

Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, August 25, 2026

Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance — **Will Unterbrunner, Armstrong Elementary School**
- III. Public Forum: Members of the public who wish to make comments must complete the Public Comment Participation Request Form online no later than 4:00PM the day before the meeting date indicated in the posting notice. Comments may be read aloud at the meeting by a designated speaker; or the requestor may come in person to the meeting and deliver comments themselves. In addition, comments must be limited to issues that can be presented in a public forum and directly related to the posted agenda topics. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public forum procedures, please review the Public Forum Procedures at the following link:
<https://garlandisd.net/about/board-trustees/public-forum-procedures>.
- IV. Information Items
 - A. Evidence of Excellence
 - 1. Recognize Texas Choral Directors Association Honor Choir — **Toni Stevens** 4
 - 2. Recognize UIL State Solo and Ensemble Gold Medalists — **Joseph Figarelli** 5
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 - 2. Announcement of upcoming district and community events

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B. Board Meeting Minutes — Mechelle Hogan	30
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D. Consider Approval of 2026-2027 Student Code of Conduct – Mary Garcia, Cindy Rodriguez	37
E. Consider Approval of Dallas College Enhanced Residency Agreement – Dr. Gradyne Brown	95
F. Consider Approval of Dallas College Grow Your Own Program Agreement – Dr. Gradyne Brown	107
G. Consider Approval of the 2026–2027 T-TESS Calendar – Dr. Gradyne Brown	117
H. New Bids	
1. Contract 106-27 – Consider Approval of Purchase of Ink and Toner Cartridges – Dianna Casper	119
2. Contract 214-27 – Consider Approval of Purchase of HVAC Equipment and Parts – Dianna Casper, Dr. Jennifer DuPlessis	120
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4. Contract 302-26-03 – Consider Approval of Purchase of Instructional Material, Supplies, Testing, and Equipment – Dianna Casper, Coleman Bruman	122
5. Contract 345-25-01 – Consider Approval of Purchase of Fine Arts Temporary Staffing Personnel Services – Dianna Casper, Joseph Figarelli	125
I. Increase to Awarded Bids	
1. Contract 7-26 – Consider Approval of Increase in Awarded Amount for Fuel Quoting – Dianna Casper, Tim Logan	138
2. Contract 363-26 – Consider Approval of Increase in Awarded Amount for Property Insurance – Dianna Casper, John King	140
VII. Action Item (Non Consent)	
A. Contract 345-27-02 – Consider Approval of Purchase of Musical Instruments, Parts, and Repair Services – Dianna Casper, Joseph Figarelli	142
VIII. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.	
A. Pursuant to Texas Government Code 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.	

1. Discussion and deliberation regarding TEA's Intruder Detection Audits.

2. Consultation and deliberation regarding Safety and Security Audit.

B. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.

C. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

1. Consultation and deliberation regarding the Superintendent's 2026 Evaluation Instrument.

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

X. Adjournment



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 08/25/26

Presented By: Toni Stevens, Fine Arts Coordinator

Subject: Evidence of Excellence Recognition August 2026 - Texas Choral Directors Association Honor Choir

Information Item

Executive Summary:

GISD Fine Arts is thrilled to announce that 9 of our choristers have been accepted into the Texas Choral Directors Association Honor Choir. These students traveled to San Antonio in July to rehearse and perform with roughly 200 other elementary students from all over the state of Texas. The audition process is highly competitive, with thousands of students submitting auditions, and we are thrilled to have this many students be accepted.

Six of our students are from the Garland Children's Chorus:

Gael Espinoza
Benjamin Hildebrand
Tristan Lozano
Skylynn Mims
Lilian Salazar
Isabella Tadeo

And three are from Austin Academy:

Jenna Johhson
Kyron Johnson
Vera Mullins

The GCC is under the direction of Katie Dunn-Ledger and Austin Academy is under the direction of Jonathan Coffield.

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 08/25/26

Presented By: Joseph Figarelli, Director of Fine Arts

Subject: Evidence of Excellence Recognition August 2026 - UIL State Solo and Ensemble Gold

Information Item

Executive Summary:

Earning a gold medal at the prestigious UIL State Solo and Ensemble Competition is a remarkable achievement for the 2025–2026 school year. Solo and Ensemble events for band, choir, and orchestra are held across all UIL Music Regions, where students perform in front of a judge to receive a rating. Those who earn a Division I rating at the regional level qualify to advance to the UIL State Solo and Ensemble Contest, traditionally hosted in Austin over Memorial Day weekend. At the contest, ratings are awarded as follows: Division I earns a gold medal, Division II earns silver, and Division III earns bronze.

Please join me in congratulating our Gold State Performers:

BAND

GHS:

Santiago Aleman
Chelsea Avalos
Olivia Balderas
Hailey Brown
Daniel Chable
Henry Entrop
Adrian Garcia
Jacob Guzman Garcia
Averie Hazuka

Nancy Hernandez
Holton Hughes
Ryan Le
Moir Lee
Diego Luna
Melissa Mata
Cooper Medlock
Austin Medrano
Tatum Medrano
Brenden Mendez
Lauren Noblett

Aaron O'Dell
Emmanuel Olayinka
Adam Rivas
Alice Rodgers
Jayden Rodriguez
Angel Ruiz
Andrea Sena
Jose Tapia
Ayden Tempelmeyer
Cameron Walker
Nate Yarbrough

LCHS:

Graham Binu
Samuel Cortes
James Gumm

Christian Hardison
Brady Huynh
Braedon Moore
Roman Moore

Malcom Pavon
Faith Portela
Collins Rono
Stephanie Torres

NFHS:

Caleb Robinson

NGHS:

Zachariah Barnes
Kaden Duong

Brenan Espino
Jacob Gallardo
Ivan Garcia

Nicholas Garcia
Zachary Gelineau
Aaron Hernandez



GARLAND INDEPENDENT SCHOOL DISTRICT

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Alexander Johnson
Mia Kelley
Bao Le
Langston Martin
David Marroquin
Joshua Mathew
Jakhaylen McAlphin

RHS:

Aiden Burns

SHS:

Zoie Bonin
Celeste Compeon
Kevin Eleazar
Jon Gummelt
Tyler Hardgrave

CHOIR

GHS:

Peter Aaron
Dominique Gomez

Jette Moya
Kameron Narcisse
John Nguyen
Collin Pham
Carson Quinn
David Risner
Axel Rizo

Sophia Dempsey
Shannah McClain

Daniel Hernandez-Ventura
Zoe Le
Savannah Miller
Alan Nguyen
Rebekah Pham
Finn Rawlings

LCHS:

Amaia Figueroa Ramos
Betanya Grebewold

RHS:

Daniel Bills

ORCHESTRA

GHS:

George Christin
Daniel Luckenbaugh
Nathalia Palacios
Elise Palmer
Binson Pham
Henry Pham
Ximena Ruiz

Makayla Too
Trystian Trevino
Vincent Vo
Dragan Wylie
Kevin Yang
Jimmy Zacarias

Leo Navarro
Krishiv Rana

Michael Rodriguez
Trapper Rohde
Valeria Salinas
Danila Strelchik
Camila Tapia
Drew Unterbrunner

Aaron Dann
Gavin Davis
Anthony Guzman
Landon Graham
Emily Keith
C'ennedy Parham
Cessaley Russ-Henderson

Brahmjot Kattaria
Whitten Lander
Shaylyn Monroe
Itzel Parra
Noah Smith
Nathan Villaruel
Olive Zuhoski

NGHS:

Tony Duong
Kellan Funkhouser
Eliana Ingram
Kirtan Karki
Rowan Lien

Rediat Samson
Gabriel Santoyo
Madison Smith
Sarah Valenzuela
Alena Vo



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

PIANO

GHS:

Dan Tran

Whitten Lander

NGHS:

Newton Ho

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 08/25/26

Presented By: Joseph Figarelli, Director of Fine Arts

Subject: Evidence of Excellence Recognition August 2026 - UIL State Solo and Ensemble Outstanding Performers

Information Item

Executive Summary:

We have the distinct honor of recognizing students who have been selected as OUTSTANDING PERFORMERS at the 2026 Texas State Solo-Ensemble Contest.

To put this achievement into perspective, approximately 100,000 students participate in regional UIL music contests each year. Of those, thousands of talented musicians advance to the Texas State Solo-Ensemble Contest. However, only 2% to 3% of the solo performances at this level earn the prestigious title of OUTSTANDING PERFORMER.

This recognition is not only a testament to the incredible talent and dedication of our students but also a mark of true musical excellence. It highlights the exceptional hard work, perseverance, and passion that our students bring to their craft.

I want to extend my heartfelt congratulations to these outstanding students. Their achievement is a source of pride for our entire district, and it reflects the high standards of excellence that we strive for in all areas of education.

Mia Kelley-North Garland High School Band
Gabriel Santoyo-North Garland High School Orchestra
Noah Smith-Garland High School Orchestra
Dan Tran-Garland High School Piano

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Atticus Wisener, Director of Secondary Human Resources
Dr. Kishawna Wiggins, Director of Elementary Human Resources

Subject: Introduction of New District Principals

Information Item

Executive Summary:

The Human Resources Department will be introducing the following new Garland ISD Principals to the Board of Trustees and to the community.

High Schools

Principal – Gilbreath Reed Career & Technical Ctr.	Melody Sawasaki
Principal – Naaman Forest High School	Dr. Ansil Howard
Principal – Sachse High School	Dr. Ashley Wong
Principal – South Garland High School	Dr. Jennifer Garcia

Middle Schools

Principal – Coyle Middle School	Kristy Nolan
Principal – Hudson Middle School	Jennifer Fowler
Principal – Lyles Middle School	Danielle Twitty
Principal – O'Banion Middle School	David Gibbons
Principal – Schrade Middle School	Roger Ceballos



BOARD OF TRUSTEES AGENDA

Elementary Schools

Principal – Bullock Elementary School	Tucker Douglas
Principal – Caldwell Elementary School	Shannon Brown
Principal – Herfurth Elementary	Jairo Casco
Principal – Sewell Elementary School	Tereasa Boren
Principal – Shorehaven Elementary	Victoria Garza
Principal – Southgate Elementary	Gina Makidon
Principal – Stephens Elementary School	Tenisha Brown
Principal – Walnut Glen Academy	Dustin Good
Principal – Watson Technology Center	Mandy Johnson
Principal – Williams Elementary School	Claudia Saenz

Administrative Recommendations:

Provided for your information

Financial Impact and Funding Source:

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Mark Quinn, Director of Security

Subject: Receive Safety & Security Audit Report

Information Item

Executive Summary:

The top priority of Garland ISD is keeping students and staff safe every day. The State of Texas mandates that at least once every three years, each school district shall conduct a safety and security audit of the district's facilities and campuses. Garland ISD follows safety and security audit procedures developed by the Texas School Safety Center and TEA.

This audit helps us identify how campuses can improve safety for students and provides us with an opportunity to create a safer learning environment.

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 Safety and Security Audit will be discussed in the executive session and with the Safety and Security Committee. Garland ISD is committed to providing a safe and secure learning environment for our students and staff.

Administrative Recommendations:

Provided for your information

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Mark Quinn, Director of Security

Subject: Receive Intruder Detection Audit Report for August 2026

Information Item

Executive Summary:

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

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

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

Administrative Recommendations:

Provided for your information.

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dr. Ricardo López, Superintendent

Subject: Trustees' Report

Discussion Item

Executive Summary:

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

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

Administrative Recommendations:

Provided for your information and discussion.

August 24, 2026 - August 30, 2026

August 2026							September 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

Monday, August 24

Tuesday, August 25

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

Wednesday, August 26

4:30pm - 7:30pm Special Board Meeting: Team of Eight Training (Board Room) - Mechelle Hogan

Thursday, August 27

6:00pm - 9:00pm Rowlett Chamber Hometown Heroes Awards Banquet (Rowlett Community Centre (5300 Main St, Rowlett, TX 75088, United States)) - Ricardo Lopez

Friday, August 28

Saturday, August 29

Sunday, August 30

August 31, 2026 - September 6, 2026

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Monday, August 31

-  **11:00am - 1:00pm Garland Chamber- State of the District Luncheon** (Granville Arts Center - The Atrium 300 N 5th St. Garland TX)
-  **5:00pm - 8:00pm RHS MAC Ribbon Cutting** (Rowlett High School (4700 President George Bush Hwy, Rowlett, TX 75088, United States)) - Ricardo Lopez

Tuesday, September 1

-  **5:00pm - 8:00pm Sachse HS MAC Ribbon Cutting** (Sachse High School (3901 Miles Rd, Sachse, TX, United States)) - Ricardo Lopez

Wednesday, September 2

Thursday, September 3

Friday, September 4

Saturday, September 5

Sunday, September 6

September 7, 2026 - September 13, 2026

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Monday, September 7

- ☐ **Labor Day** (United States)
- ☐ **7:30am - 11:00am Garland Labor Day Parade (schedule in body)**
(Downtown Garland) - Ricardo Lopez

Tuesday, September 8

- ☐ **4:30pm - 5:30pm Board Bond Special Meeting** (Boardroom) - GISD Board of Trustees ↺
- ☐ **5:30pm - 6:30pm Finance, Facilities and Operations Committee Meeting** (Board Room) - Mechelle Hogan ↺
- ☐ **6:30pm - 8:30pm Academic and District Affairs Committee Meeting** (Board Room) - Mechelle Hogan ↺

Wednesday, September 9

- ☐ **9:30am - 11:00am Garland ISD Council PTA Delegate Meeting**
(Harris Hill - Garland Room)
- ☐ **11:30am - 1:00pm Rowlett Chamber of Commerce - State of the District** (Rowlett Community Center) - Ricardo Lopez ↺

Thursday, September 10

- ☐ **12:00am Thompson Executive Leadership Institute** (Austin, Texas) →

Friday, September 11

- ☐ **← Thompson Executive Leadership Institute** (Austin, Texas) →
- ☐ **6:45am - 7:15am Rowlett High School 9/11 Flag Raising Ceremony**
(Rowlett High School) - Christi Davis
- ☐ **8:00am - 4:00pm 42nd Annual Garland Chamber Golf Tournament**
(Firewheel Golf Park; (Lakes and Old Courses))

Saturday, September 12

- ☐ **← 12:00am Thompson Executive Leadership Institute** (Austin, Texas)

Sunday, September 13

September 14, 2026 - September 20, 2026

September 2026							October 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4	5				1	2	3
6	7	8	9	10	11	12		4	5	6	7	8	9
13	14	15	16	17	18	19		11	12	13	14	15	16
20	21	22	23	24	25	26		18	19	20	21	22	23
27	28	29	30					25	26	27	28	29	30
												31	

Monday, September 14

Tuesday, September 15

Wednesday, September 16

Thursday, September 17

Friday, September 18

Saturday, September 19

 10:00am - 12:00pm Garland NAACP Freedom Fund Celebration Brunch (Hyatt Place Dallas/Garland/Richardson (5101 N President George Bush Hwy, Garland, TX 75040)) - Mechelle Hogan

Sunday, September 20

September 21, 2026 - September 27, 2026

September 2026							October 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4	5				1	2	3
6	7	8	9	10	11	12		4	5	6	7	8	9
13	14	15	16	17	18	19		11	12	13	14	15	16
20	21	22	23	24	25	26		18	19	20	21	22	23
27	28	29	30					25	26	27	28	29	30
												31	

Monday, September 21

Tuesday, September 22

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

Wednesday, September 23

Thursday, September 24

Friday, September 25

Saturday, September 26

Sunday, September 27

September 28, 2026 - October 4, 2026

September 2026							October 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4	5				1	2	3
6	7	8	9	10	11	12		4	5	6	7	8	9
13	14	15	16	17	18	19		11	12	13	14	15	16
20	21	22	23	24	25	26		18	19	20	21	22	23
27	28	29	30					25	26	27	28	29	30
												31	

Monday, September 28

Tuesday, September 29

Wednesday, September 30

Thursday, October 1



10:00am - 5:00pm Rowlett Chamber Golf Tournament
(Registration 10:00am/Tee Time 11:30am) (Waterview Golf Club
(9509 Waterview Pkwy, Rowlett, TX 75089, United States)) - Ricardo Lopez

Friday, October 2

Saturday, October 3

Sunday, October 4



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dr. Ricardo López, Superintendent

Subject: Superintendent's Report

Discussion Item

Executive Summary:

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

Administrative Recommendations:

Provided for your information and discussion.



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dr. Ricardo López, Superintendent

Subject: Future Agenda Items

Discussion Item

Executive Summary:

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

Administrative Recommendations:

For discussion.



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Atticus Wisener, Director of Secondary Human Resources
Dr. Kishawna Wiggins, Director of Elementary Human Resources
Rod McHenry, Director of Auxiliary Human Resources

Subject: Consider Approval of Human Resources Report

Consent Agenda

Executive Summary:

Please see attached recommendations for new personnel, terminations, and resignations for the 2025-2026 and 2026-2027 school years.

Administrative Recommendations:

Administration recommends approval.

Financial Impact and Funding Source:

N/A

**August 2026
Professional New Hires List**

New Hires to Date: 330								
Current: 198								
Total: 528								
School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
Abbett Elementary School	McDonald	Amy	2	Northeastern State University	BA	Teacher	7/30/2026	
Abbett Elementary School	Rivera	Kristen	5	University of North Texas	BA	Teacher	7/30/2026	
Abbett Elementary School	Vargas	Katharyn	3	Campbell University	BS	Teacher	7/30/2026	
Armstrong Elementary School	Lagattuta	Michael	10	Concordia University	BS	Teacher	7/30/2026	
Austin Academy for Excellence	Grady	Jasmine	0	University of Texas at Dallas	BS	Teacher	7/30/2026	
Back Elementary School	Schneider	Jennifer	11	Stephen F Austin State University	MED	Teacher	7/22/2026	
Back Elementary School	Thomas	Jerry	0	Georgia State University	BA	Teacher	7/30/2026	
Beaver Technology Center for Math & Science	Harry	Wendy	0	Touro College	BA	Teacher	7/30/2026	
Bullock Elementary School	Sanchez	Sofia	2	University of North Texas	BS	Teacher	7/30/2026	
Bussey Middle School	Apolonio	Ana	2	Texas Tech University	BS	Teacher	8/5/2026	
Bussey Middle School	Gotcher	Taylore	0	Tarleton State University	MS	Teacher	7/30/2026	
Bussey Middle School	Harrelson	Brittany	7	Texas A\$M University Commerce	BA	Teacher	7/30/2026	
Bussey Middle School	Harris	Kori	0	Prairie View A&M University	BS	Teacher	7/30/2026	
Bussey Middle School	Morris	Chadwic	6	Ashford University	MA	Teacher/Coach	7/27/2026	
Caldwell Elementary School	Castillo Munoz	Johana	6	Texas Tech University	BS	Teacher	7/30/2026	
Caldwell Elementary School	Wainscott	Allison	5	University of North Texas	BA	Teacher	7/30/2026	
Carver Elementary School	Gibbs	Jaydon	0	Collin College	BA	Teacher	7/30/2026	
Carver Elementary School	Huckabee	Joseph	11	Wayland Baptist University	BA	Teacher	7/30/2026	
Carver Elementary School	Marquez Valdez	Dinorah	0	Autonomous University of Chihuahua	BA	Teacher	7/30/2026	
Carver Elementary School	Rodriguez Corporan	Patricia	1	Universidad de Puerto Rico	MA	Teacher	7/30/2026	
Cisneros Prekindergarten School	Turner	Madeline	0	Stephen F Austin State University	BS	Teacher	7/30/2026	
Classical Center at Brandenburg Middle School	Bowles	Symanthia	0	LeMoyne-Owen College	BS	Teacher	7/31/2026	
				University of Phoenix	MA			
Classical Center at Brandenburg Middle School	Cleshon	Jackson	4	Texas A&M University	BA	Teacher	7/30/2026	Finish Year Only During 2025-2026, returning for 2026-2027
Classical Center at Brandenburg Middle School	Garza	Rebecca	18	Angelo State University	BS	Teacher	7/30/2026	
Classical Center at Brandenburg Middle School	Parr	Timothy	2	The University of Texas at Dallas	MA	Teacher	7/30/2026	
Classical Center at Brandenburg Middle School	Rivera	Timothy	0	University of North Texas	BA	Teacher	7/30/2026	
Classical Center at Vial Elementary	Robles	Elsi	2	University of Texas	BA	Teacher	7/30/2026	
Club Hill STEM Elementary	McNeely	Allison	0	University of North Texas	BA	Teacher	7/30/2026	
Club Hill STEM Elementary	Webster	TaShala	0	Grand Canyon University	MA	Teacher	7/30/2026	
Cooper Elementary School	Douglas	Nabrittney	9	Arkansas State University	MS	Teacher	7/30/2026	
Cooper Elementary School	Moreno	Caroline	0	University of North Texas	BS	Teacher	7/30/2026	
Cooper Elementary School	North	Kailee	6	University of Central Florida	BS	Teacher	7/30/2026	
Cooper Elementary School	North	Kailee	4	University of Central Florida	BS	Teacher	7/30/2026	
Couch Collegiate Prep Elementary	El	Kandake	2	University of Texas Permian Basin	BS	Teacher	7/30/2026	Finish Year Only During 2025-2026, returning for 2026-2027
				University of Oklahoma	LL.M			
Couch Collegiate Prep Elementary	Guthrie	Kylee	0	Stephen F. Austin	BS	Teacher	7/30/2026	
Couch Collegiate Prep Elementary	Johnson	Sharon	0	Texas Woman's University	BA	Teacher	7/30/2026	
				Texas Woman's University	MBA			
Couch Collegiate Prep Elementary	Jones	Vercicia	28	Jarvis Chiristan College	BS	Teacher	7/30/2026	
Couch Collegiate Prep Elementary	Ortega Martinez	Rachel	0	Univesity of Texas at Arlington	BS	Teacher	7/30/2026	
Couch Collegiate Prep Elementary	Tousant	Leola	0	Northwestern State University of Louisiana	BA	Teacher	7/30/2026	Finish Year Only During 2025-2026, returning for 2026-2027
				Stephen F. Austin State University	M.ED			
Couch Collegiate Prep Elementary	Villeda	Julio	0	East Texas A&M University	BM	Teacher	7/30/2026	
Coyle Technology Center for Math and Science	Busbey	Curtis	0	The University of Texas at Austin	BA	Diagnostician	7/22/2026	
Coyle Technology Center for Math and Science	McGill	Tonja	20	University of North Carolina	BA	Teacher	7/30/2026	
				University of North Carolina	MA			
Coyle Technology Center for Math and Science	Mckenzie	Samantha	0	University of Texas	BA	Teacher	8/10/2026	
Coyle Technology Center for Math and Science	Truong	Thuyet	0	The University of Texas at Dallas	BS	Teacher	7/30/2026	
Davis Elementary School	Jackson	Kristy	8	Baylor University	BA	Teacher	7/30/2026	
Dorsey Elementary School	Miles	Chantell	9	Abilene Christian University	BA	Teacher	7/30/2026	
Dorsey Elementary School	Willson	Hunter	0	Texas A & M University	BS	Teacher	7/30/2026	
Garland High School	Emily	Burns	3	Texas Woman's University	BS	Teacher	7/30/2026	
Garland High School	Hurst	Alexander	0	University of Texas	BS	Teacher	7/30/2026	
Garland High School	Joyce	Amber	10	Texas Tech University	BS	Teacher	7/30/2026	

**August 2026
Professional New Hires List**

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
				Texas State University	MA			
Garland High School	McGee	Keiasia	3	Mississippi University	BS	Teacher	7/30/2026	
				Louisiana State Univeristy	MA			
Garland High School	Taylor	Vincent	25	University of North Texas	BS	Teacher/Coach	7/27/2026	
Giddens-Steadham Elementary School	Loftis	Yolanda	1	Institute of Tamaulipas	MA	Teacher	7/30/2026	
Gilbreath-Reed Career and Technical Center	Robinson	Danielle	10	Florida A&M University	MBA	Teacher	7/30/2026	
Handley STEM Elementary	Caraway	Arlene	0	Texas Woman's University	BA	Teacher	7/30/2026	
Handley STEM Elementary	Ditterline	Lori	0	Texas State University	BS	Teacher	7/30/2026	
Handley STEM Elementary	Rodriguez Bonilla	Loriann	3	University of Texas	BA	Counselor	7/29/2026	
				Texas A & M University	MA			
Harris Hill Building - Special Education	Campbell	Michelle	10	Baylor University	BA	School Psychologist	8/7/2026	
Harris Hill Building - Special Education	Coombs	Kimberly	1	Fordham University	MS	Diagnostician	7/27/2026	
Harris Hill Building - Special Education	Fisher	Inez	0	Lamar University	MA	Dyslexia Teacher	7/30/2026	
Harris Hill Building - Special Education	Gonzales	Brittany	8	University of St. Augustine	MS	Occupational Therapist	8/10/2026	
Harris Hill Building - Special Education	Qureshi	Rija	0	Southern Methodist University	BA	Occupational Therapist	7/30/2026	
Heather Glen Montclair Elementary School	Galindo Garduno	Oscar	8	University of North Texas	BS	Teacher	7/30/2026	
Heather Glen Montclair Elementary School	Glidewell	Stephanie	6	University of Texas at Dallas	BA	Teacher	7/30/2026	
Heather Glen Montclair Elementary School	Jones	Peyton	0	Prairie View A&M University	BS	Teacher	7/30/2026	
Herfurth Elementary School	Love	Aubrey	0	University of North Texas	BS	Teacher	7/30/2026	
Hickman Elementary School	Andrade	Antonio	0	University of North Texas	BS	Teacher	7/30/2026	
Hillside Academy for Excellence	Forester	Grace	1	University of Mary Hardin-Baylor	BA	Teacher	7/30/2026	
Houston Middle School	Dohmeyer	Natalie	0	Baylor University	BS	Teacher	7/30/2026	
Houston Middle School	Munawwar	Aleezah	0	The University of Texas at Dallas	BS	Teacher	7/30/2026	
Houston Middle School	Rasmussen	Sunny	0	Oklahoma Wesleyan University	MA	Teacher	7/30/2026	
Houston Middle School	Sanders	Mark	7	University of North Texas	BS	Teacher	7/30/2026	
Houston Middle School	Singleton	Grace	0	McMurry University	BA	Teacher	7/30/2026	
Hudson Middle School	Darling	Morgan	0	Texas Tech University School of Law	JD	Teacher	7/30/2026	
Hudson Middle School	Evans	Tina	10	Brigham Young University	BA	Teacher	7/30/2026	
Hudson Middle School	Lofton	Susan	10	Lamar University	MS	Teacher	7/30/2026	
Jackson Technology Center for Math & Science	Autry	Diamond	2	Texas State University	BA	Teacher	7/30/2026	
Jackson Technology Center for Math & Science	Campbell	Reine	0	Millsaps College	BA	Teacher	7/30/2026	
Jackson Technology Center for Math & Science	Kirksey	Christina	7	University of Texas	BA	Teacher	7/30/2026	
Jackson Technology Center for Math & Science	Lehew	Stephanie	11	University of Texas	BA	Teacher	7/30/2026	
Jackson Technology Center for Math & Science	Nance-Shine	Jessica	3	Paul Quinn College	BS	Teacher	7/30/2026	
				Prairie View A & M University	MS			
Jackson Technology Center for Math & Science	Reynolds	Rachel	12	Sam Houston State University	BS	Teacher	8/4/2026	
				Lamar University	MS			
Keeley Elementary School	Wonsowski	Sarah	0	Temple University	BA	Teacher	7/30/2026	
Kimberlin Academy for Excellence	Davis	ReaAnne	4	University of South Alabama	BS	Teacher	7/30/2026	
				University of South Alabama	MS			
Kimberlin Academy for Excellence	Ducote	Victoria	6	Louisiana State Univeristy	BS	Teacher	7/30/2026	
Kimberlin Academy for Excellence	McCoy	Kenneth	0	Prairie View A & M University	BA	Teacher	7/30/2026	
Lakeview Centennial High School	Clary	Heather	18	Texas A&M University	BS	Teacher	7/30/2026	
Lakeview Centennial High School	Gafford	Gerald	0	Grambling State University	MS	Teacher	8/3/2026	
Lakeview Centennial High School	Hornsby	Codie	0	Grambling State University	BA	Teacher/Coach	7/27/2026	
Lakeview Centennial High School	Martin	Antonio	0	University of Virginia	MA	Teacher/Coach	7/23/2026	
Lakeview Centennial High School	Mathews	Melvin	7	The University of Texas At Arlington	BS	Teacher	7/30/2026	
Lakeview Centennial High School	Perez	Cergio	0	Southeastern Oklahoma State University	BS	Teacher	7/30/2026	
Lakeview Centennial High School	Pollan	Travis	11	Lamar University	MA	Teacher	7/30/2026	
Lakeview Centennial High School	Waller	Kenneth	0	University of Texas Arlington	BA	Teacher/Coach	7/27/2026	
Lister Elementary School	Padilla	Elian	0	University of Texas Dallas	BS	Teacher	7/30/2026	
Lyles Collegiate Intermediate	Lewis	Antawn	2	University of South Alabama	BA	Teacher	7/30/2026	
Lyles Collegiate Intermediate	Martin	Christopher	0	Strayer University	BA	Teacher	7/30/2026	
M.D. Williams Elementary School	Gupta	Shifali	0	Punjab Technical University	MS	Teacher	7/30/2026	
Naaman Forest High School	Brewster	Michael	5	University of Hawaii	BA	Teacher/Coach	7/20/2026	
				Texas A & M University	MA			
Naaman Forest High School	Chowdhury	Mahbuba	2	Univeristy of Dhaka	BS	Teacher	7/30/2026	
Naaman Forest High School	Jones	Darrian	0	San Jose State University	BA	Teacher/Coach	7/20/2026	Finish Year Only During 2025-2026, returning for 2026-2027

**August 2026
Professional New Hires List**

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
Naaman Forest High School	Kopp	Nicholas	0	University of California	BS	Teacher	7/30/2026	
Naaman Forest High School	Nichols	Lorelei	1	University of North Texas	BA	Teacher	7/30/2026	
Naaman Forest High School	Wison-Worrell	Latoya	0	MICO University College	BS	Teacher	7/30/2026	
North Garland High School	Anderson	Robin	24	Baylor University	BA	Teacher	8/10/2026	
North Garland High School	Banowsky	John	11	Texas A&M University	BS	Teacher	7/30/2026	
North Garland High School	Carr	Angela	6	Grambling State University	MA	Teacher	7/30/2026	
North Garland High School	DeLeon	Gabriella	0	University of Arkansas	BS	Teacher	7/27/2026	
North Garland High School	Hamlin	Tanya	20	Grambling State University	BA	Teacher	7/30/2026	
North Garland High School	Myers-Ossenkop	Hope	4	University of Houston	BM	Teacher	7/30/2026	
North Garland High School	Swart	Stephen	0	University of Kansas	BA	Teacher	7/30/2026	
Northlake Elementary School	Alexander	Nicholas	3	University of Houston	BS	Teacher	7/30/2026	Finish Year Only During 2025-2026, returning for 2026-2027
Northlake Elementary School	Bird	Nancy	8	Vanguard University	BS	Teacher	8/7/2026	
Northlake Elementary School	Haake McCartney	Tonya	0	Texas A & M University	BS	Teacher	7/30/2026	
Northlake Elementary School	Morales	Jaqueline	3	Texas Tech University	BS	Teacher	8/10/2026	
Northlake Elementary School	Roberson	Naaman	0	Midwestern State University	BS	Teacher	8/4/2026	
O'Banion Middle School	Brown	Ashley	7	Langston University	BS	Teacher	7/30/2026	
O'Banion Middle School	Carpenter	William	2	East Texas A&M University	BM	Teacher	7/30/2026	
O'Banion Middle School	Gibson	Marla	17	Amberton University	BA	Teacher	7/30/2026	
O'Banion Middle School	Jackson	Akilah	0	University of Phoenix	MA	Teacher	7/30/2026	
O'Banion Middle School	Nelson	Jhordyn	0	Alabama State University	BA	Teacher	7/30/2026	
O'Banion Middle School	Pereyra	Juana	0	East Texas A&M University	BS	Teacher	7/30/2026	
O'Banion Middle School	Powell	Stephanie	24	Southern Methodist University	M.ED	Teacher	7/23/2026	
O'Banion Middle School	Saidi	Zaynab	0	The University of Mustansiriyah	BS	Teacher	7/30/2026	
Pearson Elementary School	Jimenez	Brenda	5	Southwestern Adventist Univeristy	BS	Teacher	7/30/2026	
Pearson Elementary School	Mousa	Ahmed	0	University of Texas	BA	Teacher	7/30/2026	
Pearson Elementary School	Smith	Amber	0	Grand Canyon University	BA	Teacher	7/30/2026	
Roach Elementary School	Greiner	Caroline	7	Indiana University	BA	Teacher	7/30/2026	
				Towson University	MA			
Rowlett Elementary School	Cade	Isaiah	1	East Texas A&M University	BS	Teacher	7/30/2026	
Rowlett Elementary School	Calhoun	Ashanti	0	Grambling State University	BS	Teacher	7/30/2026	
Rowlett Elementary School	Hays	Alayanna	0	Arizona State University	BA	Teacher	7/30/2026	
Rowlett Elementary School	Serna Davila	Anahi	0	Escuela Normal Urbana Cuauhtemoc	BA	Teacher	7/30/2026	
Rowlett Elementary School	Wilson	Pinky	2	University of Mindanao	BS	Teacher	7/30/2026	
Rowlett High School	Bolden	Jaliyah	5	Texas State University	MS	Teacher/Coach	7/30/2026	
Rowlett High School	Gatling	Jessica	0	Virginia State University	BS	Teacher	7/30/2026	
Rowlett High School	Hearne	Ronald	15	Baylor University	BS	Teacher	7/30/2026	
Rowlett High School	Rodriguez	Angela	2	Western Washington University	BA	Teacher	7/30/2026	
Sachse High School	Adkins	Reginald	1	Prarie View A&M University	BBA	Teacher/Coach	7/20/2026	
Sachse High School	Biddle	Henry	7	Texas Woman's University	BS	Teacher	7/30/2026	
Sachse High School	Biddle	Henry	7	Texas Woman's University	BS	Teacher	7/30/2026	
Sachse High School	Gross	Joshua	11	University of North Texas	BA	Teacher	7/30/2026	
Sachse High School	Lozano	Laura	7	University of Texas at Arlington	M.ED	Teacher	7/30/2026	
Sachse High School	Wilson	Ashton	0	Stephen F. Austin	BA	Teacher	7/30/2026	
Schrade Middle School	Ali	Juveria	0	University of Texas	BS	Teacher	7/30/2026	
Schrade Middle School	Aucoin	Treyvin	0	Northwestern State University	BA	Teacher	7/30/2026	
Schrade Middle School	Calderon	Natalie	1	Southern Methodist University	MS	Teacher	7/30/2026	
Schrade Middle School	Carter	Allison	2	Florida International University	BS	Teacher	7/30/2026	Finish Year Only During 2025-2026, returning for 2026-2027
Schrade Middle School	Gipson	Frederick	0	Jarvis Christian College	BS	Teacher	8/3/2026	
Schrade Middle School	Lee	Loretta	15	Mississippi Valley State University	BS	Teacher	7/30/2026	
				Univeristy of Phoenix	MS			
Schrade Middle School	Miller	Angelica	0	University of Texas	BA	Teacher	7/30/2026	
Schrade Middle School	Shields	Angelia	17	Springfield College	BS	Counselor	7/22/2026	
				Amberton University	MA			
Schrade Middle School	Washington	Sylvia	9	Henderson State University	BS	Teacher	7/30/2026	
Sellers Middle School	Green	Robert	5	Loyola Marymount University	BS	Teacher	7/30/2026	
Sellers Middle School	Page	Jayla	2	Tuskegee University	BA	Teacher	7/30/2026	Finish Year Only During 2025-2026, returning for 2026-2027
Sellers Middle School	Payne	Shannon	19	Jackson State University	BA	Teacher	7/30/2026	
Sellers Middle School	Pierson	Randon	5	University of Houston	BS	Teacher	7/30/2026	

**August 2026
Professional New Hires List**

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
Sellers Middle School	Rodriguez	Brittani	1	University of Texas	BA	Teacher	7/30/2026	
				University of Texas	MA			
Sellers Middle School	Smith	Dawn	2	Sam Houston State University	BS	Teacher/Coach	7/27/2026	
Sellers Middle School	Taylor	Daniel	5	Western Govenors University	BA	Teacher	7/30/2026	
Sewell Elementary School	Lawrence	David	4	Texas A & M University	BS	Teacher	7/30/2026	
Sewell Elementary School	Nguyen	JoeAnn	0	University of Texas	BS	Teacher	8/17/2026	
Sewell Elementary School	Puthur	Suman	0	Texas A & M University	BS	Teacher	8/4/2026	
Sewell Elementary School	Rivers	Jazmyne	1	University of Texas	BS	Teacher	7/30/2026	
Sewell Elementary School	Wakafeld	Stevie	0	Texas A&M University	BS	Teacher	7/30/2026	
Shugart Elementary School	Fitzgerald	Madison	8	Texas State University	BS	Teacher	7/30/2026	
Shugart Elementary School	Williams	Dianna	6	Texas Tech University	MED	Teacher	7/22/2026	
South Garland High School	Anderson	Charla	8	Texas Woman's University	BS	Counselor	7/20/2026	
South Garland High School	Bowie	Ja'Kayla	0	Texas State University	BS	Teacher/Coach	7/21/2026	
South Garland High School	Cappiello	Leslie	12	Texas A&M University Corpus Christi	BS	Teacher	07/30/2026	
				Capella University	MS			
				Capella University	PHD			
South Garland High School	Duniphin	Michael	27	Baker University	BS	Teacher/Coach	7/20/2026	
South Garland High School	Ewing	Lauren	0	Southern Methodist University	BM	Teacher	7/20/2026	
South Garland High School	Hernandez	Edna	11	Dallas Baptist University	BA	Teacher	7/30/2026	
South Garland High School	Hooper	Angela	9	Texas A&M University	BS	Techer	7/30/2026	
South Garland High School	Lowe	Forrest	7	District of Innovation		Teacher	7/30/2026	
South Garland High School	Richardson	Joyce	19	University of North Texas	BAAS	Teacher	7/30/2026	
South Garland High School	Souther	Diane	0	The University of Texas at San Antonio	BS	Teacher	7/30/2026	
Southgate STEM Elementary	DeWitt	Megan	13	Stephen Austin State University	BS	Teacher	7/29/2026	
Southgate STEM Elementary	McManaman Serrano	Socorro	0	University of California	BA	Teacher	7/30/2026	
Spring Creek Elementary School	Johnson	Deja	4	East Texas A&M University	BA	Teacher	7/30/2026	
Spring Creek Elementary School	Rigdon	Heather	10	Midwestern State University	MS	Teacher	7/30/2026	
Spring Creek Elementary School	Solano Mares	Kassandra	0	Texas Womon's University	BS	Teacher	7/30/2026	
Stephens Elementary School	Balderas	April	8	Barlor University	BS	Nurse	7/30/2026	
Stephens Elementary School	Chelette	Leilani	3	Northwestern State University	BA	Teacher	7/30/2026	
Stephens Elementary School	Mendoza Hernandez	Joselyn	0	Texas A & M University	BS	Teacher	7/30/2026	
Stephens Elementary School	Thompson	Emily	2	Texas Christian University	BM	Teacher	7/30/2026	
				Southern Methodist University	MA			
Walnut Glen Academy for Excellence	Brown	Jennifer	11	Hardin-Simmons University	BBS	Teacher	7/30/2026	
Walnut Glen Academy for Excellence	Malone	Molly	7	The University of Texas at Austin	BS	Teacher	7/30/2026	
Walnut Glen Academy for Excellence	Quick	Amparo	12	The University of Texas at Arlington	BA	Teacher	7/30/2026	
Watson Technology Center for Math & Science	Garza	Yolanda	2	Southern New Hampshire University	BA	Teacher	7/30/2026	
Watson Technology Center for Math & Science	Gonzales	Alexi	0	Texas State University	BA	Teacher	7/30/2026	
Webb Middle School	Bowers	Elijah	2	Eastern Oregon University	MA	Teacher	7/30/2026	
Webb Middle School	Chapa	Gerald	11	Southwestern University	BA	Teacher	7/30/2026	
Webb Middle School	Dennis Jones	Swandala	2	Grambling State University	BA	Teacher	8/10/2026	
Webb Middle School	Harris	Hope	5	Texas Tech University	BS	Teacher	7/30/2026	
Webb Middle School	Johnson	Randi	0	Prairie View A&M University	BS	Teacher	7/30/2026	
Webb Middle School	Leshinski	Paul	19	Amberton University	MA	Counselor	7/22/2026	
Webb Middle School	Meggison	Funmi	0	University of Houston	MA	Teacher	7/30/2026	
Webb Middle School	Perdon	Arlynn	4	The University of Texas at El Paso	BS	Teacher	7/30/2026	
Webb Middle School	Sham	Calvin	1	Baylor University	BA	Teacher	7/30/2026	
Webb Middle School	Sioni	Amit	10	Criswell College	BA	Teacher	7/30/2026	
Webb Middle School	Williams	Russell	0	University of Houston	BA	Teacher	8/24/2026	

August 2026
Administrative New Hires and Transfers

New Hires To Date: 16
Current: 4
Total: 20
Administrative New Hires

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date
Naaman Forest High School	Barajas	Leigh	17	St. John Fisher College	BA	Assistant Principal	7/27/26
				Southern Methodist University	MA		
South Garland High School	Jimenez	Walter	17	Southern Methodist University	BA	Assistant Principal	8/4/26
				Grand Canyon University	MED		
Teaching and Learning Development	Morgan	Mary	17	Hardin-Simmons University	BS	Facilitator Instructional Design Science	9/1/2026
				Texas A & M International University	MA		
Purchasing	Pirtle	Zavieone	5	Sam Houston State University	BS	Assistant Director Purchasing	8/17/2026

Transfers To Date: 34
Current: 4
Total: 38
Administrative Appointments/Transfers

Job Title	Last Name	First Name	Exp	Current Position	Degree	New Campus/Department	Effective Date
Assistant Principal	Darrisaw	Jordan	6	Leadership Inst. Design Facilitator Math	Doctorate	Bradfield Elementary School	7/30/26
Executive Director Technology	Fears	Timothy	29	Director of IT Operations and Budget	Associate	Technology and Information Systems	7/6/26
Assistant Principal	Geller	Christy	4	Teacher Marketing Ed Career Prep	Master	South Garland High School	7/31/26
Assistant Principal	King	Patrece	21	English Teacher	Doctorate	Schrade Middle School	7/22/26

August 2026
Resignation and Retirement List - Paraprofessionals

Approved to Date: 215					
Current: 28					
Total: 243					
School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Abbett Elementary School	Newberry, Kayla	Data Clerk	2 years with GISD	Resignation/Career Change	8/21/2026
Austin Academy for Excellence	Guerrero, Nadya	Data Clerk	1 year with GISD	Resignation/Career Change	6/3/2026
Back Elementary School	Underwood, Savannah	Aide/SPED ECSE	1 year with GISD	Resignation/Career Change	5/26/2026
Bullock Elementary School	Luna, Alma	Aide/SPED ALE	15 years with GISD	Resignation/Career Change	5/26/2026
Bussey Middle School	Sikes, Keianna	Aide/SPED ALE	5 years/1 with GISD	Resignation/Relocation	5/26/2026
Club Hill STEM Elementary School	Benitez, Stephany	Teacher Apprentice	0 years with GISD	Resignation/Other Texas School	5/26/2026
Daugherty Elementary School	Ramos, Jennifer	Data Clerk	9 years with GISD	Resignation/Career Change	7/24/2026
Davis Elementary School	Faroogui, Azma	Aide/Prekindergarten	5 years/3 with GISD	Resignation/Personal	5/26/2026
Dorsey Elementary School	Castillo, Mayra	Aide/Emergent Bilingual Instructional	3 years with GISD	Resignation/Relocation	5/26/2026
Dorsey Elementary School	Johnson, Danielle	Aide/SPED Behavioral Adjustment	4 years with GISD	Resignation/Health Reasons	8/13/2026
Harris Hill - Purchasing	Dabbs, Penny	Secretary Executive Director	11 years/2 with GISD	Resignation/Personal	7/31/2026
Heather Glen Montclair Elementary School	Francis, Chelsea	Aide/SPED BA	1 year with GISD	Resignation/Personal	5/26/2026
Hillside Academy for Excellence	Friend, Evelyn	Aide/PE	1 year with GISD	Resignation/Personal	5/26/2026
Lakeview Centennial High School	Fisher, Angela	Aide/SPED ALE	1 year with GISD	Resignation/Personal	5/26/2026
Naaman Forest High School	Sharrow, Lacy	Aide/Office	1 year with GISD	Resignation/Personal	5/26/2026
Roach Elementary School	Lacour, Aaliyah	Aide/SPED BA	5 years with GISD	Resignation/Personal	8/14/2026
Sachse High School	Betters, Tiffany	Aide/SPED FBR	2 years with GISD	Resignation/Other Texas School	8/28/2026
Sachse High School	Harris, Shemica	Aide/SPED ABC	2 years with GISD	Resignation/Personal	5/26/2026
Sachse High School	Lopez Alba, Maria	Aide/SPED ALE	8 years with GISD	Expiration Employment Documentation	5/26/2026
Sachse High School	Macias, Uriel	Field Service Technician	4 years with GISD	Resignation/Career Change	7/31/2026
Sellers Middle School	Delgadillo Martinez, Dulce	Data Clerk	3 years with GISD	Resignation/Personal	6/3/2026
Sellers Middle School	Littles, TeSadorian	Aide/SPED FBE	2 years/0 with GISD	Other	5/26/2026
Sewell Elementary School	Fowler Borton, Alisha	Aide/SPED CBSE	3 years with GISD	Resignation/Personal	5/28/2026
Shorehaven Elementary School	Correa, Camila	Aide/Prekindergarten Bilingual	2 years with GISD	Resignation/Personal	5/26/2026
South Garland High School	Paz, Alicia	Aide/SPED ALE	6 years with GISD	Resignation/Career Change	5/26/2026
Stephens Elementary School	Bass, Christopher	Aide/PE	1 year with GISD	Resignation/Career Change	8/7/2026
Toler Elementary School	Medina, Monica	Aide/Instructional SPED	4 years with GISD	Resignation/Personal	8/9/2026
Webb Middle School	Thompson, Jordyn	Aide/Office	0 years with GISD	Resignation/Career Change	7/30/2026

**August 2026
Resignation and Retirement List - Professionals**

Approved to Date: 819					
Current: 38					
Total: 857					
School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Austin Academy for Excellence	Fox, Bridget	Teacher/Mathematics 7/8	5 years with GISD	Resignation/Moving Out of State	5/27/2026
Beaver Technology Center for Math & Science	Williams, Elaina	Teacher/4th Grade	21 years/14 with GISD	Resignation/Other Texas School	5/27/2026
BH Freeman at Golden Meadows Elementary	Miranda, Isaura	Teacher/PreK ESL	3 years with GISD	Resignation/Other	5/27/2026
BH Freeman at Golden Meadows Elementary	Spagnolo, Stella	Teacher/Dyslexia	0 years with GISD	Resignation/Personal	8/7/2026
Bradfield Elementary School	Formaggini, Lee	Assistant Principal	12 years/11 with GISD	Resignation/Career Change	7/31/2026
Bradfield Elementary School	Woockman, Alisha	Diagnostician	26 years/10 with GISD	Retirement/TRS	1/29/2027
Coyle Technology Center for Math & Science	Hill, Jessica	Assistant Principal	22 years/6 with GISD	Resignation/Other Texas School	7/20/2026
Curtis Culwell Center	McBeath, Terrencia	Manager Event Service	1 year with GISD	Resignation/Other	8/3/2026
Daugherty Elementary School	Atala, Rosalva	Teacher/Bilingual 1st Gr.	6 years with GISD	Resignation/Health Reasons	5/27/2026
Harris Hill - General Counsel	Medina, Elizabeth	Coordinator Legal	13 years/6 with GISD	Resignation/Personal	7/24/2026
Harris Hill - Oracle	Ananthaiah, Chethana	Application Developer	9 years with GISD	Resignation/Career Change	7/31/2026
Harris Hill - Oracle	Chugh, Arun	Technical Solutions Architect	15 years with GISD	Resignation/Career Change	7/31/2026
Harris Hill - Oracle	Vij, Monika	Oracle Application Developer	9 years with GISD	Resignation/Personal	8/21/2026
Harris Hill - Special Education	Jackson, Chastity	Coordinator SPED	24 years/3 with GISD	Resignation/Career Change	7/31/2026
Harris Hill - Special Education	Romero, Julissa	Diagnostician Part time	22 years/19 with GISD	Resignation/Personal	7/28/2026
Harris Hill - Special Education	Stewart, Delarious	School Psychologist	1 year with GISD	Other	6/8/2026
Houston Middle School	Maida, Christine	Teacher/SPED Content Mastery Inclusion	13 years/1 with GISD	Resignation/Other Texas School	5/27/2026
Kimberlin Academy for Excellence	Singleton, Olivia	Teacher/2nd Gr.	8 years/2 with GISD	Resignation/Health Reasons	7/30/2026
Lakeview Centennial High School	Apra, Robert	Teacher/Tech Theater Director	20 years/8 with GISD	Resignation/Moving Out of State	5/29/2026
Lakeview Centennial High School	Everett, Blake	Teacher/Social Studies/ Coach	4 years/2 with GISD	Resignation/Career Change	7/30/2026
Lakeview Centennial High School	Paddock, Michael	Teacher/SPED ALE	23 years/8 with GISD	Resignation/Other Texas School	5/27/2026
Liberty Grove Elementary School	Garrett, Melanie	Speech Language Pathologist Assistant SPED	10 years/3 with GISD	Resignation/Other Texas School	5/27/2026
Memorial Pathway Academy	Engel, Aaron	Teacher/ELAR	42 years/9 with GISD	Retirement/TRS	5/27/2026
Naaman Forest High School	Scott, Randolph	Assistant Principal	22 years with GISD	Retirement/TRS	8/14/2026
Network and Communications Infrastructure	Truelock, Rusty	Network Engineer	26 years with GISD	Retirement/TRS	12/31/2026
North Garland High School	Ancheta, Dionisio	Teacher/English	6 years/3 with GISD	Resignation/Other Texas School	5/27/2026
North Garland High School	Hampton, Haley	Teacher/Social Studies	6 years/2 with GISD	Resignation/Career Change	8/28/2026
North Garland High School	Moore, Alexandra	Teacher/English	9 years/4 with GISD	Resignation/Other Texas School	5/28/2027
O'Banion Middle School	Butler, Jenai	Teacher/In School Suspension	11 years/5 with GISD	Resignation/Personal Development	5/27/2026
Rowlett High School	Egan, Whitney	Teacher/Health Care Science	3 years with GISD	Other	6/1/2026
Sachse High School	Bell, Darrian	Teacher/Mathematics	2 years with GISD	Resignation/Relocation	5/27/2026
School Facilities	Taborga, Victor	Custodial Services Manager	5 years with GISD	Resignation/Other Texas School	7/31/2026
Sellers Middle School	Vega Ardila, Jose	Teacher/Technology Education	14 years/9 with GISD	Retirement/TRS	5/28/2027
Shugart Elementary School	Harrington, Elizabeth	Teacher/SPED ALE	6 years/1 with GISD	Other	6/1/2026
South Garland High School	Paige, Alexandria	Teacher/Business Education	5 years with GISD	Resignation/Professional Development	6/2/2027
Stephens Elementary School	McGuire, Sarah	Librarian	14 years/5 with GISD	Resignation/Personal	5/27/2026
Stephens Elementary School	Walston, Hannah	Teacher/4th Gr.	8 years/0 with GISD	Resignation/Moving Out of State	8/7/2026
Webb Middle School	Farlow, Greg	Teacher/Social Studies	7 years with GISD	Resignation/Personal	5/27/2026



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Mechelle Hogan, Board Service Manager

Subject: Consider Approval of Minutes of Board Meetings

Action Item

Executive Summary:

Minutes from board meetings are submitted for review and approval.

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

I move to approve the Board Meeting Minutes.

Financial Impact and Funding Source:

N/A if does not apply

Garland Independent School District
Board of Trustees
Minutes of Board Bond Special Board Meeting
August 11, 2026

Trustees Present: Johnny Beach, Robert Selders, Wesley Johnson, James Miller,
Daphne Stanley, Larry Glick
Trustees Absent: Linda Griffin
Administrators Present: Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Lisa Ray

1. President Johnson, called the meeting to order at 4:01 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law and that Trustee Linda Griffin was participating virtually.
2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.
3. The following Information Items were presented:
 - Bond 2023 Program Summary Update-Javier Fernandez
4. On a motion by Mr. Miller and second by Mr. Glick, Contract 510-04-4.1 — Consider Approval of Recommended Guaranteed Maximum Price (GMP) #1 for Bond 2023 Gilbreath-Reed Career and Technical Center was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mrs. Stanley-Aye; (6-0) with Mrs. Griffin noted as absent.
5. There was no Executive Session.
6. The meeting adjourned at 5:03 p.m.

Wesley Johnson, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Finance, Facilities and Operations Committee Meeting Minutes
August 11, 2026

Trustees Present: Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Daphne Stanley, Larry Glick
Trustees Absent: Linda Griffin
Administrators Present: Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Lisa Ray

1. Mr. Miller, committee chairperson, called the meeting to order at 5:30 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law and that Trustee Linda Griffin was participating virtually.
2. There were no comments during the Public Forum portion of the meeting.
3. Dr. López provided a brief message to the community.
4. The following Information items were presented:
 - Board of Trustee Contract Renewal Report for August 2026
 - Anticipated Collection Rate and Excess Debt
 - Receive Certified Tax Roll 2026
 - Review June 2026 Tax Report
 - Review Fourth Quarter Investment Report
 - Received Annual Investment Report
 - Review June 2026 Monthly Financials
5. The following items will be presented for Action at the June 2026 Regular Meeting:
 1. Consider Approval of Dallas College Enhanced Residency Agreement – Dr. Gradyne Brown
 2. Consider Approval of Dallas College Grow Your Own Program Agreement – Dr. Gradyne Brown
 3. Consider Approval of the 2026 - 2027 T-TESS Calendar – Dr. Gradyne Brown
 4. New Bids
 - Contract 106-27 – Consider Approval of Purchase of Ink and Toner Cartridges – Dianna Casper
 - Contract 214-27 – Consider Approval of Purchase of HVAC Equipment and Parts – Dianna Casper, Dr. Jennifer DuPlessis
 - Contract 214-27-01 – Consider Approval of Purchase of HVAC Equipment and Services – Dianna Casper, Dr. Jennifer DuPlessis
 - Contract 302-26-03 – Consider Approval of Purchase of Instructional Material, Supplies, Testing, and Equipment – Dianna Casper, Coleman Bruman

- Contract 345-25-01 – Consider Approval of Purchase of Fine Arts Temporary Staffing Personnel Services – Dianna Casper, Joseph Figarelli
- Contract 345-27-02 – Consider Approval of Purchase of Musical Instruments, Parts, and Repair Services – Dianna Casper, Joseph Figarelli

5. Increase to Awarded Bids

- Contract 7-26 – Consider Approval of Increase in Awarded Amount for Fuel Quoting – Dianna Casper, Tim Logan
- Contract 363-26 – Consider Approval of Increase in Awarded Amount for Property Insurance – Dianna Casper, John King

6. There was no Executive Session.

7. The meeting adjourned at 6:44 p.m.

Wesley Johnson, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Academic and District Affairs Committee Meeting Minutes
August 11, 2026

Trustees Present: Johnny Beach, Robert Selders, Wesley Johnson, Larry Glick
Daphne Stanley
Trustees Absent: Linda Griffin
Administrators Present: Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Lisa Ray

1. Mrs. Stanley, Committee Chairperson, called the meeting to order at 6:56 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law and that Trustee Linda Griffin was participating virtually.
2. No citizens addressed the Board during the Public Forum portion of the meeting.
3. Dr. López provided a brief message.
4. Trustees discussed the June 2026 Kinkeade Report.
5. The following information items were presented:
 - SHAC Annual Report
6. The following items were presented for Action at the June 2026 Regular Meeting:
 - Consider approval of 2026-2027 Student Code of Conduct
7. There was no Executive Session.
8. The meeting adjourned at 7:07 p.m.

Wesley Johnson, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Arturo Valenzuela, Executive Director of Finance

Subject: Consider Approval of Donations Report for June 2026 - July 2026

Consent Agenda

Executive Summary:

This report summarizes all donations submitted to the district in accordance with CDC District policy during the period of June 2026 - July 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the donations report as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A

Garland ISD Donations Report

Period: June 2026 – July 2026

Donation Date	Campus/Department Name	Description of Donation	Value
06/22/2026	Daughtery Elementary	Donation to Daughtery Elementary from Schwab Charitable Giving/DAF team Quad Cap Wealth Management	\$ 1,000
07/09/2026	Sachse High School	Storage Container for athletic equipment	\$ 5,100
		TOTAL	\$ 6,100



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Ms. Mary Garcia, Director of Student Services - Student Engagement and Support Services
Ms. Cindy Rodriguez, Assistant Director of Student Director of Student Services

Subject: Consider Approval of the 2026-2027 Student Code of Conduct

Consent Agenda

Executive Summary:

During the upcoming School Board Meeting on Tuesday, August 25, 2026, Student Services will present the final draft of the 2026-2027 *Garland ISD Student Code of Conduct*, including all proposed changes, for Board approval. As required by state law, the Board must adopt the *Student Code of Conduct*, which then carries the force of district policy.

To support review and preparation, the Board received a working redlined draft of the 2026-2027 Student Code of Conduct with proposed additions at the Academic and District Affairs Committee Meeting on Tuesday, August 11, 2026. The changes to the code were only additions that added clarifying information on the district's discipline appeals processes.

Once adopted, the 2026-2027 GISD Student Code of Conduct will be posted in English, Spanish, and Vietnamese on the district website and communicated through Skyward. In addition, the district will communicate all new information in the Student Code of Conduct to families through campus communication and the district website.

Administrative Recommendations:

The administration recommends approving the 2026-2027 Student Code of Conduct.

Recommended Motion for Action Items:

Financial Impact and Funding Source:

N/A



GARLAND ISD
STUDENT CODE OF
CONDUCT
2026 - 2027



ACKNOWLEDGMENT

Student Code of Conduct and Student Handbook Electronic Distribution

Dear Student and Parent:

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

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

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

Thank you,

Ricardo López, Ed. D.
Superintendent

We acknowledge that we have been offered the option to receive a paper copy of the Garland Independent School District Student Code of Conduct and Student Handbook for the 2026-2027 school year or to electronically access them on the district's website at www.garlandisd.net. We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

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

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

School/Campus: _____ Grade Level: _____

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

Student Code of Conduct

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Student Code of Conduct

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Student Code of Conduct

Student Code of Conduct

Accessibility

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

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by [Chapter 37](#) of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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

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

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

Not later than the first day of the 2026-2027 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report. You may review this report on the [GISD Policies](#) webpage.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Student Code of Conduct

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

School District Authority and Jurisdiction

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by [Education Code 37.0832](#);
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by [Education Code 37.006](#), [37.007](#), or [37.0081](#); and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of [Chapter 37, Subchapter A](#) are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under [Penal Code 22.07](#);
- Conduct that contains the elements of the offense of unlawfully carrying weapons under [Penal Code 46.02](#);

School District Authority and Jurisdiction

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#); and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the [Student Handbook](#), for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found on the district website page: [Campus Behavior Coordinator](#).

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

The District's Right to Interview Students

School administrators, under [TEC Ch. 37](#), are authorized to maintain order, investigate misconduct, and enforce the Student Code of Conduct. As part of this duty, they may question students without prior parental consent.

While this authority is primarily statutory, administrators also act in loco parentis—in the place of a parent—to ensure student safety and a secure environment. All questioning must respect student rights and follow board policy and applicable laws.

Searches

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

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

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

Reporting Crimes

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

School District Authority and Jurisdiction

Security Personnel

The board utilizes school resource officers (SROs) and security personnel authorized to possess firearms to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Law enforcement duties for school resource officers and security personnel authorized to possess firearms must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel, and the property of the school district. Additional law enforcement duties are detailed in the board policy [CKE policy series](#).

“Parent” Defined

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

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

See “DAEP – Restrictions During Placement” for information regarding a student assigned to the DAEP at the time of graduation.

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

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

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

1. The person poses a substantial risk of harm to any person; or

School District Authority and Jurisdiction

2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

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

[See **DAEP - Restrictions During Placement** for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Code of Conduct.

General Conduct Violations

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses**, and **Expulsion**, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting**.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [For assault, see **DAEP - Placement and/or Expulsion for Certain Offenses**.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See **Glossary**]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **Glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See **Glossary**]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See **Glossary**]
- Coerce an individual to act through the use or threat of force.

General Conduct Violations

- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

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

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;

General Conduct Violations

- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*See **Placement and/or Expulsion for Certain Offenses** for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See **Glossary**]
- The district may authorize the use of a personal communication device for the following reasons:
 - To implement an individualized education program (IEP) or for a plan created under [Section 504, Rehabilitation Act of 1973 \(29 U.S.C Section 794\)](#) or a similar program or plan;
 - With documented need based on a directive from a qualified physician; or
 - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of personal communication devices during the school day will result in confiscation of the device and escalated disciplinary action including, but not limited to, In-School Suspension (ISS), Out-of-School Suspension (OSS), or placement in a Disciplinary Alternative Education Program (DAEP), depending on the severity and nature of the violation. Additional details regarding these escalating disciplinary consequences can be found in the Student Handbook.

Failure to turn over the device upon request will result in confiscation by administration, and adherence to an elevated graduated list of consequences.

General Conduct Violations

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See **Disciplinary Alternative Education Program (DAEP) Placement** and **Expulsion** for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See **Glossary** for “paraphernalia.”]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. [See **Glossary** for “abuse.”]
- Abuse over-the-counter drugs. [See **Glossary** for “abuse.”]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See **Glossary** for “under the influence.”]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

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

General Conduct Violations

illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

Discipline Management Techniques

Discipline Management Techniques

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

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

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

In accordance with the [Education Code](#), a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see [Glossary](#)] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.

Discipline Management Techniques

- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in **In-School Suspension**.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses**.
- Expulsion, as specified in **Expulsion**.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Discipline Management Techniques

Prohibited Aversive Techniques

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

- Using techniques designed or likely to cause physical pain.
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of [Education Code 37.0012\(d\)](#).

Discipline Management Techniques

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

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

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under [Education Code 37.0014](#).

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with the applicable Board policy. Depending on the disciplinary action taken, different complaint procedures may apply. A copy of this policy may be obtained from the central administration office or online at [GISD Board Policy Online](#).

Guidelines for formally appealing a discipline decision are available online through the [Student/Parent Formal Complaint Process](#) or from the campus administrator. Timelines for filing appeals, as established by district policy and guidelines, will be enforced. The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

Removal from the School Bus

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

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by [Education Code 37.0832.0](#).

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

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

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

Removal from the Regular Educational Setting

Returning a Student to the Classroom

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

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

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

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

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

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code sections 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

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

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see [Glossary](#)];
2. Intent or lack of intent at the time the student engaged in the conduct;

Out-of-School Suspension

3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

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

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

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

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

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

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

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

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

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see **Glossary**]

Disciplinary Alternative Education Program (DAEP) Placement

- Involvement in criminal street gang activity. [see [Glossary](#)]
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).
- Engages in conduct that contains the elements of the offense of disruption of classes under [Education Code 37.124](#).
- Possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see [Glossary](#)]
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault [see [Glossary](#)] under [Penal Code 22.01\(a\)\(1\)](#).
 - Except as provided by [Education Code 37.007\(a\)\(3\)](#), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a

Disciplinary Alternative Education Program (DAEP) Placement

felony offense. [School-related felony drug offenses are addressed in **Expulsion**.] [See **Glossary** for "under the influence," "controlled substance," and "dangerous drug."]

- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision.
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see **Glossary**]
- Engages in conduct that contains the elements of an offense of harassment against an employee under [Penal Code sections 42.07\(a\)\(1\), \(2\), \(3\), or \(7\)](#).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under [Penal Code 36.06](#) against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see **Glossary**], or a court or jury finds that the student has engaged in delinquent conduct [see **Glossary**], or the superintendent or designee has a reasonable belief [see **Glossary**] under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under [Title 5](#);
2. The offense of deadly conduct under [Section 22.05](#);
3. The felony offense of aggravated robbery under [Section 29.03](#);
4. The offense of disorderly conduct involving a firearm under [Section 42.01\(a\)\(7\) or \(8\)](#); or
5. The offense of unlawfully carrying weapons under [Section 46.02](#), except for an offense punishable as a Class C misdemeanor under that section.

Disciplinary Alternative Education Program (DAEP) Placement

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

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

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

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

Consideration of Mitigating Factors

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

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

Disciplinary Alternative Education Program (DAEP) Placement

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by [Section 52.04 of the Family Code](#).

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

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

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

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see **Glossary**] that violates the district's Code of Conduct.

Exceeds 60 Days

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the Campus Behavior Coordinator (CBC) or campus administration, as appropriate.

DAEP placement decisions are made in accordance with Board Policy FOC (Legal). A copy of this policy may be obtained from the principal's office or appropriate administrator's office, the central administration office, or through Policy Online at the following address: [Garland ISD Board Policy Manual - Policy On Line](#).

Guidelines for formally appealing a DAEP placement decision are available online at [Student & Parent Complaint Process](#) or from the campus administrator. Appeals shall begin at Level One with the campus principal or CBC. The district shall not delay disciplinary consequences pending the outcome of an appeal. Decisions made by the principal may be appealed to the Director of Student Services.

Disciplinary Alternative Education Program (DAEP) Placement

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law or in violation of GISD code of conduct from attending or participating in school-sponsored or school-related extracurricular activities.

Students, while placed in DAEP, are prohibited from being on their home campus or attending school-sponsored or school-related activities during the period of placement without special permission.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

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

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

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

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and

Disciplinary Alternative Education Program (DAEP) Placement

schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

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

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

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

Withdrawal During Process

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

Newly Enrolled Students

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

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the

Disciplinary Alternative Education Program (DAEP) Placement

student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Emergency Placement Procedure

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

Transition Services

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

Placement and/or Expulsion for Certain Offenses

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the [Education Code](#) provides unique procedures and specific consequences.

Registered Sex Offenders

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

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

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

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

Review Committee

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

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

Newly Enrolled Students

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

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex

Placement and/or Expulsion for Certain Offenses

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

Expulsion

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

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see [Glossary](#)]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

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

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

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and](#)

Expulsion

[Safety Code](#) does not violate this provision. [See [Glossary](#) for “under the influence.”]

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see [Glossary](#)]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school’s real property boundary line.

Property of Another District

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

While in a DAEP

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

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

Expulsion

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Under Federal Law

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

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

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by [Penal Code 46.02](#):
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see [Glossary](#)] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see [Glossary](#)]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see [Glossary](#)]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. [see [Glossary](#)]
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Kidnapping or aggravated kidnapping.

Expulsion

- Burglary, robbery or aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under [Education Code 37.0081 or 37.007\(a\), \(d\), or\(e\)](#).

Process

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

Expulsion

Until a hearing can be held, the CBC or other administrator may place the student in:

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

Hearing

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

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

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

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

Board Review of Expulsion

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

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

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

Expulsion Order

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

1. Self-defense [see [Glossary](#)];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;

Expulsion

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

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

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

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

Length of Expulsion

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

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

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

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

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

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

Withdrawal During Process

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

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

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

Expulsion

Additional Misconduct

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

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

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

Newly Enrolled Students

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

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

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

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

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

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with [Education Code 37.0081](#), a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

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

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

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

Hearing and Required Findings

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

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

Expulsion

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

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

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by [Penal Code 29.03\(a\)](#) as when a person commits robbery and:

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

Antisemitism is defined by [Government Code section 448.001](#) as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

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

Arson is defined in part by [Penal Code 28.02](#) as a crime that involves:

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

3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another; or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by [Penal Code 22.01](#) as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

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

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

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

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

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

Glossary

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

Club is defined by [Penal Code 46.01](#) as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

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

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

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

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

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

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

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

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

Glossary

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

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

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

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

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

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

Firearm is defined by [federal law \(18 U.S.C. 921\(a\)\)](#) as:

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

Such term does not include an antique firearm.

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

Handgun is defined by [Penal Code 46.01](#) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in [Education Code 37.001\(b\)\(2\)](#); or
3. Conduct that is punishable as a crime under [Penal Code 42.07](#), including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
 - i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Glossary

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

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

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

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

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

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

Location-restricted knife is defined by [Penal Code 46.01](#) as a knife with a blade over five and one-half inches.

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

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

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

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

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

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under [Penal Code 46.05\(a\)](#) means:

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

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

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

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the

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superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under [Code of Criminal Procedure Article 15.27](#).

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

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

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

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

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

Terroristic threat is defined by [Penal Code 22.07](#) as a threat of violence to any person or property with intent to:

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

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

Title 5 felonies are those crimes listed in [Title 5 of the Penal Code](#) that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under [Sections 19.02–.05](#);
- Kidnapping under [Section 20.03](#);
- Trafficking of persons under [Section 20A.02](#);
- Smuggling or continuous smuggling of persons under [Sections 20.05–.06](#);
- Assault under [Section 22.01](#);
- Aggravated assault under [Section 22.02](#);
- Sexual assault under [Section 22.011](#);
- Aggravated sexual assault under [Section 22.021](#);
- Unlawful restraint under [Section 20.02](#);
- Continuous sexual abuse of a young child or disabled individual under [Section 21.02](#);
- Bestiality under [Section 21.09](#);
- Improper relationship between educator and student under [Section 21.12](#);
- Voyeurism under [Section 21.17](#);
- Indecency with a child under [Section 21.11](#);
- Invasive visual recording under [Section 21.15](#);

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- Disclosure or promotion of intimate visual material under [Section 21.16](#);
- Sexual coercion under [Section 21.18](#);
- Injury to a child, an elderly person, or a disabled person of any age under [Section 22.04](#);
- Abandoning or endangering a child under [Section 22.041](#);
- Deadly conduct under [Section 22.05](#);
- Terroristic threat under [Section 22.07](#);
- Aiding a person to die by suicide under [Section 22.08](#); and
- Tampering with a consumer product under [Section 22.09](#).

Under the influence means lacking the normal use of mental or physical faculties.

Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

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

Zip gun is defined by [Penal Code 46.01](#) as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

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

Subject: Consider Approval of Dallas College Enhanced Residency Agreement

Consent Agenda

Executive Summary:

An agreement between Dallas College and Garland ISD for the Preparing and Retaining Educators through Partnership (PREP) Enhanced Residency Program is proposed. This collaboration is designed to expand and strengthen the district's teacher pipeline by providing enriched learning experiences for college students pursuing a bachelor's degree and teacher certification. Participation in this program is a graduation requirement for enrolled students. The agreement becomes effective upon final signature and may be renewed for up to two additional one-year terms.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Dallas College Enhanced Residency Program agreement.

Financial Impact and Funding Source:

\$20,000 per Enhanced Resident

- ☐ \$10,000 Title II
- ☐ \$10,000 TEA PREP Allotment



**MEMORANDUM OF AGREEMENT
BETWEEN
GARLAND INDEPENDENT SCHOOL DISTRICT
AND
DALLAS COLLEGE**

THIS MEMORANDUM OF AGREEMENT ("Agreement") is made as of this 21st day of May 2026, between Garland Independent School District ("Partner," "School Partner," or "Garland ISD"), and Dallas College ("College", "Educator Preparation Program", "EPP", or "Dallas College"). The College and Partner may hereafter be individually referred to as "Party" and collectively, as "Parties."

WHEREAS, Dallas College, through its School of Education ("SOE"), is the first community college in the State of Texas to offer a bachelor's degree in Early Childhood Education (BAS_ECE); and

WHEREAS, in support of its Early Childhood Education program, Dallas College wishes to partner with school systems to provide high-quality preparation for that includes high-quality mentorship, clinical practice and coursework that results in effective classroom practice and positive PK-3 student outcomes;

WHEREAS, Partner seeks to recruit and develop skillfully trained individuals who have the pedagogical and practical capabilities to effectively support students and who are committed to teaching in high-need school communities in the Dallas area;

WHEREAS, the Parties seek to engage in an SBEC approved Enhanced residency route that provides at least 5 Dallas College students who are pursuing a bachelor's in Early Childhood Education with the opportunity to participate in an SBEC-approved Enhanced residency at Garland ISD school (each a "Enhanced Resident") that, upon successful completion of the Enhanced residency and all SBEC Enhanced residency route requirements, will result in eligibility for an enhanced standard EC-3 certification; and

WHEREAS, the Parties agree to collaborate to facilitate a learning-centered partnership between the School System and the EPP in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment.

WHEREAS, the Parties agree to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

NOW, THEREFORE, the Parties agree as follows:

Performance Period. This Agreement shall be for a period of performance (“Term”) beginning July 1st, 2026 and ending June 30, 2027. This Agreement may be renewed for two one-year terms, provided that ISD has given Dallas College written notice of the District’s intention to renew not later than thirty (30) days prior to the expiration of the then-current term and provided further that at the time that Garland ISD gives its written notice, Dallas College is not in default and the contract has not been terminated.

ENHANCED RESIDENCY PARTNERSHIP

1. Enhanced Resident Candidate Recruitment and Selection

The Parties will collaborate to recruit candidates that meet the School System’s greatest staffing needs and align with EPP admissions and program capacity.

Dallas College shall recruit, select for participation in the Dallas College Enhanced Residency Program, and present to Partner for training and hire at least 5 Enhanced Residents. Partner shall review and select candidates via an interview process, as determined by Partner. Partner is not obligated to hire Enhanced Residents presented by Dallas College that do not meet Partner’s hiring requirements and/or standards.

2. Agreed Number of Enhanced Residents

Partner agrees to accept up to the specified number of at least 5 Enhanced Residents that meet Partner's requirements in the ACADEMIC SY 2026-2027 from Dallas College. While Dallas College shall use reasonable efforts to supply the agreed number of Enhanced Residents, Dallas College cannot and does not guarantee its ability to do so.

3. Enhanced Resident Payment

Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.

The Partner agrees to pay Enhanced Residents a minimum of \$20,000.00 for the Enhanced Residency year, which must include at least 750 hours during which the Enhanced Resident is engaged in Enhanced residency activities. Partner shall provide to every Enhanced Resident employed pursuant to this Agreement the same salary and benefits (including, as applicable, health, dental, vision and retirement) as are provided to other teachers employed by Partner who are similarly situated from the standpoint of certification status, seniority, and other factors routinely used by Partner in making such decisions, subject to its obligations under pre- existing labor agreements and applicable state and local laws, regulations and policies.

The School Partner shall allocate prep allotment funds in the following amounts: \$10,000 toward resident compensation, and additional funding of \$10,000 will be allocated from school district funding. The \$2,000 stipend for each host teacher assigned per resident shall be paid from the prep allotment.

4. Placement of Enhanced Residents

Partner commits to placing Enhanced Residents in the content area of the Enhanced Resident’s preparation within the grade levels between Prekindergarten 3 through 3rd. During the Enhanced residency year, Enhanced Residents are employees of Partner; however, Partner reserves the right to terminate the services of any Enhanced Resident during the Enhanced

residency year for any reason not prohibited by law. An Enhanced Resident may engage in substitute or teacher's aide job responsibilities outside of the 750 hours that constitute an Enhanced residency, so long as the Partner outlines this expectation in the Enhanced Resident's contract and so long as these responsibilities in no way impede the 750 hours of Enhanced residency activities required per Section 19, Chapter 228 of the Texas Administrative Code.

5. Cohort Placement

Partner and Dallas College hereby agree to collaborate in good faith to identify individual Partner schools appropriate for training ("Host Schools") and to identify Host Teachers who meet the criteria outlined in Host Teacher Selection.

6. Host Classrooms

Partners must commit to placing all Enhanced Residents in Prekindergarten 3 through 3rd grade classrooms only, as this is the certification area for which Dallas College is approved by the State Board of Educator Certification to offer an Enhanced residency pathway. TAC §228.65. (a) (1). Dallas College requires Enhanced Residents to teach in one classroom setting during the Enhanced residency year.

7. Yearlong Enhanced Residency Requirements

The senior year of the BAS_ECE program is structured as a residency year to provide Dallas College students participating in Enhanced Residency with significant opportunities to work with students in an EC-3 classroom, while receiving feedback and coaching from a qualified Host Teacher. Enhanced Residents must be hired by the school partner in an elementary school located within a 25-mile radius of one of three Dallas College campuses (Brookhaven, Mountain View, or Eastfield).

7a. Required Hours and Enhanced Residency Activities: All Enhanced Residents must complete Enhanced residency a minimum of 750 hours in total, with an at least 21 hours per week during a school week that does not include school district or campus closures or disruptions (e.g., inclement weather, holidays). In the event of a district or campus closure that results in the need for reduced Enhanced Residency experience hours during a given week, the program must document the need for the reduced hours.

During the course of Enhanced residency, the Enhanced Residents shall engage in the following activities:

- Co-Teaching and Independent Instruction, as outlined in Appendix A, including but not limited to:
 - Leading small and large group instruction
 - Supporting students with exceptionalities, as directed by the Host Teacher
 - Effectively planning for instruction and delivering instruction using High-Quality Instructional Materials (HQIM) that are aligned to state standards
 - Using student data (including formative and summative assessment data, student work samples, and observation of student class discussions) to inform instruction
 - Managing classroom routines and student behavior
 - Actively participating in parent-teacher conferences, staff meetings, and professional development, etc.) this could include any responsibilities required of a teacher such as ARD meetings and PLCs-

- Adhering to campus expectations outlined in Staff Code of Conduct/Handbook
- Completing 16 performance observations throughout the year; four from the Host Teacher and 12 from the field supervisor

7b. Prohibited Activities During Residency: During the 750 hours that constitute the yearlong residency, Enhanced Resident must not:

- consistently engaging in purely administrative tasks (e.g., answering phones, office work, etc.) during instructional times inside or outside of the Host Teacher's classroom.
- engage in substitute, auxiliary, resource, teacher's aide or teacher of record job responsibilities during the 750 hours that constitute an Enhanced residency, per Section 19, Chapter 228 of the Texas Administrative Code.

8. Coursework

Dallas College Enhanced Residents will attend Enhanced residency course meetings in-person at Dallas College campuses weekly on assigned days:

- Enhanced Residents will participate in 15 credit hours of coursework per semester, including a weekly in-person residency course supported by Dallas College Faculty and Staff. Dallas College Enhanced Residents will receive need-based coaching from Dallas College Faculty/Staff as determined by feedback provided by Partner, Host Teacher, and Dallas College Faculty/Staff.
- Enhanced Residents must be allowed to record their practice for no other than coaching and coursework purposes solely with Dallas College and consistent with the rules for recording students as established by Partner. Enhanced Residents will adhere to all photography and videography rules as determined by the Partner.
- Enhanced Residents must be able to administer assessments and collect student data (including formative and summative assessment data, student work samples, and observation of student class discussions) to fulfill Dallas College coursework requirements.
- Residents' progress will be discussed individually throughout the year on an as-needed basis and formally in the mid-semester meeting as residency professors observe, coach, and provide feedback for students during their residency year. Any resident not making adequate progress in their instructional development, coursework, and/or with licensure preparation may be placed on Performance Improvement Plan (PIP) for additional support.

9. Host Teacher Selection and Training

9a. Host Teacher Selection: Dallas College and Partner will collaborate on the selection of Host Teachers that will train Enhanced Residents. Chosen Host Teachers will meet the requirements established by Dallas College and Partner to ensure consistency and effectiveness. Host Teachers must be assigned to their Enhanced Residents no later than three weeks before the end of 2025-2026 school year.

In the event that new host teachers are assigned through unforeseen circumstances, communication of the reassignment/new assignment must be communicated with the EPP first to collaborate and understand the reasoning behind the decision and to ensure SBEC requirements are met.

Host Teachers must, in accordance with §228.95. Host Teacher Qualifications and Responsibilities:

- Have at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, of Part II of this title (relating to Commissioner's Rules on Creditable Years of Teaching Experience);
- Be an accomplished educator, as determined by the educator preparation program (EPP) in partnership with the district or campus administration, and shown by:
 - at least three years of proficient or above proficient ratings on teacher evaluations;
 - demonstrated evidence of positive impact on student learning as determined by a set of student growth and/or achievement data agreed upon by the partnership; and
 - other dispositional criteria prioritized by the Enhanced residency partnership;
- Be trained by the EPP, including training in co-teaching strategies and how to coach and host Enhanced Residents, at least twice per school year, including before or within the three weeks after being assigned as a Host Teacher;
- not be assigned to the Enhanced Resident as a field supervisor; and
- Must hold valid certification in the certification category for the Enhanced Residency assignment for which the Enhanced Resident is seeking certification.

9b. Support for Host Teacher Training: The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year (Dallas College) and develop a plan to ensure quality training that meets SBEC requirements. Dallas College will provide training to Host Teachers on co-teaching strategies, effective relationship building strategies, how to give actionable feedback that is grounded in student learning and that results in the Enhanced Resident knowing the exact next step to take to improve their teaching practice.

Garland ISD must select all participating Host Teachers three weeks before the end of 2025-2026 school year. Selected Host Teachers will participate in Host Teachers professional learning provided by Dallas College, which will include:

- One day of training in the summer for all Host Teachers;
- Two half days of training in the fall and spring semesters. (The Enhanced Resident is expected to substitute teach for the Host Teacher during this training);
- A certificate upon successful completion of the training.

Garland ISD agrees to provide release time to Host Teachers to participate in the training.

10. Host Teacher Responsibilities

The Host Teacher must support the Enhanced Resident's learning during the Enhanced Residency year which includes but is not limited to:

- Co-plan with the Enhanced Resident providing opportunities of lesson internalization using High Quality Instructional Materials used in Host Classrooms;
- Co-teach with the Enhanced Resident, gradually releasing instructional responsibility

and lead instruction time to the Enhanced Resident as specified in §228.65(b)(2) of this title (relating to Enhanced Residency) and in the Dallas College Progression Responsibilities (Appendix A);

- Guide, assist, give feedback to, and support the Enhanced Resident during the Enhanced Residency in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies;
- Provide the Enhanced Resident with written feedback regarding their development of key teaching skills at least twice per semester using Dallas College observation form;
- Sign off on the tasks within the online platform that Dallas College uses for reporting; and
- Inform the Enhanced Resident's faculty member in a timely manner of any concerns regarding the Enhanced Resident's performance,
- Collaborate with Enhanced Resident's field supervisor, report residents progress at least once a month, and promptly notify the assigned field supervisor of any concerns regarding the resident's instructional and professional performances.

11. Field Supervisor Responsibilities

Dallas College commits to providing dedicated support to fulfill field supervisor responsibilities. The field supervisor will be a Dallas College employee who meets all TEA required qualifications for supervising Enhanced Residents in accordance with TAC 228.101. This includes demonstrated educator effectiveness, required training, appropriate certification or degree credentials, and no employment or mentoring relationship at the Enhanced Resident's assigned campus. Field Supervisor must:

- Share communication on Schedules & Results: Field Supervisors and/or EPP faculty will communicate observation schedules and results to designated School System personnel via email.
- Ensure compliance with FERPA and School System policies in any collection, storage, or sharing of data.
- Record four (4) formal and eight (8) informal observations per year
- Document collaboration with Host Teacher twice (2) monthly and three (3) times per semester with campus supervisor.
- Campus Visit Procedures: EPP personnel will adhere to School System campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the School System will provide in writing and update as needed.

12. School Partner Obligations

- School Partner agrees to collaborate with Dallas College in all Enhanced Residency placement processes including but not limited to the selection and verification of qualified Host Teachers, campus leader communication, and hiring and onboarding of all Enhanced Residents
- School Partner must actively participate in all meetings to ensure SBEC compliance by reviewing Enhanced Resident performance data, school-based Host Teacher feedback, and making recommendations for programmatic adjustments for the Enhanced residency model.

Required meetings include governance meetings and advisory committee meetings, as outlined below.

- Governance Meetings:
 - Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year).
 - Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
 - Scope: Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.
 - Data-Sharing Framework: Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness.
- Advisory Committee Meetings:
 - Cadence: The Parties will meet annually
 - Participation: Each Party must have representatives from 3 of the 5 following participants: School System partners (must be TEA recognized), Institution of Higher Education, Regional Service Centers (Region 10), Businesses, and Community Interests
- School Partner agrees to complete two (2) surveys per year (fall and spring) regarding Enhanced Residents' progress.
- School Partner agrees to communicate with Dallas College's educator pathways leadership team quarterly, or on an as-needed basis.
- School partner will direct communication to School of Education Leadership on Enhanced Resident's job description
- School Partner agrees to select host classrooms using the criteria provided in Host Teacher Selection.
- School Partner agrees to allow Dallas College Enhanced Residents access to instructional resources and participation in professional development offered to its teachers.
- School Partner agrees to support meeting the Host Teacher's responsibility requirements in addition to Host Teacher training and observation requirements.
- In collaboration with EPP, School Partner must ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- School Partner agrees to release Enhanced Residents every Thursday at noon for Dallas College coursework.

13. Educator Preparation Program Obligations

- Comply with School System policies and procedures and ensure EPP instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.
- Assign qualified Field Supervisor(s) for teacher resident supervision and evaluation and ensure timely communications between the Parties.
- Ensure compliance with all other requirements for teacher resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
- Maintain candidate records in accordance with applicable policies and laws.

- Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
- Remove candidates from placement upon request of the school District or when required by EPP policy or law.
- Design differentiated preparation models responsive to District workforce needs, including accelerated and employment-embedded Grow Your Own pathways.

14. Partnership Obligations

- The Parties will share and co-analyze non-identified PK–3 performance data for the purpose of preparing Residents to positively impact PK–3 student learning and for the continuous improvement of the EPP.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System designates _Kim Chatman_ ("FERPA Designee") as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

OVERARCHING PROVISIONS

1. Governing Law & Venue. This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County, Texas, in any action arising out of or relating to this Agreement.
2. Termination Provision. If Dallas College shall fail to fulfill its obligations under this Agreement, or if Dallas College breaches any of the covenants, agreements, representations, or stipulations of this Agreement (collectively, the "Dallas College Default"), Partner may terminate this Agreement for cause at any time in the following manner: Partner shall provide Dallas College written notice of the Dallas College Default and an explanation of its decision to terminate this Agreement. Dallas College shall have thirty (30) calendar days after the receipt of Partner's written notice to Dallas College to cure the Dallas College Default ("Dallas College Cure Period"). If Dallas College does not cure the Dallas College Default to the reasonable satisfaction of Partner by the expiration of the Dallas College Cure Period, Partner may then terminate this Agreement immediately. Dallas College shall not be relieved of liability to Partner by virtue of any breach of this Agreement. If this Agreement is terminated by Partner, Enhanced Residents currently in the Partnership will be allowed to complete the program. Upon termination, the School System will notify appropriate Texas Education Agency staff of the termination of this Agreement.

If Partner shall fail to fulfill its obligations under this Agreement, or if Partner breaches any of the covenants, agreements, representations, or stipulations of this Agreement (collectively, the "Partner Default"), Dallas College may terminate this Agreement for cause at any time in the following manner: Dallas College shall provide Partner written notice of the Partner Default and an explanation of the of its decision to terminate this Agreement. Partner shall have thirty (30) calendar days after the receipt of Dallas College's written notice to Partner to cure the Partner Default ("Partner Cure Period"). If Partner does not cure the Partner Default to the reasonable satisfaction of Dallas College by the expiration of the Partner Cure Period, Dallas College may then terminate this Agreement immediately. Partner shall not be relieved of liability to Dallas College by virtue of any breach of this Agreement. If this Agreement is terminated by Dallas

College, the obligation of Dallas College to provide any services pursuant to this Agreement after such termination date shall terminate.

This Agreement may be terminated for any other reasons upon mutual agreement of Partner and Dallas College. Any such request for termination shall be made in writing, provided to the individuals designated in Section 2 herein, and shall be effective upon the signature of both Parties.

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business.

2. Notices

Notices to partner shall be directed to:

Kim Chatman
HR Coordinator, Human Resources
Garland Independent School District
501 S. Jupiter Rd Garland, TX 75042
slchatman@garlandisd.net

Notices to Dallas College shall be directed to:

Sara DeLano, Dean of Educator Pathways and Teacher Preparation, Dallas College
Dallas College
sdelano@dallascollege.edu
3737 Motley Dr.
Mesquite, TX 75150

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

Darrell Dodds
Chief Financial Officer
Garland ISD


[Shawnda Floyd \(Aug 4, 2026 15:15:50 CDT\)](#)

By: Dr. Shawnda Floyd, Ed.D, JD.
Provost
Dallas College

08/04/2026

Dallas College Teacher Enhanced Residency – Appendix A

Progression of Enhanced Resident Responsibilities

Prior to week 1, Enhanced Resident actively engages in all campus and district professional development and other faculty activities as directed by campus and district leadership. Additionally, Enhanced Resident assists their Host Teacher with classroom set up and preparation for the first days of school.

Throughout the school year, Enhanced Resident attends weekly cohort professional development (1/2 day per week). Enhanced Resident shadows their Host Teacher on all professional development days and required faculty activities (e.g., open house, meet-the -teacher, team planning, parent-teacher conference days, etc.) taking place outside of the weekly cohort professional development.

Semester 1

Weeks (Cycle)	Enhanced Resident Responsibilities	Suggested Co-Teaching Strategies*	Artifacts for Coursework (Legacy Sequence)	Artifacts for Coursework (New Sequence)
1-4 (1)	At a minimum, during this period, Enhanced Resident assumes partial responsibility for: - establishing the classroom culture/environment - leading classroom routines (attendance, breakfast/lunch, bell work, restroom, dismissal, etc.) - co-planning with Host Teacher. By the end of this period, Enhanced Resident takes lead in: - General classroom routines and procedures	- One Teach, One Observe - One Teach, One Assist	Building Positive Relationships with Students - Intro Letter to Students/Family - Video of Whole-class Relationship Building Activity - Positive Interactions Tracker - Advanced Relationship Building Strategy & Reflection Supporting Students to Meet Classroom Expectations - Lesson Plan for Engaging Instruction - Video of Expectation Setting for a Lesson - Troubleshooting Strategy & Reflection Evaluating Assessments for Quality - Summative Assessment Evaluation - Formative Assessment Analysis - Post-Summative Reflection Deepening Understanding Through Probing Questions - Video: Questions for Formative Assessment - Video: Questions to Scaffold Learning - Questions to Clarify Student Thinking (Annotated Student Work) Integrating Technology to Enhance Learning - Technology-enhanced Lesson Plan - Student Work Sample Prenatal and Infant Development - Prenatal & Newborn Case Study - Young Infant Development Analysis - Older Infant Development Analysis	Building Relationships and Supporting Students - Video of Expectation Setting - Video of Relationship-Building Exercise - Positive Interactions Tracker - Troubleshooting Strategy & Reflection Methods of Teaching Elementary Math - Lesson Internalization & Video of Student Discussion - Unfinished Learning Plan & Assessment Results Reflection - Video of Lesson Debrief Methods of Teaching Elementary Science - Annotated Unit Plan - Video of Science Instruction - Student Work Analysis & Response Evaluating Assessments for Quality - Summative Assessment Evaluation - Formative Assessment Analysis - Post-Summative Reflection Integrating Technology to Enhance Learning - Technology-enhanced Lesson Plan - Student Work Sample
5-8 (2)	During this period, Enhanced Resident takes on an increased role in planning and facilitating instruction with a focus on Math. By the end of this period, Enhanced Resident takes lead in: - Small group planning and facilitation - Parts of whole group math instruction	All the above and add: - Station Teaching - Alternative/Differentiated Teaching		
9-12 (3)	During this period, Enhanced Resident continues to take an increased role in planning and facilitating instruction with a focus on Math and Science. By the end of this period, Enhanced Resident takes lead in: - Whole group planning and facilitation in Math - Parts of whole group science instruction	All the above and add: - Parallel Teaching - Team Teaching		
13-16 (4)	During this period, Enhanced Resident continues to take an active role with a focus on leading whole group instruction. Math & Science			
17+	During this period, Enhanced Resident takes on			

	any related unreleased duties.			
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Semester 2

Weeks (Cycle)*	Enhanced Resident Responsibilities	Suggested Co-Teaching Strategies**	Artifacts for Coursework (Legacy Sequence)	Artifacts for Coursework (New Sequence)
1-4 (5)	During this semester, Enhanced Resident continues to take an active role in Math/Science while taking on an increasing role in ELAR instruction. By the end of this period, Enhanced Resident takes lead in: - Small group planning and facilitation - ELAR	Use all strategies, as appropriate	Supporting Students in ELA - Text Complexity Analysis - Plan for Support - Delivery of Support Co-planning to Meet the Needs of Students - Student Work Analysis - Video/Audio of Co-planning Meeting & Re-engagement Plan - Implementation Reflection Creating an Equitable & Inclusive Classroom - Equity Research - Self-Audit - Reflective Analysis Building Disciplinary Literacy - Written Reflection - Knowledge Building Analysis - Knowledge Building Lesson Plan Exploring Child Development - Early Childhood Milestone Observations - Middle Childhood Observations & Reflection - Adolescent Issue Analysis	Supporting Students in ELA - Text Complexity Analysis - Plan for Support - Delivery of Support Co-planning to Meet the Needs of Students - Student Work Analysis - Video/Audio of Co-planning Meeting & Re-engagement Plan - Implementation Reflection Methods of Teaching Social Studies - Inquiry Project Plan - Video of Source Analysis Lesson - Sample Student Argument & Feedback Creating an Equitable & Inclusive Classroom - Equity Research - Self-Audit - Reflective Analysis Building Disciplinary Literacy - Written Reflection - Knowledge Building Analysis - Knowledge Building Lesson Plan
5-8 (6)	During this period, Enhanced Resident continues to take an increased role in planning and facilitating instruction with a focus on ELAR. By the end of this period, Enhanced Resident takes lead in: - Whole group planning and facilitation - ELAR			
9-12 (7)	During this period, Enhanced Resident continues to take an active role in ELAR planning and instruction and adds the following by the end of this period: - Whole group planning and facilitation - Social Studies			
13+ (8)	During this period, Enhanced Resident should gain exposure to any unreleased duties			



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

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

Subject: Consider Approval of Dallas College Grow Your Own Program Agreement

Consent Agenda

Executive Summary:

An agreement between Dallas College and Garland ISD for the Preparing and Retaining Educators through Partnership (PREP) Grow Your Own Program is proposed. This partnership is designed to expand and strengthen the district's Grow Your Own teacher pipeline by providing additional pathways within the district's CAPE Program for current employees to pursue a bachelor's degree and teacher certification while continuing to serve in instructional support roles. The agreement begins upon final signature, may be renewed for two additional one-year terms.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Dallas College Grow Your Own Program agreement.

Financial Impact and Funding Source:

20% cost sharing with Dallas College per candidate that completes the GYO program within three years.



**MEMORANDUM OF AGREEMENT
BETWEEN
GARLAND INDEPENDENT SCHOOL DISTRICT
AND
DALLAS COLLEGE**

THIS MEMORANDUM OF AGREEMENT ("Agreement") is made as of this 28th day of May 2026, between Garland Independent School District ("Partner" "School Partner" or "GISD"), and Dallas College ("College", "Dallas College", "Institution of Higher Education", or "IHE"), a Texas political subdivision of higher education, to articulate the nature and expectations of the partnership between the School System and the IHE associated with implementing the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter "PREP GYO Program") in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections. The PREP GYO Program enables school systems, through partnering with qualified IHEs and educator preparation programs, to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating school systems to support eligible school system employees (hereinafter "GYO participants") in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system.

WHEREAS, Dallas College, through its School of Education ("SOE"), is the first community college in the State of Texas to offer a bachelor's degree in Early Childhood Education; and

WHEREAS, in support of its Early Childhood Education program, Dallas College wishes to partner with school systems to provide high-quality preparation that includes high-quality mentorship, clinical practice and coursework;

WHEREAS, Partner seeks to recruit and develop skillfully trained individuals who have the pedagogical and practical capabilities to effectively support students and who are committed to teaching in high-need school communities in the Dallas area; and

WHEREAS, the Parties seek to establish a Grow Your Own Paraprofessional-to-Teacher Partnership that provides up to 40 current ISD employees a pathway to complete a bachelor's degree in Early Childhood Education and Teaching and a pathway to teacher certification.

WHEREAS, the Parties agree to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

NOW, THEREFORE, the Parties agree as follows:

Performance Period. This Agreement shall be for a period of performance (“Term”) beginning July 1st, 2026 and ending June 30th, 2027. This Agreement may be renewed for two one-year terms, provided that ISD has given Dallas College written notice of the Partner intention to renew not later than thirty (30) days prior to the expiration of the then-current term and provided further that at the time that GISD gives its written notice, Dallas College is not in default and the contract has not been terminated.

PARAPROFESSIONAL-TO-TEACHER PARTNERSHIP

1. Paraprofessional Recruitment and Selection

Partner shall recruit and select Paraprofessionals who have a job assignment that provides instructional support for students for participation in this Partnership in accordance with Texas Education Code §21.906 (D).

School Partner must employ GYO participants in a job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.

2. Coursework & Coaching Support

Paraprofessionals will need to leave their school building, one day every four weeks during the first 90 credit hours to attend professional development as designated by Garland ISD or Dallas College Faculty/Staff to engage in sessions relevant to Paraprofessional success.

Paraprofessionals must be allowed to record their practice for coaching and coursework purposes consistent with the rules for recording students as established by Partner. Clinical Teaching Residents will adhere to all photography and videography rules as determined by the Partner. Paraprofessionals must be able to administer assessments and collect student data (including formative and summative assessment data, student work samples, and observation of student class discussions) to fulfill Dallas College coursework requirements.

Paraprofessionals enrolled in the Paraprofessional-to-Teacher Partnership Program agree to follow the prescribed course sequence as outlined below in addition to elective courses as required. The courses listed below are contextualized for the School of Education at Dallas College. They are designed to support timely progress toward completion of the Associate of Arts in Teaching (AAT) and transition into the Bachelor of Applied Science (BAS) program.

Year 1	
Semester	Course
First 8 weeks of Fall	ENGL 1301
Second 8 weeks of Fall	MATH 1314 HIST 1301
First 8 weeks of Spring	GOVT 2305 ENGL 1302
Second 8 weeks of Spring	HIST 2301 GOVT 2306

Summer	BIOL 2406 GEOL 1403
Year 2	
Semester	Course
First 8 weeks of Fall	• CHEM 1411 • SPCH 1321
Second 8 weeks of Fall	• PHYS 1405 • ARTS 1301 • MATH 1350
First 8 weeks of Spring	• MATH 1351 • ENGL 2331
Second 8 weeks of Spring	• TECA 1354 • EDUC 1301
Summer	• EDUC 2301
Year 3-Junior Year (Not Contextualized)	
Year 4- Residency Year (Not Contextualized)	

Fifteen (15) course credit hours developed and facilitated by Garland ISD employees, known as the “Garland 15,” may be applied as transfer credit toward Dallas College’s Bachelor’s degree in Early Childhood Education and Teaching, based on each participant’s degree plan and remaining requirements.

Garland ISD and Dallas College will continue to partner to align these courses and the Prior Learning Assessment (PLA) process. The specific courses eligible for credit and details of the transfer process will be outlined in Appendix A.

3. Transition to Residency

Upon successful completion of the first 90 credit hours of the program, Partner agrees to transition Paraprofessionals to Clinical Teaching or Enhanced Full-Time Residency.

4. Program Completion

Paraprofessionals are expected to adhere to the recommended course sequence and degree timeline to ensure progress toward degree completion and teacher certification

5. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–3 performance data for the purpose of preparing GYO candidates to positively impact PK–12 student learning and for the continuous improvement of the EPP.
- The parties will share information related to GYO participant progress to support monitoring and participant success.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System designates Dr. Babetta Hemphill ("FERPA Designee") as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

6. Progress Monitoring of Program Quality:

- Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year) in accordance with PREP residency governance meetings.
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
- Scope: Parties agree to review current programmatic GYO participant data, establish and communicate compliance procedures associated with participation in the PREP GYO Program, and implementation needs to make just-in-time improvements. Parties will also agree to review successes, opportunities for growth, discuss changes for additional years, and partnership viability.
- Data-Sharing Framework: continuous improvement efforts, including monitoring and evaluating the GYO participants' progress in earning a bachelor's degree and enrolling in an educator preparation program within three years of beginning participation in the PREP GYO Program. During the governance meeting and via secured email communication, parties will share non-identified School System performance data between the Parties for monitoring and evaluation of GYO candidate preparation and effectiveness.
- TEA Reporting Responsibilities: Dallas College will collect and submit applicable TEA-required reporting related to implementation of the PREP GYO Program and will collaborate with the district partner as needed to support reporting accuracy.

7. Additional School System Specific Obligations

- Identify appropriate staff needed to support the implementation of the PREP GYO Program.
- Require GYO participants to, as a condition for participation, earn a bachelor's degree and enroll in an educator preparation program within three years of beginning participation in the partnership.
- Employ GYO participants in a job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
- Pair GYO participants with a trained cooperating teacher who agrees to participate in that role in a PREP GYO program at the school system.
- Provide GYO participants with monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the school system. The School System must work with the IHE to establish a release time schedule that addresses the participants' needs.
- Ensure that GYO participants attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.
- Upon becoming a recipient of the Grow Your Own PREP Allotment funds, partner agree to provide a cost-sharing contribution to Dallas College in service for instructional support, academic advising, monthly facilitated cohort meetings, and preparation of candidates for program completion. The cost-share the district agrees to provide is 20 percent of the amount received through the PREP GYO allotment per candidate of the success-based funding which the district will receive so long as the candidate completes the GYO Program within three years.

8. Paraprofessional Payment

The partner shall pay the employee(s) in this partnership on the district pay scale aligned to their current assignment.

During the senior year of the bachelor's program, GYO participants will typically serve as adaptive residents, remaining in their current paraprofessional roles while completing required coursework. In the event a participant transitions into a designated Garland ISD residency program position, compensation and role expectations will be governed by the terms outlined in the full-time residency MOU.

The partner shall allocate Grow Your Own PREP Allotment funds to support paid release time, instructional support, wrap-around and transition supports, recruitment, retention, and other programmatic costs associated with implementation of the GYO Program.

9. IHE Obligations

- Dallas College must provide key staff member(s) to support the implementation of the PREP GYO Program.
- Dallas College must ensure that GYO participants earn their bachelor's degree and enroll in an educator preparation program within three years of beginning participation in the PREP GYO Program.
- Dallas College must provide GYO participants with ongoing support necessary to complete coursework and program requirements.

OVERARCHING PROVISIONS

1. Governing Law & Venue. This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County, Texas, in any action arising out of or relating to this Agreement.
2. Termination Provision. If Dallas College shall fail to fulfill its obligations under this Agreement, or if Dallas College breaches any of the covenants, agreements, representations, or stipulations of this Agreement (collectively, the "Dallas College Default"), Partner may terminate this Agreement for cause at any time in the following manner: Partner shall provide Dallas College written notice of the Dallas College Default and an explanation of its decision to terminate this Agreement. Dallas College shall have thirty (30) calendar days after the receipt of Partner's written notice to Dallas College to cure the Dallas College Default ("Dallas College Cure Period"). If Dallas College does not cure the Dallas College Default to the reasonable satisfaction of Partner by the expiration of the Dallas College Cure Period, Partner may then terminate this Agreement immediately. Dallas College shall not be relieved of liability to Partner by virtue of any breach of this Agreement. If this Agreement is terminated by Partner, the obligation of Partner to pay Dallas College for expenses incurred and for all services provided pursuant to this Agreement after such termination date shall terminate. Notwithstanding the foregoing, Partner may withhold payments for services and expenses incurred by Dallas College prior to the termination date to offset damages caused by the Dallas College Default, until such time as the exact amount of damages to Partner is determined.

If Partner shall fail to fulfill its obligations under this Agreement, or if Partner breaches any of the covenants, agreements, representations, or stipulations of this Agreement (collectively, the "Partner Default"), Dallas College may terminate this Agreement for cause at any time in the following manner: Dallas College shall provide Partner written notice of the Partner Default and an explanation of the of its decision to terminate this Agreement. Partner shall have thirty (30)

calendar days after the receipt of Dallas College's written notice to Partner to cure the Partner Default ("Partner Cure Period"). If Partner does not cure the Partner Default to the reasonable satisfaction of Dallas College by the expiration of the Partner Cure Period, Dallas College may then terminate this Agreement immediately. Partner shall not be relieved of liability to Dallas College by virtue of any breach of this Agreement. If this Agreement is terminated by Dallas College, the obligation of Dallas College to provide any services pursuant to this Agreement after such termination date shall terminate.

This Agreement may be terminated for any other reasons upon mutual agreement of Partner and Dallas College. Any such request for termination shall be made in writing, provided to the individuals designated in Section 14 herein, and shall be effective upon the signature of both Parties.

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business

2. Notices

Notices to partner shall be directed to:

Dr. Gradyne Brown, Assistant Superintendent of Human Resources
Garland Independent School District
gebrown@garlandisd.net
501 S Jupiter Rd,
Garland, TX 75042

Notices to Dallas College shall be directed to:

Sara DeLano, Dean of Educator Pathways and Teacher Preparation, Dallas College
Dallas College
sdelano@dallascollege.edu
3737 Motley Dr.
Mesquite, TX 75150

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

By: Darrell Dodds,
CFO & Deputy Superintendent
Garland Independent School District



Shawnda Floyd (Aug 4, 2026 13:20:33 CDT)

By: Dr. Shawnda Floyd, J.D, Ed. D
Provost
Dallas College

Date

08/04/2026

Date

APPENDIX A: PRIOR LEARNING ASSESSMENT (PLA) PROCESS FOR GARLAND ISD CERTIFY AND PREPARE EDUCATORS (CAPE) PROGRAM PARTICIPANTS

PURPOSE

This appendix provides details regarding the process Dallas College will use to accept course credit for CAPE participants who are pursuing their bachelor's degree in early childhood education while employed by Garland ISD.

PROGRAM OVERVIEW

Through the CAPE Program, Garland ISD identifies current employees who demonstrate strong potential for the teaching profession and are committed to completing a bachelor's degree and pursuing teacher certification. Participants remain in instructional support roles while completing their coursework and receive structured support through Garland ISD and Dallas College. Garland ISD develops and facilitates a series of courses, known as the Garland 15, designed to prepare participants for success in the classroom and in their degree program.

PRIOR LEARNING ASSESSMENT DETAILS

Upon successful completion of the Garland 15 courses, participants may be eligible to receive up to fifteen (15) college credit hours through Dallas College's Prior Learning Assessment (PLA) process. The specific courses awarded and the number of credit hours granted will be determined based on the participant's degree plan and remaining program requirements, as approved by Dallas College's School of Education.

Exhibit A: Certifications and Transfer Credits

Certifications	Number of Transfer Hours	Courses Transferred
Educational Aide I Certificate* + Successful completion of Garland 15 courses	Six (6)	Any combination of the below courses: • EDUC 1301 • EDUC 2301 • EDEC 3301 • EDEC 3305
Educational Aide II** Certificate + Successful completion of Garland 15 courses	Nine (9)	Any combination of the below courses: • EDEC 3301 • EDEC 3305 • EDEC 3307 • EDEC 3302 • EDEC 3303

Note: The educational aide certificates are structured as progressive certificates. As such, participants who hold the Educational Aide II certificate will be awarded the six credit hours associated with the Educational Aide I certificate, in addition to the nine credit hours associated with the Educational Aide II certificate.

*Six credit hours will be transferred in alignment with the [Educational Aid Certificate I](#) certification requirements which include the successful completion of education and training courses that include:

- Human Growth and Development, as described in §127.311; or

- Child Development, as described in §127.317; or
- Child Guidance, as described in §127.318; or
- Practicum in Early Learning, as described in §127.320; or
- Human Growth and Development, as described in §127.323; or
- Communication and Technology in Education, as described in §127.324; or
- Instructional Practices, as described in §127.325; or
- Practicum in Education and Training, as described in §127.326

Texas Administrative Code: [19 TAC Chapter 230E \(texas.gov\)](#)

*Nine credit hours will be transferred in alignment with the [Educational Aid Certificate II](#) certification requirements which include:

- demonstrated proficiency in a specialized skill area as determined by the local school district; and
- experience working with students or parents as approved by the employing superintendent.



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Atticus Wisener, Director of Secondary Human Resources

Subject: Consider Approval of the 2026-2027 T-TESS Calendar

Consent Agenda

Executive Summary:

In accordance with the Texas Teacher Evaluation & Support System, we are requesting Board Approval of the 2026-2027 T-TESS Calendar.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the 2026-2027 T-TESS Calendar.

Financial Impact and Funding Source:

N/A

Garland ISD 2026-2027
T-TESS Appraisal Calendar
Board Policy DNA (LEGAL)

The Appraisal Period for each teacher shall include all of the days of each teacher's contract. The Formal Observations during the Appraisal Period for each teacher shall be conducted during the required days of instruction for students during the 2026-2027 school year subject to this Appraisal Calendar.

NOTE: No Formal Observations of a teacher shall be conducted on a day when that teacher is involved in district or state required testing or the day before a student holiday. Additionally, no formal observations in the two weeks following the day of completion of the T-TESS Orientation.

Goal-Setting and Professional Development Plan: The Goal-Setting and Professional Development Plan conference shall be held prior to the teacher submitting the plan to the teacher's appraiser. A completed and appraiser-approved Goal-Setting and Professional Development Plan shall be submitted no later than six weeks after Orientation.

Month	2026-27 Dates	Information
July/August 2026	July 30-Aug 7 August 10 August 10-21 August 24	-TTESS orientation for "New to GISD Teachers"/Refresher for Returning Teachers -First instructional day -First 2 weeks of school - excluded from formal observations -First day of formal observations of teachers
September 2026	September 4	-No formal observations of teachers (Labor Day Sept.7, 2026)
October 2026	October 9	-No formal observations (Fall Break Oct 12-16, 2026)
November 2026	November 2 November 20	-No formal observations (Student Holiday, Nov. 3, 2026) -No formal observations (Thanksgiving Break Nov. 23-27, 2026)
December 2026	December 18	-No formal observations (Winter Break Dec. 21, 2026 - Jan. 1, 2027)
January 2027	January 15	-No formal observations (MLK Day Jan. 18, 2027)
February 2027	February 12	-No formal observations (Student Holiday, Feb. 15, 2027)
March 2027	March 12	-No formal observations (Spring Break March 15-19, 2027)
April 2027	April 15 April 22	-No formal observations (Student/Staff Holiday April 16, 2027) -Last day for Summative Annual Conferences with Teachers
May 2027	May 6 May 27	-Last Day to Share Summative Annual Appraisal Report with Teachers -Last Day of Class for Students



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dianna Casper, Executive Director of Purchasing

Subject: Consider Approval of Purchase of Ink and Toner Cartridges (106-27)

Consent Agenda

Executive Summary:

This award will provide ink and toner cartridges for the District's small printers, ensuring staff have the supplies needed to support daily operations and instructional activities. Reviewed and approved by Dianna Casper, Executive Director of Purchasing, and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Ink and Toner Cartridges from the company, Beepsmart Communications Inc., DBA Smart Group Systems, provides the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Cooperative Purchase Contract

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

Recommended Motion for Action Items:

Move to approve Contract 106-27 Ink and Toner Cartridges as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$350,000

199 - General Fund



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
Dr. Jennifer DuPlessis, Assistant Superintendent of Safety & Operations

Subject: Consider Approval of Purchase of HVAC Equipment and Parts (214-27)

Consent Agenda

Executive Summary:

This award will provide the procurement of HVAC equipment and parts. Reviewed and approved by Dr. Jennifer DuPlessis, Assistant Superintendent of Safety & Operations, Dianna Casper, Executive Director of Purchasing, and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer for HVAC Equipment and Parts from the company Carrier Enterprise LLC, provides the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with One (1) Annual Renewal Option

Recommended Motion for Action Items:

Move to approve Contract 214-27 HVAC Equipment and Parts as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$150,000

199 - General Fund



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
Dr. Jennifer DuPlessis, Assistant Superintendent of Safety & Operations

Subject: Consider Approval of Purchase of HVAC Equipment and Services (214-27-01)

Consent Agenda

Executive Summary:

This award will provide the procurement of HVAC equipment and services, allowing access to additional resources to support our administrative and campus facilities. Reviewed and approved by Dr. Jennifer DuPlessis, Assistant Superintendent of Safety & Operations, Dianna Casper, Executive Director of Purchasing, and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer for HVAC Equipment and Services from the company Trane US Inc. provides the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year

Recommended Motion for Action Items:

Move to approve Contract 214-27-01 HVAC Equipment and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$150,000

199 - General Fund



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
Coleman Bruman, Executive Director, Secondary Teaching and Learning

Subject: Consider Approval of Purchase of Instructional Material, Supplies, Testing, and Equipment (302-26-03)

Consent Agenda

Executive Summary:

The Texas Education Agency (TEA) has modified the purchasing module of the Financial Accountability System Resource Guide to permit the use of an “Extended RFP Process”. This process is different from the traditional RFP process as it affords districts the ability to accept, evaluate, and award proposals as they are received throughout the term of the agreement. The benefits of this process allow the district to be more responsive to unforeseen and unexpected events that require compliance with purchasing law. Along with the benefits, TEA requires internal controls to ensure the process is used properly.

1. Local policy will dictate which purchases require approval by the Board of Trustees \$150,000 or greater in accordance with CH Local.
2. The standard procurement process should be used when possible.
3. The Purchasing Department, in conjunction with Committee(s), will establish guidelines to ensure all requirements listed in the Financial Accountability System Resource Guide are met. At a minimum, the following guidelines must be established:
 - ☐ Establish the categories in which responses will be received
 - ☐ Determine the frequency of reviewing and approving responses
 - ☐ Determine the criteria for accepting and rejecting responses
 - ☐ Review existing contracts to ensure the needs cannot be met with an existing contract.

By designing the extended RFP, we are adding additional vendors to continue creating a pool of awarded instructional material vendors that have been approved and vetted for Garland ISD campuses and departments. Reviewed and approved by Coleman Bruman, Executive Director Secondary Teaching and Learning, Dianna Casper, Executive Director of Purchasing, and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.



BOARD OF TRUSTEES AGENDA

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Instructional Materials, Supplies, Testing, and Equipment from the companies listed on Exhibit "A", provide the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

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

Recommended Motion for Action Items:

Move to approve Contract 302-26-03 Instructional Materials, Supplies, Testing, and Equipment as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$850,000

199 - General Fund

“Exhibit A”

RFP 302-26-03 Instructional Materials, Supplies, Testing, and Equipment

The district solicited 1137 vendors and received 9 responses

Baker and Petsche Publishing LLC

Demco Inc

Integral Mathematics Inc

Kaplan

Lakeshore Equipment Company

Luzviminda Malibiran

Savvas Learning Company LLC

School Specialty LLC

Transition Curriculum Inc



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
Joseph Figarelli, Director of Fine Arts

Subject: Consider Approval of Purchase of Fine Arts Temporary Staffing Personnel Services (345-25-01)

Consent Agenda

Executive Summary:

Fine Arts temporary staffing personnel services connect artists, designers, and other creative professionals with organizations that support our students within the fine arts realm who require short-term creative assistance. The service will allow our students to broaden their skill sets and maintain the competitiveness of our district for projects, events, or when students need specialized artistic skills.

The Texas Education Agency (TEA) has modified the purchasing module of the Financial Accountability System Resource Guide to permit the use of an “Extended RFP Process”. This process is different from the traditional RFP process as it affords districts the ability to accept, evaluate, and award proposals as they are received throughout the term of the agreement. The benefits of this process allow the district to be more responsive to unforeseen and unexpected events that require compliance with purchasing law. Along with the benefits, TEA requires internal controls to ensure the process is used properly.

1. Local policy will dictate which purchases require approval by the Board of Trustees - \$150,000 or greater in accordance with CH Local.
2. The standard procurement process should be used when possible.
3. The Purchasing Department, in conjunction with the Committee(s), will establish guidelines to ensure all requirements listed in the Financial Accountability System Resource Guide is met. At a minimum, the following guidelines must be established:
 - ☐ Establish the categories in which responses will be received
 - ☐ Determine the frequency of reviewing and approving responses
 - ☐ Determine the criteria for accepting and rejecting responses
 - ☐ Review existing contracts to ensure the needs cannot be met with an existing contract.

By designing the extended RFP, we are adding additional vendors to continue creating a pool of awarded temporary staffing vendors that have been approved and vetted for Garland ISD



BOARD OF TRUSTEES AGENDA

campuses and departments. This specific recommendation to award includes the addition of eighty-three (83) new companies. Reviewed and approved by Joseph Figarelli, Director of Fine Arts, Dianna Casper, Executive Director of Purchasing, and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Fine Arts Temporary Staffing Personnel Services (Extended) companies listed on "Exhibit A", provide the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

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

Recommended Motion for Action Items:

Move to approve Contract 345-25-01 Fine Arts Temporary Staffing Personnel Services (Extended) as presented to the Board of Trustees

Financial Impact and Funding Source:

Not to Exceed Amount: \$800,000

199 – General Funds

Exhibit A

RFP 345-25-01 Fine Arts Temporary Staffing Personnel Services

The District Solicited 790 Suppliers and Received 246 Responses

60 New Vendors being added

*Denotes New Award

Aiden Robert Butler*

Aimee Christine Lasasso

Alan Esquivel

Alayana Galarza

Alex Thode

Alexander Carr

Alicia Michele Colston

Allyson Galitz

Alondra Esperanza Nina Meneces

Amanda Rachelle Bullard

Amelia Icossipentarhos

Amy De Cola-Pearce*

Amy Mora

Andre M Canabou

Andrea Hinojosa*

Andrew Ray Daniel

Andrew Smit

Angela Sledge

Angelique Flores

Anthony Barrette

Anthony Breidi

Anthony Femath

Antonio Gabriel Estrada
Antuon Edgardo Lopez Leon
Aracely Isabel Marquez
Arnold Jackson Howard
Ashleigh Osborne
Ashley Kimberly Lizama
Aspenwood Music LLC
Austin Greene*
Bastian Wood
BC Band Solutions LLC
Benjamin Brown
Benjamin Charles Davis
Benjamin Katz
Benjamin Maughmer
Blaine Stewart
Bracane Company
Branda Tan Guedet Guepratte
Brandon Cameron
Brandon Jones
Breanne Brown
Brenden Johnson*
Brian Davis*
Brian B Peacock
Brian Joseph Moreno
Brienne Finnell*
Bryan O Smith*
Cadenza Inc.
Catherine Binkley
Cedric Josh Dario
Charles Chester

Charles Forsberg
Charity Hartweck*
Chloe A Hill
Christen Brooke Ancona
Christian Holzer
Christine Aeschbacher
Christopher Bradley Smith
Christopher McCarthy
Christopher Ryan Mehrafshan
Christy L Myers
Claudia Melissa Vera
Clifford E McClelland
Cody Hume*
Cody Newman
Colin Daniel Wells
Copeland James Merritt*
Corbin Montenegro
Cory Broom
Cynthia Kay Glenn
Dan L Evans
Danette Shine
Daniel Bartley
Daniel Ethan Moss
Daniel Morrison
David C Stone
David Chris Brown
David Franklin Dunham
Dedrick Marquis Linwood
Denise Elicia Stephens
Denise Holland

Derrick Shannon
Diane Herrmann
Diane Lea Camp
Diskriter Inc*
Dominick G Loyola
Donald Behne
Dorla Pryce Aparicio
Dorrie Seamans
Drew Prescott Lang
Dustin Barksdale
Ebenezer Zeli
Elijah Ramzy
Eliza Escalante
Elizabeth A Newton
Emiliano Cipriano Camarillo
Emma Graves
Erol K Oktay
Evelinda S Odem
Fernanda Rocha*
Field Dots LLC
Francisco Cuellar
Garth Gundersen*
Gary Monroe
Geneva Le
Grace Major
Grayson Aaron
Gregory White
Guadalupe A Martinez *
Gwenlyn Boley

Hadley Nicole Daffin

Helen Moscoso

Holly Bauschka dba Reeds by Holly*

Hyunsu Yoon

Ian Boggs

Isaac Rios

Ishan Rereddy

Jacob LaCambra*

Jacob Ramirez*

Jacqueline Rose Cabrera *

Jaiden Xijai Banks

Jamar Morrison

Janna L Talmon

Jason Lee Bentley

Jaylen Jackson

Jazmine Hampton

Jerry Whorton

Jeffery Bowling*

Jeffrey C Stone II

Jenelle Eberhard

Jennifer Harper

Jeremy Lindquist

Jervis Williams

Jocelyn Schimpf*

John Charron

John Michael Major*

John Richard Norine Jr

John Wayman*

Jonathan Weddle

Jordan Davenport

Julie Ann Allen

Julie D Moore

Jung Mour

K.C.'S Dance and Cheer Center Inc

Kaitlin Sanchez

Kaitlyn Neufeld

Kara C Wallace*

Katherine Jarrett*

Katie Adams

Kaytee Compton

Keith G. Adkins*

Keith Dunton*

Kellan Hickman

Kelly Boyett

Kelly Moss

Kelly Wykoff

Kelsey Reinhart

Kendall Dawn Jones

Kendra Hamblin

Kent Summerour Designs*

Kerrig Kelly*

Kevin L McNerney

Kevin Ray Sluder

Kevin Stone Lopez

Kevin Thomas

Khrystal L Mendonca

Kimbraly Mechelle Rodriguez

Kolet Bailey

Kristin Anne Correa

Kristopher Galbreath Designs*

Kyle F Easley

Kyra McCarty

Laine D Simonton

Laura Joye*

Laura Kidder

Laura Koehler

Lauren Jones*

Leslie Nunez

Lesly Salto

Levi Garret Chavis

Lindsay Pfaff

Lisa Baez*

Lisa H Dalton

Luke Vogt

Mackayla Lynn Deckert

MacKenzie Leigh Smileva

Madaleine Kazatsky

Marco Samperio*

Margaret Granado*

Mariah Helen Moscoso

Mark Andrade

Mark Everett Poole

Mark Mulligan

Mary Anne Clark

Mary English Shinn*

Mary Jane Phillips

Mason Daffinee*

Matthew Banks

Megan Holder*

Melanie Maree Moore*

Melody Katherine Villegas*

Michael D. Mathew*

Michael Park

Michael Swann

Michelle Howard Schwind

Michelle Rodges

Microphonic Designs LLC

Milan Le

Mildred Perez Hernandez *

Molly Robbins

Morgan Jenson

Moses Derr

Nadia Lamar

Nancy Shotts

Nia Lamar

Nicholas Munoz

Noah Bellamy Inc.

Noah Bonicelli

P31 Piano Service LLC

Paula Denise Lee May

Paula Jacqueline Baez

Penny Jackson Michalec*

Peter Jon Branham

Phillip Alvarado

Premier Pilgrim*

Quyen Phan*

Rachel Bowsher

Rachel Dodson
Rachel Sunita Smith
Rain Ponchos Plus
Randall C Hall
Rashaad Calaham
Reece Kingcade*
Rhythmic Wavelengths LLC
Rick Villarreal
Riley E Borklund*
Robert Harter
Roman Jakubas
Ruben Romero Galvan
Ryan Adamsons
Ryan Agard
Ryan Guerra
Ryan Lee Forkner *
Sabian F Carthen
Sabrina Martinez
Sabrina Patterson
Sadie Horton*
Sammi Paradice Hobbs
Samuel Carter Biggers Jr.
Sandra Shelley
Sarah E Siburt
Sarah Horn Wilder
Sarah N. Mitchell*
Scott A Eckert
Scott Taylor
Seong Deok Won*
Sharon K Bailey*

Shannon Carnley
Shawanna Rouse
Shayna Coyne
Sheeba Kalvin
Shelly M James
Sherilyn Stewart*
Silvia Marie Salinas
Skyler Campbell
Spencer Adam Mueller*
Spur Employment Inc*
Southeastern Career Apparel Inc.
Stage Corps LLC
Stefanie R Lopez
Stephanie Cearley
Stephanie Hause
Stephen Glenn Goins
Su Yin Chuang
Susan Gulley
Tandra Calhoun
Tanner Jones
Taylor Hernandez*
Taylor Fenner
Taylor Lott
Taylor Tucker
Terrie Preskitt
Terry Metzger
Thomas E Forgue
Thomas Herman Mims III
Ting-Wei Chang*
Timothy David Newburn II*

Timothy Doyle
Tykeem Rainey*
Tyron A Jones
Tyron Terrell Shaw
Vanessa Davis
Vento Music & Visual Design*
Vernon Edward Lewis Jr.
Victoria M Landor
Virginia Nino
Vivan Rodriguez
William Allen
Yadira Gonzalez
Zachary Worley
Zackary Ryan Palm
Zackary Travis



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
Tim Logan, Director of Transportation

Subject: Consider Approval of Increase in Awarded Amount for Fuel Quoting (7-26)

Consent Agenda

Executive Summary:

This increase will continue to maintain our district-wide fleet of buses, ensuring reliable transportation for students throughout the district. We are currently estimating a monthly spending of \$90,000, plus extra contingency funds. The increase will be sufficient for the remaining three (3) months of the contract term. Reviewed and approved by Tim Logan, Director of Transportation, Dianna Casper, Executive Director of Purchasing, and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Fuel Quoting from the companies listed on Exhibit "A", provide the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

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

Recommended Motion for Action Items:

Move to approve the increase to Contract 7-26 Fuel Quoting as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$850,000 Increase \$300,000 New Award \$1,150,000

199 - General Fund

EXHIBIT A
RFP 7-26 FUEL QUOTING

Mansfield Services Partners, LLC, dba SB Fleet Lube, LLC
Petroleum Traders Corporation
Senenergy Petroleum LLC

The district solicited 164 suppliers and received 4 responses, with one, No Award, due to deviations to Terms and Conditions.



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
John King, Director of Risk Management

Subject: Consider Approval of Increase in Awarded Amount for Property Insurance (363-26)

Consent Agenda

Executive Summary:

This increase provides property insurance coverage. To align the property insurance policy period with the District's liability insurance coverage, the current policy term was prorated to expire on August 31, 2026. The renewal premium for the policy period September 1, 2026, through August 31, 2027, is \$4,679,752. This premium reflects the addition of six of the seven Multi-Program Activity Centers to the property schedule, as well as the results of the District's current comprehensive property appraisal, which updated the insured property values. The additional funding above the quoted renewal premium will provide for the anticipated cost of insuring new bond-funded construction projects that will be completed and added to the property schedule during the policy year, as well as other incidental coverage adjustments and related expenses. Reviewed and approved by John King, Director of Risk Management, Dianna Casper, Executive Director of Purchasing, and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on August 11, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Property Insurance from the company, Texas Association of School Boards Risk Management Fund (TASB), provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: One (1) year with five (5) annual renewal options



BOARD OF TRUSTEES AGENDA

Recommended Motion for Action Items:

Move to approve the increase to Contract 363-26 Property Insurance as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$4,000,000 Increase \$950,000 New Award \$4,950,000

199 - General Fund



BOARD OF TRUSTEES AGENDA

Date: August 25, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
Joseph Figarelli, Director of Fine Arts

Subject: Consider Approval of Purchase of Musical Instruments, Parts, and Repair Services (345-27-02)

Action Item

Executive Summary:

This award consolidates two previously separate contracts for musical instrument purchases and instrument cleaning, maintenance, parts, and repair services into a single contract with the district's existing vendor. The table below provides a history of the contracts and shows how they have now been consolidated.

Board Approval Date	Purpose	Contract Number	Not To Exceed Amount
March 26, 2024	Musical Instruments and Supplies and Repairs	345-20-01	\$1,735,000
March 26, 2024	New Band instruments <i>Board-approved 10-year instrument replacement plan</i> <i>Year 3</i>	345-20-03	\$3,835,000

December 16, 2025 <i>Replaced contract originally approved March 26, 2024</i>	New Band instruments <i>Board-approved 10-year instrument replacement plan Year 4</i> AND Musical Instruments, Parts, and Repair Services	345-26-03	\$2,000,000
August 28, 2026	New Band instruments <i>Board-approved 10-year instrument replacement plan Year 5</i> AND Musical Instruments, Parts, and Repair Services	345-20-03	\$2,700,000

The \$2.7 million not-to-exceed amount represents the maximum contract authority and does not reflect a new or anticipated expenditure of that amount. Fine Arts' planned annual expenditures remain approximately \$2.1 million and are supported through existing approved budgets, including the Board-approved 10-year instrument replacement plan. The additional contract capacity provides flexibility for campus-funded purchases, cleaning and repairs, and unexpected cost increases without requiring the district to return to the Board solely to increase contract authority. All expenditures remain subject to available, approved budgets. Reviewed and approved by Joseph Figarelli, Director of Fine Arts; Dianna Casper, Executive Director of Purchasing; and Darrell Dodds, Deputy Superintendent.

A breakdown of the anticipated expenditures included within this contract is provided below.

Purpose	Funding Source	Estimated Amount
Band instruments	Board-approved 10-year instrument replacement plan (Year 5)	\$1,555,600
Orchestra instruments	Fine Arts Department budget	\$100,000

Instrument cleaning, maintenance, parts, and repair services	Fine Arts Department budget	\$400,000
Total District Planned Expenditures		\$2,055,600
Additional contract capacity for campus-funded needs and unexpected cost increases	Campus or other approved budgets	Up to \$644,400
Contract not-to-exceed amount		\$2,700,000

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Musical Instruments, Parts, and Repair Services from the companies listed in "Exhibit A", provide the best value to the Garland Independent School District.

New Award Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with Three (3) Annual Renewal Options

Recommended Motion for Action Items:

Move to approve the Increase to Contract 345-27-02 Musical Instruments, Parts, and Repair Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$2,700,000

199 - General Fund

Contract 345-27-02 Musical Instruments, Parts, and Repair Services

“Exhibit A”

Universal Melody Services LLC Db a Brook Mays Music H&H Music Fishburn Violin

Guitar Center Stores Inc db a Music and Arts

Wenger Corporation

Penders Music Company LLC

West Music CO

JW Pepper & Sons Inc