reported to the University Registrar for official transcription.
    - v. Eligible students who accept college credit will have an official UT Austin transcript showing the letter grade earned in the course.
  - b. Additional year-long course college enrollment information
    - i. A student who does not earn a passing grade (D- or above) at the point of eligibility determination may be determined to be eligible if the student meets the Texas Success Initiative (TSI) exemption criteria for that course. TSI exemption criteria are detailed in each college course syllabus for which TSI exemption may be used.
- H. Provide technology and support services necessary for teaching and learning in OnRamps courses and program implementation:
  - a. Maintain servers operated by or hosted on OnRamps's web-based Canvas LMS.
  - b. Provide access and training on the Canvas LMS for every OnRamps student to access course content and instructional experiences.
  - c. Provide online and phone-based technical support for OnRamps teachers, students, and UT Austin faculty using the curriculum when that support is not provided through Canvas LMS.
  - d. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments in Rhetoric 306 and Rhetoric 309J.
  - e. Provide a student orientation module in Canvas LMS for all OnRamps courses that details program enrollment, student academic integrity, and FERPA rights.
  - f. Provide information in the OnRamps Portal or through email notifications related to distance college course enrollment activities, including registration, eligibility, credit type selection, credit status, and official transcript requests.
  - g. Provide information on procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.

### **Professional Development and Support**

- I. Deliver professional learning to GISD teachers who implement the OnRamps course. Teachers implementing an OnRamps course are required to participate in and complete all OnRamps professional learning and development program components.

- a. 2023 Summer PLI will be delivered by OnRamps using distance education and virtual learning technologies. Summer PLI is required for all OnRamps high school teachers.
- b. Academic year PLIs will consist of two one-day PLIs for new and returning participating teachers delivered virtually during the fall and spring semesters. OnRamps may also provide optional in-person PLI sessions at pre-determined regional sites. GISD teachers are required to participate in and fully complete the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.
- c. Virtual conferences for implementing GISD new and returning teachers held up to eight times per year.
- d. GISD teacher participants will be credited with continuing professional education hours for the hours of documented attendance.
- J. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to GISD and its administration based on advance scheduling and availability of OnRamps staff.
- K. Deliver in-person or virtual presentations and/or workshops to GISD staff and community members regarding the OnRamps program overview, implementation, and strategies for success based on advance scheduling and availability of OnRamps staff.
- L. OnRamps will hire and assign a qualified course coordinator for each course offered. The coordinator will serve as the content expert and point of contact and support for the high school teacher.
- M. Provide ongoing, one-on-one feedback and guidance to the high school teacher.
- N. Provide virtual coaching access to each OnRamps high school teacher to support course implementation and enhance their professional practice.

**Institutional Effectiveness**

- O. Provide feedback regarding course implementation to UT Austin faculty and academic staff, as well as GISD high school teachers and administrators. OnRamps will provide updates through regularly identified reporting schedules to the identified GISD Main Contact and, as needed, regarding the status of OnRamps course and professional learning and development implementation, based on regular review of program data, including communication with the OnRamps GISD high school teacher(s) and student performance and engagement data.
  - a. OnRamps staff will inform GISD administration of any serious concerns regarding GISD or campus implementation of the OnRamps course pertaining to quality and fidelity. If GISD implementation of the OnRamps course is deemed unsatisfactory, OnRamps reserves the right to deny the opportunity to offer the OnRamps course in the future or to require a replacement high school teacher.
  - b. A GISD high school teacher deemed by OnRamps to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with OnRamps expectations and be provided individual coaching and support as available through the course staff, OnRamps

PLIs, a virtual community of practice, and ongoing communication. Should the high school teacher's implementation of OnRamps continue to be unsatisfactory or without improvement in OnRamps' sole discretion, OnRamps will notify GISD, who will use its best efforts to identify an alternate high school teacher, and GISD will work with OnRamps to continue implementation of the course with the alternate high school teacher. OnRamps reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.

- c. Should OnRamps deem an OnRamps GISD high school teacher as not compatible with or not in the best interest of the program in OnRamps' sole discretion, OnRamps will notify GISD who will work with OnRamps to continue the course through an alternate teacher.
- d. Any person performing Services under this Agreement on behalf of OnRamps must be actively employed or eligible for employment by UT Austin and may not be on administrative or medical leave. UT Austin must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If UT Austin becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, a representative of the OnRamps program must inform the GISD district contact.

**Extended Student Absences [subject to GISD policies]**

- P. In a case where a student is removed from their home campus and assigned to an alternative campus the GISD point of contact, campus principal and/or the high school teacher of the campus must notify the OnRamps Associate Director for Partnerships or the OnRamps help desk known as "OnRamps Support". Information needs to include the length of the placement to determine if the student will continue in the enrolled OnRamps course. If the alternative placement is longer than seven (7) school days, then the following is required:
  - a. The administrator, OnRamps GISD high school teacher, and OnRamps course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined the student will not have the appropriate instruction and access to the course, the student will be dropped from the OnRamps course.
    - i. If this occurs prior to the identified course census date, then the GISD will not be invoiced for this student.
    - ii. If the student is enrolled in a year-long OnRamps course, the student will be dropped from the OnRamps course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule. If the student is enrolled in History or Rhetoric, the student will be dropped from the course for the semester in which the student is taking the course (fall or spring). If the student is taking History or Rhetoric in the fall, the student will have the opportunity to enroll in History or Rhetoric in the spring, if the student returns to the home campus in time for registration at the beginning of spring instruction.

- Q. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the GISD point of contact, campus principal and/or the high school instructor must notify the OnRamps Associate Director of Partnerships or OnRamps Support immediately to determine if eligibility for enrollment may continue, which decision will be made by OnRamps on its sole discretion.

#### **4.2 Responsibilities of GISD [subject to GISD policies and applicable law]**

- A. Implement one or more OnRamps courses.
- a. Assign a(n) GISD contact responsible for overseeing implementation of OnRamps high school course(s) and participating in meetings designated for GISD administration with OnRamps staff.
    - i. This GISD contact will provide up-to-date contact information for GISD and its campus administration. In the event there is a change in administration at GISD or at its campuses, the GISD contact will update the OnRamps Portal.
  - b. OnRamps syllabi and course content may not be used to satisfy the requirements for third party evaluation, including AP curriculum.
  - c. In the case of Introduction to Rhetoric: Reading, Writing and Research and Reading and Writing the Rhetoric of American Identities, the UT Austin Department of Rhetoric and Writing:
    - i. Prohibits the OnRamps courses from being offered as an AP English course.
    - ii. Requires a cap of 25 students per section with a limit of two (2) sections per teacher for a maximum of 50 students. Alternatively, a teacher may have 60 students distributed in three (3) or more sections. With approval, the cap of 60 students may be exceeded in exceptional circumstances at OnRamps' sole discretion.
- B. Recruit high school teacher(s) with appropriate qualifications to teach the OnRamps course(s), consistent with GISD policies.
- a. Minimum requirements for all OnRamps GISD high school teachers include:
    - i. Bachelor's degree in the discipline or a related field.
    - ii. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus).
    - iii. Completed annual OnRamps teacher application.
    - iv. Obtain a UT EID in order to access Canvas LMS, the OnRamps Portal, and other systems required for implementation of the OnRamps program. OnRamps will provide the designated OnRamps teacher privileged access to student information and other systems through the UT EID. OnRamps may suspend, terminate, or revoke OnRamps teacher access to its systems through the EID affiliation at OnRamps sole discretion. The EID affiliation with OnRamps will be revoked if this agreement is terminated or if an OnRamps GISD high school teacher can no longer complete the course.
    - v. Successful completion of required tasks before the start of Summer PLI, including, but not limited to, completion of FERPA training module provided by OnRamps. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of

Summer PLI. GISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required self-directed or Summer PLI tasks may not be eligible to implement an OnRamps course. The decision to admit or deny such teacher and any accompanying conditions will be determined by the Associate Director of Instructional Innovation and Implementation and Managing Director at their discretion.

- vi. Attendance and successful completion of Summer PLI, all required academic year PLIs, monthly virtual conferences or virtual learning modules, and professional development assignments.
  - 1. OnRamps GISD high school teachers must participate in the entire Summer PLI and complete all assigned work including pre-, during, and post-PLI.
  - 2. GISD teachers are required to participate in and fully complete both academic year PLIs in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI will provide up to eight hours of continuing professional education hours.
  - 3. Completion of the minimum requirements and number of virtual coaching uploads over the course of the academic year as described in the Instructor Handbook is required.
- vii. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
- viii. Adhere to guidelines regarding OnRamps course content intellectual property. GISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.
- ix. Deliver OnRamps instructional materials through the OnRamps instance of Canvas LMS or designated platforms as specified in the OnRamps Technology Manual.
- b. Additional requirements for OnRamps returning GISD teachers include:
  - i. Successful implementation of OnRamps course during the previous academic year according to requirements under section D below.
- C. Ensure OnRamps GISD high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to:
  - a. Access to the OnRamps Portal and Canvas LMS. Participating GISD campuses will work with the OnRamps support team to ensure their campus and students can fully access the OnRamps Portal and Canvas LMS.
  - b. Access to computer, internet, and URLs in approved allow lists, as specified by OnRamps, and adhere to requirements outlined in the most recent OnRamps Technology Manual.
  - c. Scheduled access to technology that meets the specifications defined by OnRamps for each course. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).

- d. Graphing calculators or graphing calculator functions as specified in the most recent OnRamps Technology Manual.
  - e. Audio/visual projection and/or whiteboard.
  - f. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments.
  - g. Required lab materials for BIO 106M, CH 104M, CH 102N, GEO302E, and PHY 102M.
  - h. The Chemistry course(s) must be offered in a lab setting that meets the Texas Education Agency standard with minimal viable components including an eyewash station, vent hood, and equipment required for student implementation of the lab course including use and disposal of the required chemical list.
- D. Ensure OnRamps GISD high school teachers implement the program with fidelity, including the following requirements:
- a. Adhere to Texas Administrative and Education Code, including the Educators' Code of Ethics (19 TAC Chapter 247).
  - b. Ensure students complete the OnRamps registration process and student orientation, including creating a UT EID, and creating a profile and registering in the OnRamps Portal, within the first three weeks of school.
  - c. Administer and facilitate OnRamps-required assignments and assessments without alteration through the OnRamps instance of Canvas LMS.
  - d. Use Canvas LMS to assign and grade high school work as specified by OnRamps course staff.
  - e. Participate in professional learning and development activities, including Summer PLI, academic year PLIs, video conferences, virtual learning modules, virtual communities of practices and uploads of classroom video, and ongoing opportunities during each semester in which they teach the OnRamps course. To facilitate teacher participation in the academic year PLIs, GISD agrees to pay the cost of substitute teachers for the days the teacher will attend the academic year PLIs.
  - f. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
  - g. Notify OnRamps of GISD high school teacher absences that exceed four or more consecutive class days or of teacher resignations using the provided form in the case when the teacher cannot self-report.
- E. Ensure students register for OnRamps courses to meet program requirements, including:
- a. Recruit and approve students to participate in OnRamps courses.
  - b. Ensure students enrolled in the OnRamps program meet the minimum academic requirements for each course as shown in Exhibit A.
  - c. Ensure students complete the OnRamps registration process and student orientation, which includes creating a UT EID, and creating a profile and registering in the OnRamps Portal, within the first three weeks of school.

- i. When a student enrolls in an OnRamps course past the census date, OnRamps will determine whether the student may enroll for the possibility of earning college credit based on the district's start date and a course-specific event-based deadline. If OnRamps determines that the student will be enrolled for high school credit only, the student will have access to course technology, but the student's enrollment will not be included in invoicing or reporting, and the student's enrollment will be indicated as High School Only in the OnRamps Portal.
  - d. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit.
- F. Ensure accuracy of OnRamps student information, including:
  - a. Ensure student rosters accurately reflect students enrolled in OnRamps courses on the OnRamps census dates in fall and spring.
  - b. Submit student state IDs in accordance with communicated timeline.
  - c. Submit high school grades in accordance with the data sharing agreement schedule.
- G. Any person performing Services under this Agreement on behalf of GISD must be actively employed or eligible for employment by GISD and may not be on administrative leave. GISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If GISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, the district contact, who oversees the OnRamps program, must inform OnRamps within 24 business hours.

## 5. Summer PLI Teacher Registration and Attendance

- A. GISD high school teachers are required to register for Summer PLI **two weeks prior** to the start of the selected synchronous Summer PLI session. Late registration will be accommodated at the discretion of the Associate Director of Instructional Innovation and Implementation or Managing Director.
- B. New OnRamps GISD high school teachers must complete all components of Summer PLI including prerequisite self-directed modules, synchronous sessions, and compliance modules. New OnRamps high school teachers are defined as those who are implementing an OnRamps course for the first time or for the first time after more than one year of absence.
  - a. The GISD teacher assigned to the course **must** successfully complete the New Instructor Summer PLI experience at least once, in its entirety, before implementing an OnRamps course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer PLI for each subsequent year they implement that course. If a teacher is assigned to implement a new OnRamps course in addition to their current OnRamps course, the instructor must complete the New Instructor Summer PLI for the new course.
- C. Cancellation policy:

- a. All high school teachers must cancel their registration in writing at least one week prior to any in-person PLI or will pay 100% of fees for room/board and meals for which those charges apply, if applicable. GISD will be invoiced for all high school teachers who are registered on the day three weeks prior to the event starting and will pay such invoices within thirty (30) days.
  - b. If a high school teacher registers for Summer PLI and is unable to attend, the teacher must communicate this change to the OnRamps Professional Learning and Development team via OnRamps Support in writing at least one week prior to the start of Summer PLI. The district contact may coordinate with OnRamps to identify an appropriate replacement. Fees will be assessed based on teachers who complete Summer PLI.
  - c. In the event of an emergency about which OnRamps staff and the teacher's principal are notified, a teacher may arrange to make up as much as 20% of Summer PLI and still be eligible to teach the OnRamps course. OnRamps GISD high school teachers who miss more than 20% of Summer PLI, regardless of the reason, will be on probationary status and their approval to serve as an OnRamps high school teacher will be evaluated by OnRamps on a case-by-case basis.
- D. If a high school teacher attends Summer PLI, and the course for which the teacher is trained is not offered for the school year, GISD will be:
- a. Charged the full fee based on whether they are new or returning, for Summer PLI.
  - b. All materials provided to GISD for the course must be returned to OnRamps within 30 days.

## **6. Educational Records and Data Sharing**

- A. GISD and OnRamps create, maintain, and manage their own educational records for students and teachers. OnRamps maintains all educational records created as a result of the OnRamps program consistent with FERPA, as well as applicable UT Austin policy defined in Chapter 9 of the General Catalog of UT Austin, subchapter 9-100 through 9-400, and any applicable law. In order to provide the OnRamps program and related services to GISD and for GISD's accountability reporting purposes, OnRamps requires specific student information from GISD. All such records are provided the same security as those outlined in this section 6.C, section 7, and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support the OnRamps program.
- B. Following UT Austin's Institutional Review Board standards and policy, as applicable, OnRamps may obtain and maintain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvements.
- C. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and GISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to verify student accommodations under IDEA and/or Section 504; 3) to facilitate early intervention and support student success; 4) pertaining to whether college credit is earned, accepted, and/or declined; 5) to facilitate accurate recordkeeping; and 6) to address academic integrity issues. If either party obtains access to GISD and/or UT

Austin records or record systems protected under FERPA, each party agrees to adhere to the provisions of FERPA. While in possession of FERPA records and data, only persons authorized to access the student data related to the OnRamps program will be granted access consistent with FERPA.

**7. Governmental Function, Immunity, Record Protection, and Criminal History**

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Interlocal Cooperation Act. Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity or similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on GISD or UT Austin not otherwise permitted by applicable law shall be enforceable. Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code.

Each party agrees that if it received information or records concerning any student, it shall not disclose the same except as permitted by the Family Educational Rights and Privacy Act a/k/a FERPA (20 U.S.C. 1232(g)). FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Government Code 552.001 et seq.).

**8. Indemnity**

The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.

**9. Term and Termination**

This Agreement is effective on June 1, 2023, no matter the date fully executed by both Parties and covers a period beginning June 1, 2023 and ending August 31, 2024. This Agreement cannot be renewed or extended.

Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.

Either party may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the other party. GISD agrees any amounts owed for Services rendered through the termination date and properly invoiced will be promptly paid upon notice of termination and in accordance with the provisions of Chapter 2251, Texas Government Code.

## **10. Ownership of Intellectual Property**

UT Austin and the OnRamps program shall solely own all intellectual property rights in or relating to OnRamps, including all written materials, study guides, course materials, syllabi, and assessments prepared under the program (“Materials”). Intellectual property rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, or works of authorship fixed in a medium of expression of any kind whether or not patentable, copyrightable, or eligible for registration as a trademark, as well as applications for any such rights. There are no implied licenses; GISD agrees and understands that it may not copy, modify, share, distribute, or display any Materials without the prior written permission of UT Austin and the OnRamps program.

## **11. Contractual Relationship**

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the Parties. Each party retains the right to conduct its business as it sees fit. The Parties shall, at all times, be deemed independent contractors/entities.

## **12. Notice to Parties**

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Agreement, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given 1) if delivered by certified mail, when deposited, postage prepaid, in the United States mail, or 2) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

GISD at:

Garland ISD  
501 S Jupiter Rd  
Garland, TX 75042

UT Austin at:

Darrell Bazzell, Senior Vice President and Chief Financial Officer  
101 Inner Campus Dr, Ste 102  
Austin, TX 78712

With a copy to:

OnRamps  
2616 Wichita St, Ste 101  
Austin, TX 78712  
Email: [sp.contracts@austin.utexas.edu](mailto:sp.contracts@austin.utexas.edu)

or such other address as later provided by a party through written notice to the other party.

### **13. Venue; Governing Law**

This Agreement, all of its terms and conditions, all rights and obligations of the Parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

### **14. Mutual Negotiation**

This Agreement has been prepared at the joint request, direction, and construction of the Parties, at arms' length, and shall be construed without favor to any party.

### **15. Amendment and Assignment**

Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void, and shall be deemed a material breach of this Agreement.

### **16. Survival**

A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

### **17. Cybersecurity Training Program**

During the term and any renewal of this Agreement, each party shall comply with Texas Government Code Chapter 2054 concerning cybersecurity for state agencies and local government, and to the extent applicable verify compliance to the other party.

### **18. Access by Individuals with Disabilities**

Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Agreement (**EIRs**) comply with applicable requirements set forth in [1 TAC Chapter 213](#) and [1 TAC Section 206.70](#) (ref. [Subchapter M, Chapter 2054, Texas Government Code](#)). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either 1) perform all necessary remediation to make EIRs satisfy the EIR Accessibility Warranty or 2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing Party is unable to do so, Receiving Party may terminate this Agreement and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Agreement.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by [1 TAC Section 213.38\(g\)](#).

### **19. Payment of Debt or Delinquency to the State**

Pursuant to [Sections 2107.008](#) and [2252.903](#), *Government Code*, any payments owing to Performing Party under this Agreement may be applied directly toward any debt or

delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

**20. Signatory Representations**

Receiving Party represents and warrants that it has all necessary power and has received all necessary approvals to execute and deliver this Agreement, and the individual executing this Agreement on behalf of Receiving Party has been duly authorized to act for and bind Receiving Party.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Receiving Party  
Garland ISD

Performing Party  
The University of Texas at Austin

Signature:

Signature:

Name:

Name:

Title:

Title:

Date:

Date:

Exhibit A  
OnRamps Courses

OnRamps Course Name	UT Austin Course Code	TCCNS Equivalency	Texas Core Code	Required Prerequisites	Recommended Prerequisites
Foundations of Arts and Entertainment Technologies	AET 304	-	050	-	Graphic Design
Introductory Biology I	BIO 311C	BIOL 1306	030	Credit in TEKS-based Biology & TEKS-based Chemistry	-
Lab for Introduction to Biology I	BIO 106M	BIOL 1106	-	Credit in TEKS-based Biology & TEKS-based Chemistry	-
Principles of Chemistry I (Lecture)	CH 301	CHEM 1311	030	Credit in Algebra I	-
Introduction to Chemical Practices I (Lab)	CH 104M	CHEM 1111	-	Credit in Algebra I	-
Principles of Chemistry II (Lecture)	CH 302	CHEM 1312	030	Credit in Chemistry	-
Introduction to Chemical Practices II (Lab)	CH 104N	CHEM 1112	-	Credit in Chemistry	-
Computer Science: Thriving in Our Digital World	CS 302	-	093	Credit in Algebra I	Credit or concurrent enrollment in Algebra II
Introduction to Economics	ECO 304K	ECON 2302	080	-	Credit or concurrent enrollment in Algebra II
Earth, Wind, and Fire: An Introduction to Geoscience	GEO 302E	-	030	Credit in Biology and Chemistry or IPC and Chemistry	-
United States, 1492-1865	HIS 315K	HIST 1301	060	Credit or concurrent enrollment in English II	-

OnRamps Course Name	UT Austin Course Code	TCCNS Equivalency	Texas Core Code	Required Prerequisites	Recommended Prerequisites
United States Since 1865	HIS 315L	HIST 1302	060	Credit or concurrent enrollment in English II	-
College Algebra	M 301	MATH 1314	-	Credit in Algebra I	Credit in Geometry
Discovery Precalculus: Preparation for Calculus	M 305G	MATH 2312	020	Credit in Algebra II & Geometry	-
Mechanics, Heat, and Sound	PHY 302K	PHYS 1301	030	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Lab for Mechanics, Heat, and Sound	PHY 102M	PHYS 1101	-	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Electromagnetism, Optics, and Nuclear Physics	PHY 302L	PHYS 1302	030	Credit in TEKS-based Physics, Algebra II, & Geometry	Credit in PHY 302K, AP Physics I, Honors Physics, PHYS 1301, or Precalculus
Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	ENGL 1301	010	Credit in English I & English II	-
Reading and Writing the Rhetoric of American Identities	RHE 309J	ENGL 1302	010	Credit in English I & English II	-
Elementary Statistical Methods	SDS 301	MATH 1342	020	Credit in Algebra I	Credit in Algebra II & Geometry
Quantum Computing	PHY 309L	PHYS 1307	030	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus

Exhibit B  
Data Sharing Agreement

DATA SHARING AGREEMENT  
BY AND BETWEEN  
Garland ISD  
AND  
ONRAMPS  
AT THE UNIVERSITY OF TEXAS AT AUSTIN

Pursuant to this Data Sharing Agreement and underlying Interlocal, Garland ISD (GISD) agrees to provide individual student-level data to OnRamps at The University of Texas at Austin (UT Austin) for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program and informing OnRamps students of academic opportunities at UT Austin. GISD hereby appoints OnRamps as a legitimate educational official of GISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, OnRamps hereby appoints GISD as a legitimate educational official of OnRamps in accordance with FERPA. OnRamps agrees to provide individual student-level data to GISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2024 unless terminated in writing by one or both Parties.

**1. Data type and exchange timeline**

GISD Designee for Student Data and OnRamps will coordinate data exchange for all OnRamps program participants for the 2023-2024 academic year, as follows:

Responsible Party	Time Period	Type of Data
OnRamps	August 2023 – July 2024	<p>Throughout the academic year OnRamps will provide information about student enrollments, including course rosters, college course eligibility status, and final grades. Access to the district portal will be limited to pre-identified campus and GISD personnel who must obtain a UT Electronic Identification and password in order to access the portal.</p> <p>The following enrollment and performance data is provided throughout the academic year, as information becomes available.</p> <ul style="list-style-type: none"> <li>● Course enrollments</li> <li>● Eligibility status</li> <li>● Eligibility letter grade</li> <li>● Final letter grade</li> <li>● Credit decision (credit accepted or declined)</li> <li>● University transcript grade</li> </ul>

		<ul style="list-style-type: none"> <li>• Student qualifying status for OnRamps reduced course enrollment fee</li> <li>• Student qualifying status for accommodations under IDEA or Section 504</li> <li>• Student orientation completion status</li> </ul>
GISD	December 2023 – February 2024	<p>In order for OnRamps to identify students who qualify for the reduced course enrollment fee, OnRamps must obtain Student State IDs.</p> <p>GISD will provide Student State IDs for all enrolled students.</p> <p>Based on the Student State IDs, the Texas Education Agency (TEA) identifies students who are eligible for a) free or reduced-price meals or b) other economic disadvantage criteria based on PEIMS data (codes 01, 02, or 99). OnRamps then applies the reduced enrollment fee to these students' enrollments.</p> <ul style="list-style-type: none"> <li>• TEA-assigned TX-UNIQUE-STUDENT-ID (StudentUnique ID)</li> </ul>
GISD	May 2024 – July 2024	<p>In order for OnRamps to engage in ongoing learning about student experiences, high school grades are exchanged.</p> <ul style="list-style-type: none"> <li>• High school grade in OnRamps course, semester 1</li> <li>• High school grade in OnRamps course, semester 2</li> <li>• High school grade in OnRamps course, cumulative</li> </ul>

**2. Data protection**

All data will be exchanged using secure systems and in an encrypted, password protected electronic format by GISD and OnRamps.

OnRamps endeavors that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. OnRamps further endeavors that the data elements will not be released to a third party without written parental or student (as applicable) consent.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of OnRamps or other UT Austin program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure area and to prevent unauthorized access.

UT Austin will return to GISD and/or destroy all personally identifiable data when the study is complete.

### **3. Information shared with TEA**

- Rosters of individual students, including student state ID, for all students enrolled in an OnRamps course at fall or spring census to determine student eligibility for reduced course fee, AND
- Rosters of individual students, including student state ID, for students who complete an OnRamps course for the purpose of calculating state accountability and other required state performance reporting and metrics.

Exhibit C  
OnRamps Teacher Professional Learning and Development Fee Schedule

Pursuant to Section 3.0, the following per-teacher fee will be assessed at the conclusion of Summer PLI. A professional learning and development fee will be assessed for teachers who are implementing one or more OnRamps courses at the time of student census but did not attend Summer PLI and for whom no prior fee was assessed. Individual situations not described below will be evaluated on a case-by-case basis.

OnRamps teachers may only implement a maximum of two 3-hour courses.

OnRamps teacher professional learning and development fees will be evaluated on an annual basis.

Instructor Status	Year Instructor First Implemented OnRamps Course(s)	Number of Courses Implemented in AY 2023-2024	PLI Fee Assessed for Instructor
New Instructor	2023-2024	One	\$850
Returning Instructor	2022-2023 or prior with no gap years	One	\$550
New Instructor for one course; Returning Instructor for one course	One course in 2023-2024; One course in 2022-2023 or prior with no gap years	Two	\$850
Returning Instructor for two courses	Two courses in 2022-2023 or prior with no gap years	Two	\$550

**FIRST AMENDMENT TO AGREEMENT BETWEEN UNIVERSITY AND CONTRACTOR**

This First Amendment to Agreement between University and Contractor (“Amendment”) is dated effective as of the later of **February 28, 2024** or date fully executed by both parties (“Effective Date”), and is entered into by and between The University of Texas at Austin (“University”), an agency and institution of higher education organized under the laws of the State of Texas, and Garland ISD, an independent school district. (“Contractor”).

University and Contractor entered into that certain Agreement between University and Contractor dated effective June 1, 2023 (the “Agreement”).

University and Contractor now desire to amend the terms of the Agreement as more particularly set forth below:

1. Section 3 Fees and Payments of the Agreement is hereby amended and restated in its entirety and shall hereafter be and read as follows:

**Enrollment Fees:**

The cost of the OnRamps course materials, technical support and course implementation support outlined in this Agreement for GISD will be defined on a per-student, per-course basis.

GISD is paying a subsidized rate. Subject to available funding, during the 2023-2024 school year, the fee of \$165 per student and per course is subsidized to \$149 (or \$99 for students identified by TEA as eligible for free or reduced-price meals or other economic disadvantage). Enrollment cost subsidies are paid for by OnRamps and applicable state appropriations. Private, parochial, and out-of-state schools are not eligible for the subsidized rate.

The OnRamps enrollment fee is assessed for each student registered in each OnRamps course on the enrollment census date which will be determined and communicated on or before June 1, 2023. The program fee includes access to course materials, technology tools, and credit eligibility evaluation. Refunds will not be given at the end of a course for any reason, including if a student is not eligible to earn college credit in the course.

**REVISED Enrollment Rate for 2023-2024**

	Per Student, Per Course Standard Enrollment Fee*	Per Student, Per Course Reduced Enrollment Fee*^	FAST Eligible Student, Per Course Fee*+	FAST Eligible Student, Per Course Fee*+ (credit not accepted)
Unsubsidized Rate	\$165.00	\$165.00	\$165.00	\$165.00
TEA Subsidy◇	- \$8.00	- \$8.00	\$0.00	- \$65.00
OnRamps Subsidy◇	- \$8.00	- \$58.00	\$0.00	- \$100.00
Cost to District	\$149.00	\$99.00	\$0.00	\$0.00

\* Per three-hour credit course; labs are included with co-requisite.

^ Reduced Enrollment Fee is applicable to students identified by TEA as eligible for free or reduced-price meals or other economic disadvantaged criteria based on PEIMS data (codes 01, 02, or 99) submitted by the district in the current academic year. For private and parochial schools, the reduced enrollment fee is applicable to students who meet the National School Lunch Program/School Breakfast Program income eligibility guidelines for 2023-2024.

+ FAST Eligible Student Fee is applicable to students who were identified as “educationally disadvantaged” in one of the prior four years as defined by TEC 5.001 (4), eligible to participate in the national free or reduced-price lunch program.

◇ 2023-2024 TEA & OnRamps subsidy based on the 2022-2023 subsidies.

#### Professional Learning and Development (PLD) Fee:

The cost of OnRamps professional learning and development will be assessed on a per-teacher basis according to the fee schedule in Exhibit C. This fee includes professional learning and development services, course materials, technology tools, and technical assistance required for implementation during the entire term of this agreement, including Summer Professional Learning Institute (PLI), academic year PLIs, virtual conferences, virtual learning modules, virtual communities of practice, professional development assignments, and access to individual virtual coaching. If GISD or the GISD high school teacher joins after the conclusion of Summer PLI, the total fee is still required based upon the status of the teacher at student census.

The Professional Learning Development fee does not include lodging, transportation, or teacher substitute cost. If a PLI is held in person, a lodging fee may be charged in addition to the PLD fee.

GISD is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

The University of Texas at Austin  
OnRamps  
2616 Wichita St, Ste 101  
Mail Code: A7300  
Austin, TX 78712

2. Except as provided in this Amendment, all terms used in this Amendment that are not otherwise defined shall have the respective meanings ascribed to such terms in the Agreement.
3. This Amendment embodies the entire agreement between University and Contractor with respect to the amendment of the Agreement. In the event of any conflict or inconsistency between the provisions of the Agreement and this Amendment, the provisions of this Amendment shall control and govern.
4. Except as specifically modified and amended herein, all of the terms, provisions, requirements and specifications contained in the Agreement remain in full force and effect. Except as otherwise expressly provided herein, the parties do not intend to, and the execution of this Amendment shall not, in any manner impair the Agreement, the purpose of this Amendment being simply to amend and ratify the Agreement, as hereby amended and ratified, and to confirm and carry forward the Agreement, as hereby amended, in full force and effect.

5. THIS AMENDMENT SHALL BE CONSTRUED AND GOVERNED BY THE LAWS OF THE STATE OF TEXAS.

IN WITNESS WHEREOF, University and Contractor have executed and delivered this Amendment effective as of the Effective Date.

Garland ISD

The University of Texas at Austin

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

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

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

Name: Linda Shaunessy

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

Title: Business Contracts Administrator

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

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



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Dr. Tanya Ramos, Executive Director of Student Support and Specialized Services

**Subject:** Consider Approval of SSA with Mesquite Regional Day School

### Action Item

**Executive Summary:**

The purpose of this Shared Service Agreement is to continue the cooperative arrangement whereby member districts may provide for efficient delivery of legally required special education and related services to eligible students who are deaf or hard of hearing in the Mesquite area. Any student in Garland ISD who is deaf or hard of hearing which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Mesquite RDSPD, subject to the Admissions, Review, and Dismissal (“ARD”) committee recommendations. The Shared Service Agreement (SSA) with Mesquite ISD meets the requirements set forth in the Division of Federal and State Education Policy, Texas Education Agency Regional Day School Program for the Deaf (RDSPD) Shared Services Arrangement (SSA) Procedures. Garland ISD is one of 12 districts in the Regional Day School for the Deaf program.

**Administrative Recommendations:**

Approve SSA

**Recommended Motion for Action Items:**

Recommend that SSA with MISD is approved.

**Financial Impact and Funding Source:**

IDEA-B Fund 224



## **MESQUITE INDEPENDENT SCHOOL DISTRICT**

**3819 Towne Crossing Boulevard, Mesquite, TX 75150**

Division of Federal and State Education Policy  
Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701-1494

To Whom It May Concern:

I have reviewed the contents of the RDSPD SSA contract of the Mesquite Regional Day School Program for the Deaf comprised of the following local educational agencies (LEAs):

Mesquite Independent School District  
Crandall Independent School District  
Garland Independent School District  
Forney Independent School District  
Kaufman Independent School District  
Red Oak Independent School District  
Rockwall Independent School District  
Royse City Independent School District  
Sunnyvale Independent School District  
Terrell Independent School District  
Wills Point Independent School District  
Wylie Independent School District  
ILTexas Garland School

I certify that this contract meets the requirements set forth in the Division of Federal and State Education Policy, Texas Education Agency Regional Day School Program for the Deaf (RDSPD) Shared Services Arrangement (SSA) Procedures. I also certify that any additional provisions contained in the contract in no way conflict with the above referenced procedures or with any applicable federal and state legal requirements.

Sincerely,

---

Gary Allmon Grimes  
Attorney

## **Mesquite Regional Day School Program for the Deaf Shared Service Agreement**

Mesquite Independent School District  
Crandall Independent School District  
Garland Independent School District  
Forney Independent School District  
Kaufman Independent School District  
Red Oak Independent School District  
Rockwall Independent School District  
Royse City Independent School District  
Sunnyvale Independent School District  
Terrell Independent School District  
Wills Point Independent School District  
ILTexas Garland School

("member districts"), hereby agree to cooperatively operate their special education programs under the authority of Texas Education Code Chapter 20 and the Texas Government Code Section 791.001 et. seq., as the MESQUITE REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF ("Mesquite RDSPD").

Member districts agree that:

### **1. General Covenants and Provisions**

1.1 The purpose of this Agreement is to create a cooperative arrangement whereby member districts may provide for efficient delivery of legally required special education and related services to eligible students who are deaf or hard of hearing in the Mesquite area as indicated above. It is agreed and understood that any student who is deaf or hard of hearing which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Mesquite RDSPD, subject to the Admissions, Review, and Dismissal ("ARD") committee recommendations.

1.2 The member districts do not intend by entering into this agreement, or otherwise, to create a separate or additional legal entity.

1.3 The Mesquite RDSPD's administrative offices will be located in Mesquite, Texas .

1.4 The special education program will be operated in compliance with federal and state law, including the Individuals with Disabilities Education Act, 20 U.S.C. §1401 et seq.; Section 504 of the Rehabilitation Act 1973, 29 U.S.C. §794; the Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.; Chapter 29 of the Texas Education Code; Chapter 30 of the Texas Education Code; implementing regulations for all applicable statutes; and the Mesquite RDSPD policies and operating guidelines approved by all member districts.

1.5 Mesquite RDSPD will operate under the Mesquite Independent School District ("Mesquite ISD" or "Fiscal Agent District") school calendar and under the policies and procedures of Mesquite ISD.

1.6 Students from districts other than those SSA Members who are parties to this Agreement may be considered for services upon written request to the Mesquite ISD Deaf Education Coordinator. A contract for services will be negotiated between Mesquite RDSPD and non-member districts, Member Districts or other non-member entities (e.g., charter schools). Non-members will be responsible for all

costs under a separate agreement with Mesquite RDSPD if Mesquite RDSPD agrees to provide such services.

1.7 When an ARD Committee determines a student has a need for services from a certified teacher of the deaf or hard of hearing, the ARD Committee may refer the student to Mesquite RDSPD for either centralized or itinerant services. If placement at a centralized Mesquite RDSPD campus is needed in order to receive a free appropriate public education (FAPE), Mesquite RDSPD will provide a continuum of placement options from mainstream to specialized classrooms.

## **2. Management**

2.1 The Mesquite RDSPD shall be governed by the Cooperative Management Board composed of the special education director or designee of each member district. Such a management board will meet in October and February to review the shared services arrangement. Other meetings shall be scheduled as determined by the RDSPD Coordinator for Mesquite ISD whereby the Management Board may either meet as a whole or as a hoc sub-committee. The general responsibilities of the Management Board members shall include:

- a. Providing input on decision-making about the program;
- b. Regularly attending board meetings;
- c. Paying fees in a timely manner;
- d. Ensuring that Mesquite RDSPD students have access to reliable and timely transportation.

2.2 At the first annual management board meeting of the school year, the Board will elect a chairperson and a member to maintain official meeting minutes.

2.3 Unless otherwise provided herein, Management Board actions require the approval of a majority of a quorum of Member Districts. A quorum is defined as a majority of all of the Member Districts of the Mesquite RDSPD SSA. Each management board member present has only one vote.

2.4 The Mesquite RDSPD, through the Fiscal Agent Board, may purchase goods and services necessary to administer and operate the Mesquite RDSPD. All nonconsumable instructional materials shall be deemed property of the Mesquite RDSPD when such supplies and materials are purchased with RDSPD funds.

## **3. Personnel**

3.1 The chief administrator of the Mesquite RDSPD will be the RDSPD Coordinator. The RDSPD Coordinator shall serve under a contract with the Mesquite Independent School District and be subject to the personnel policies of the Fiscal Agent. Administrative decisions regarding operations of the instructional program, including but not limited to related services and staff developments, and approved budgeted expenditures consistent with Fiscal Agent policy are within the authority of the RDSPD Coordinator with approval of appropriate Fiscal Agent personnel. Fiscal Agent policy will determine the extent of the administrative authority of the RDSPD Coordinator.

3.2 The Special Education Director of each member district shall serve as deputy officers for public records for purposes of the Texas Public Information Act and the Local Government Records Act. For students enrolled in Mesquite ISD who attend the centralized deaf program, Mesquite ISD shall serve as an office for public records.

3.3 Mesquite RDSPD personnel (teachers, instructional assistants, interpreters, speech therapists, diagnosticians, audiologists, itinerant teachers and secretaries) are employed by and serve under contract with Mesquite ISD, and are subject-to Mesquite ISD policies. All personnel will follow the

Mesquite ISD salary schedule. Such personnel will be assigned according to need as determined by the RDSPD Coordinator with approval of the Executive Director of Special Education.

3.4 Any hearing on an employee grievance, termination, or nonrenewal is the responsibility of, and will be held in accordance with the policies of, Mesquite ISD.

#### **4. Fiscal Agent**

4.1 Mesquite ISD shall serve as the Fiscal Agent. Mesquite ISD acknowledges that it is an accredited Texas school district and that it offers services to students' age 0 - 22.

4.2 The Fiscal Agent is responsible for applying for, receiving, collecting, expending, and distributing all funds, regardless of source, in accordance with the budget adopted by the RDSPD Management Board. The Fiscal Agent shall provide accounting services, reports, and shall perform any other responsibilities required by Mesquite ISD policies.

4.3 The Fiscal Agent will account for salaries and expenses of Mesquite RDSPD personnel, Mesquite RDSPD operating expenses; IDEA, Part B funds; State Deaf Funds; and any other funding received for the purpose of furthering this program. The Fiscal Agent will maintain personnel records and payroll systems for all Mesquite RDSPD staff.

4.4 The Fiscal Agent will prepare and submit any reports or applications required by federal or state law or RDSPD policy.

4.5 The Fiscal Agent is solely responsible for reporting PEIMS data for all students that attend the centralized RDSPD on a full-time basis, even if the students are transfer students from another Member District. The Fiscal Agent will receive applicable average-daily-attendance associated with PEIMS reporting. Member Districts will be responsible for reporting PEIMS data for all students who participated in Mesquite RDSPD but do not attend a centralized RDSPD campus on a full time basis, and still attend school in the Member District in which they reside.

4.6 The Fiscal Agent may negotiate contracts with outside service providers for diagnostic and related services for students with disabilities in accordance with law and Fiscal Agent policies. The Fiscal Agent shall request ADA compliance by each service provider.

4.7 The Fiscal Agent must notify other member districts of any intention to withdraw as Fiscal Agent of the Co-op on or before December 31 preceding the end of last fiscal year it intends to serve as Fiscal Agent. It is agreed and understood that the withdrawing Fiscal Agent will notify TEA of its intent to withdraw as Fiscal Agent on or before December 31 preceding the end of the last fiscal year it intends to serve as Fiscal Agent. After a satisfactory independent audit of the Co-op's accounts, the transfer of Fiscal Agent status will become effective July 1.

#### **5. Member Districts' General Obligations**

5.1 Member districts agree that any funds assessed under Mesquite RDSPD policies or other legal requirements will be remitted within sixty (60) calendar days of receiving a statement from the Fiscal Agent.

5.2 Each member district will maintain locally and separately its own residential placement set-aside as described in 19 T.A.C. §89.61. Each member district will be liable for costs associated with its residentially-placed students.

5.3 Each member district agrees to cooperate with the Fiscal Agent in maintaining the proper student records and PEIMS accounting for the Mesquite RDSPD operations.

5.4 Member districts shall provide Related Services to their students who reside within their district boundaries and attend the Mesquite RDSPD with Mesquite ISD. These services shall include evaluations, interpreting, direct, indirect, or consultative services in the areas of Occupational Therapy, Physical Therapy, Orientation and Mobility, Augmentative Communication, Assistive Technology, and Counseling. Districts who cannot provide these Related Services or evaluations may contract with Mesquite ISD for these services and be billed accordingly. General equipment for Physical Therapy, Occupational Therapy, or Adaptive Physical Education will be provided for member districts that contract with Mesquite ISD for related services. SSA members will be responsible for Vision equipment.

5.5 Member districts will share the responsibility for enrolled deaf or hard of hearing students placed in Disciplinary Alternative Education Programs. Education of full-time RDSPD students will be the responsibility of the Mesquite RDSPD. Transportation will be the responsibility of the district in which the student resides.

Education of part-time students is the responsibility of the district in which the student resides. Mesquite RDSPD will provide education services to the student in the member district's DAEP placement in accordance with the student's ARD/IEP.

Education of deaf or hard of hearing students not enrolled and/or served by the Mesquite RDSPD at the time of placement in a DAEP will be the responsibility of the member district.

5.6 A member district may withdraw from the Co-op by providing the other member districts with written notice of its proposed action at least 30 days on or before the December 31st preceding the end of the school year which the member district intends to be its final year in the Co-op. Additionally, the member district seeking to withdraw shall submit such written notice-of-intent-to-withdraw to the Texas Education Agency prior to February 1st, as required. Upon delivery of such notice, the member's withdrawal from the Co-op shall be effective on the following June 30th, at the end of the Co-op's fiscal year. The withdrawing member district shall return to the Co-op any supplies, equipment, or fixtures in its possession that were purchased with the Co-op's funds, prior to or by the effective June 30th final day of the withdrawing member's participation in the Co-op. The member school districts further agree that any uncommitted surplus funds, after charges and liabilities, remaining in the Co-op's operating fund as of the June 30th date set forth above, shall be calculated, and the withdrawing member shall receive a proportionate share based upon a fraction, the numerator of which shall be the number of students enrolled in the RDSPD from the member districts, and the denominator of which shall be the total number of students enrolled in the RDSPD on the last day of the fall semester of the fiscal year, of such remaining balance, in full and complete payment for, and settlement to any legal and equitable rights and interests, if any, such withdrawing member may have in the Co-op's property or assets.

Addition of new members or reconfiguration of this agreement may only take place by unanimous consent of current members, including the Fiscal Agent. Any such reconfiguration may only be done by written agreement that describes how assets of the co-op will be distributed.

In the event the Co-op is dissolved, any uncommitted surplus funds, after charges and liabilities, remaining in the Co-op's operating fund shall be calculated, and the member districts shall receive a proportionate share based upon a fraction, the numerator of which shall be the number of students enrolled in the RDSPD from the member districts, and the denominator of which shall be the total number of students enrolled in the RDSPD on the last day of the fall semester of the fiscal year, of such remaining balance, in full and complete payment for, and settlement of; any legal and equitable rights and interests, if any, such member district may have in the co-op's property or assets.

## **6. Fiscal Practices**

6.1 The Mesquite RDSPD will operate on a budget prepared by the Fiscal Agent and reviewed and adopted by the management board. The special education director of each member district shall ensure that the respective share to be contributed to the RDSPD shall be included in the budgets adopted by the member districts' boards of trustees. The budget shall be prepared in accordance with guidelines established by the Texas Education Agency.

6.2 Administrative costs, including, but not limited to, all costs and salaries related to the coordinator, classroom teachers, itinerant teachers, interpreters, instructional assistants, diagnostician, audiologist, and Regional Day School office staff, equipment costs including but not limited to hearing aid maintenance for all deaf or hard of hearing students and FM equipment for centralized deaf or hard of hearing students, equipment for itinerant and parent infant teachers as well as any uncontrollable costs incurred by the Mesquite ISD over and above the amount of state deaf and/or federal funds, if any, shall be divided among member districts based upon the number of students from each member district enrolled in the RDSPD on the last day of the fall semester. Students enrolled after this date will not be assessed a fee for the school year.

6.3 Should a student move from one Member District to another Member District, billing shall be prorated at a daily rate for each district where the student resides.

6.4 Member districts will be notified in writing by February 15 of the fiscal year regarding the excess costs to be charged back to member districts and what the maximum total of their shared excess costs are estimated to be. Adjustments to the excess costs, if any, will be reflected in August to reflect changes in actual program costs.

6.5 Itinerant services provided to member districts will be charged at a per pupil rate to be set by the Fiscal Agent when preparing the budget and reviewed and approved by the management board.

6.6 The RDSPD's accounts will be audited annually by the independent auditor for the Fiscal Agent.

## **7. Risk of Loss**

7.1 Except as otherwise provided herein, each member district bears its own risk of loss. "Loss" includes, but is not limited to, damage to or loss of personal or real property, costs of administrative hearings, litigation expenses, awards of actual damages, court costs, attorneys fees, and settlement costs. Except as otherwise provided herein, costs of administrative hearings shall be the responsibility of the member district in which the student resides.

7.2 Each member district will insure its owned or leased vehicles used in the transportation of students with disabilities for the statutory maximum limits of school district liability for motor vehicle accidents.

## **8. Transportation**

8.1 Each member district bears responsibility for providing or contracting for the transportation of each of its transportation-eligible students to each facility at which services are provided. Transportation provided by member districts includes: transportation to and from school, to educational cluster sites and educational assessment for eligibility. Transportation for ESY Services or Acceleration Services in accordance with ARD recommendations is also the responsibility of the member district.

## **9. Legal Responsibilities**

9.1 Except as otherwise provided herein, the member district who serves as the LEA shall be solely responsible for the provision of a FAPE.

9.2 Except as otherwise provided in Sections 9.3 and 9.6, the member districts wherein the student resides is responsible for legal costs, court costs, and attorney's fees resulting from litigation, including due process hearings, and from investigations by state or federal agencies, directly involving that student, and shall have the right to select the attorney to represent such member district and control the defense of such action.

9.3 If the Co-op is named party in legal action, each member district will be responsible for an equal share of the costs. The Fiscal Agent shall have the right to designate the attorney to represent the Co-op and control the defense of such action.

9.4 Each Member District shall be responsible for legal fees incurred due to complaints, grievances, or litigation arising from an employee with whom the district has a contract or with whom the district has an employment relationship, and shall have the right to select the attorney to represent such member district and control the defense of such action.

9.5 The legal responsibilities stated herein shall survive the expiration of this contract should litigation arise from events that occurred during the term of the contract.

9.6 Should the Fiscal Agent incur costs as a result of any litigation against the Co-op, each member district will be responsible for an equal share of the costs. The Fiscal Agent shall have the right to designate the attorney to represent the Co-op and control the defense of such action.

9.7 The member districts of this Shared Services Arrangement contract agree to negotiate in good faith in an effort to resolve any dispute related to the contract that may arise from the member districts. If the dispute cannot be resolved by negotiations, the dispute shall be submitted to mediation before resorting to litigation. If the need for mediation arises a mutually acceptable mediator shall be chosen by the parties to the dispute who shall share the cost of mediation services based upon an equal split between the member districts. Mediation is a voluntary dispute resolution process in which the parties to the dispute meet with an impartial person, called a mediator, who would help to resolve the dispute informally and confidentially. Mediators facilitate the resolution of disputes but cannot impose binding decisions. The parties to the dispute must agree before any settlement is binding.

## **10. The Agreement**

10.1 The initial term of this agreement will begin on July 1, 2024 and will continue through June 30, 2025, unless notification of withdrawal is given by a member district or the program is otherwise terminated by action of TEA.

10.2 This agreement will supersede all previous agreements among the parties in relation to the operation of the Mesquite RDSPD and responsibilities under any prior Mesquite RDSPD agreement.

10.3 This agreement will apply to and bind the representatives and successors in interest of the parties to this agreement. This agreement may be modified to the extent such is agreed to by all parties.

10.4 This agreement is governed by the laws of the State of Texas.

10.5 If any provision of this Agreement becomes or is held violative of any law or unenforceable, then the invalidity of that provision will not invalidate the remaining sections of this Agreement and remain in effect.

10.6 Citations of and references to any specific federal or state statute or administrative regulation in this Agreement include any amendment to or successor of this statute or regulation.

10.7 It is understood and agreed that this Agreement may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.

10.8 Either Party may terminate this agreement at any time with or without cause, by giving the other party written notice of its decision to terminate at least 45 business days prior to termination.

## MESQUITE RDSPD TUITION RATES & FEES

Full time RDSPD Student (cluster campus)	\$15,000/yr
Full time RDSPD LIFE Skills Student (cluster campus)	\$17,000/yr
Direct Itinerant Services (Including Infants)	\$4,000/yr
<ul style="list-style-type: none"> <li>• An additional \$1,000 per itinerant student will be charged for transportation fee per year</li> </ul>	\$1,000/yr
Indirect/Consult Itinerant Services (Including Infants)	\$1,000/yr
<ul style="list-style-type: none"> <li>• *If the home district provides indirect or consult services to a student, the home district will be charged an additional \$300 per evaluation completed for a Language and Communication Evaluation</li> </ul>	\$300/evaluation
Initial or Additional Request for a Language & Communication Evaluation Birth - 21 years	\$300/evaluation
Full Evaluation	\$600/evaluation
Contract Service: Audiological Evaluation	\$50/evaluation
Contract Service: Assistive Technology Evaluation	\$150/evaluation
Contract Service: Occupational Therapy Evaluation	\$150/evaluation
Contract Service: Physical Therapy Evaluation	\$150/evaluation
Contract Service: <ul style="list-style-type: none"> <li>• Psychological Evaluation</li> <li>• Functional Behavior Assessment</li> <li>• Autism Evaluation</li> <li>• Counseling Evaluation</li> <li>• In-Home Training Evaluation</li> <li>• Parent Training Evaluation</li> <li>• Social Skills Evaluation</li> </ul>	\$155.25/hr up to a maximum of 8 hours totaling \$1,242.00
Contract Service: Speech Impairment Evaluation	\$150/evaluation
Contract Service: Adaptive PE Evaluation	\$150/evaluation
Contract Service: Vision Impairment Evaluation	\$150/evaluation
Contract Service: Physical Therapy Indirect/Consult Session	\$80/session
Contract Service: Physical Therapy Direct Service Session	\$100/session
Contract Service: Occupational Therapy Indirect/Consult Session	\$80/session
Contract Service: Occupational Therapy Direct Service Session	\$100/session
Contract Service: In-Home Training provided by a certified teacher of the deaf or hard of hearing	\$40/hr
Contract Service: In-Home Training provided by Mesquite ISD certified	\$35/hr

SPED teacher	
Contract Service: Certified teacher of the deaf and hard of hearing attend an ARD meeting outside of Mesquite ISD contract days/time.	\$25/hr

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Mesquite Independent School District

Eddie Rose

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Date

Dr. Angel Rivera

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Crandall Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Crandall Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Crandall Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Garland Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Garland Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Garland Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Forney Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Forney Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Forney Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Kaufman Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Kaufman Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Kaufman Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Red Oak Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Red Oak Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Red Oak Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Rockwall Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Rockwall Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Rockwall Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Royse City Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Royse City Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Royse City Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Sunnyvale Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Sunnyvale Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Sunnyvale Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Terrell Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Terrell Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Terrell Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.

**Special Education Shared Service Arrangement  
Mesquite Independent School District  
And Member Districts**

The Shared Services Arrangement (SSA) for the Mesquite Regional Day School Program for the Deaf is entered into between the MESQUITE INDEPENDENT SCHOOL DISTRICT and the other member districts. This contract has been approved by Mesquite Independent School District's Board of Trustees.

Wills Point Independent School District

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ Wills Point Independent School District will provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD.

\_\_\_\_\_ Wills Point Independent School District will not provide related services to the students that attend the Mesquite Regional Day School Program for the Deaf in Mesquite ISD and wishes to be billed back for these services that Mesquite ISD will provide to our students.



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## BOARD OF TRUSTEES AGENDA

**Date:** April 23, 2024

**Presented By:** Dr. Kimberly Caddell, Assistant Superintendent,  
Curriculum & Instruction

**Subject:** Annual TEKS Certification

### Action Item

**Executive Summary:**

During the upcoming meeting of the GISD School Board scheduled for Tuesday, April 23, 2024, Curriculum & Instruction will be requesting the GISD Board of Trustees to certify that our students have access to instruction materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, as annually required by [Texas Education Code, §31.004](#) in partnership with the local education agencies (LEAs). As a result of this certification, the district will gain access to the EMAT instructional materials ordering system. This is the system through which we make instructional materials purchases using our Instructional Materials and Technology Allotment or IMTA funds. A copy of our TEKS Certification responses that will be submitted following Trustee certification is attached for your consideration.

**Administrative Recommendations:**

Consider approval of the annual TEKS certification.

**Recommended Motion for Action Items:**

Move to approve the Annual TEKS Certification

**Financial Impact and Funding Source:**

N/A if does not apply

# Reading Language Arts Certification

## Scope and Sequence - All Grade Levels RLA

### QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## English Reading Language Arts K-5 TEKS Coverage Certification

### QUESTION 4.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- Yes
- No

## English Reading Language Arts K-5 Instructional Materials

### QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades K-2** full-subject and/or supplemental publisher(s)/ product(s) used:

*Amplify, Houghton Mifflin Harcourt*

**English RLA grades 3-5** full-subject and/or supplemental publisher(s)/ product(s) used:

*Amplify, Houghton Mifflin Harcourt*

## Spanish Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## Spanish Reading Language Arts K-5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K-5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Spanish RLA grades K-2** full-subject and/or supplemental publisher(s)/ product(s) used:

*Amplify, Houghton Mifflin Harcourt*

**Spanish RLA grades 3-5** full-subject and/or supplemental publisher(s)/ product(s) used:

*Amplify, Houghton Mifflin Harcourt*

## English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

*Amplify, Lexia*

## English Reading Language Arts 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

## English Reading Language Arts 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

*Odell – Instructional Materials; Savvas Realize – Instructional Materials; NewsELA – Supplemental Materials; SpringBoard – District Created Materials – Curriculum, Instructional Materials; Teacher Developed Materials – Supplemental Materials; Khan Academy – Instructional Materials; AP Classroom – Instructional Materials; The Princeton Review – Supplemental Materials*

# Mathematics Certification

## Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	<b>Grades K-2</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	<b>Grades 3-5</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	<b>Grades 6-8</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	<b>Grades 9-12</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics K–5 Instructional Materials

### QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

*Eureka Math: English and Spanish*

## Mathematics 6–8 TEKS Coverage Certification

### QUESTION 15.0

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 6–8 Instructional Materials

### QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

*6-8 Carnegie: Texas Math Solution, 2-4 days per week*

*6-8 Maneuvering the Middle, 2-4 days per week*

## Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

*Cengage, HMH, Savvas, Springboard*

# Social Studies Certification

## Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

## Social Studies K-5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades K-5** full-subject and/or supplemental publisher(s)/ product(s) used:

*Studies Weekly: English and Spanish*

## Social Studies 6-8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Social Studies 6-8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades 6-8** full-subject and/or supplemental publisher(s)/ product(s) used:

*Active Classroom, Newsela, Nearpod – Social Studies*

## Social Studies 9–12 TEKS Coverage Certification

### QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

Yes

No

## Social Studies 9–12 Instructional Materials

### QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

*Active Classroom (6-12), Newsela (6-12), Nearpod – Social Studies (6-12), OER World History*

*OER AP World History, Human Geography, Cengage (AP Human Geography), Fabric of A Nation, BFW Publisher (AP US History), OpenStax – OER Resources for AP Macroeconomics, AP Government and AP Psychology*

## Science Certification

### Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	<b>Grades K-2</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	<b>Grades 3-5</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	<b>Grades 6-8</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	<b>Grades 9-12</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science K–5 Instructional Materials

### QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

*Texas Science - McGraw Hill Education K-5*

## Science 6–8 TEKS Coverage Certification

### QUESTION 29.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 6–8 Instructional Materials

### QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

*Texas Science 6,7 & 8 - McGraw Hill*

## Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

*Texas Biology, Texas Chemistry, Texas Physics, Texas IPC – McGraw Hill*

## Children's Internet Protection Act

### The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

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## Additional Informational Questions (Optional)\*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

Yes

No

QUESTION 35.1:

**If "Yes" is selected:** In which subject area(s) have you used the TRR to obtain information about the quality of products? \*

English Reading Language Arts

Spanish Reading Language Arts

Prekindergarten

English Phonics

Spanish Phonics

Science

QUESTION 36.0:

**How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)\***

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 37.0:

**Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.**

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="NWEA MAP{"/>			
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="iReady"/>			
Other:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="PSAT"/>			

QUESTION 38.0:

**Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?**

SBOE-Approved Instructional Materials Allotment - An annual entitlement of \$40 per enrolled student credited to a district's Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

QUESTION 39.0:

**Is your LEA planning on using the Open Education Resource Funding Allotment?**

Open Education Resource Printing Allotment - An annual entitlement of up to \$20 per enrolled student credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

## Certification 2024-25 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

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## Other Certified Subject Areas

QUESTION 40.0:

**Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:** [multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

**District County Number (6-digit ID):**

057-909

**District Name:**

Garland Independent School District

**Date of Ratification by Local School Board of Trustees or Governing Body:**

April 23, 2024

**Signature of the Board President and Secretary or Governing Board Officer**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

*After ratification, please scan ALL PAGES of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey*