

CAUSE NO.: _____

KRISTIN GARCIA,

Plaintiff,

vs.

CARROLL INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES; and MICHELLE MOORE, in her capacity as Trustee and President of the Carroll Independent School District Board of Trustees; SHERI MILLS, in her capacity as Trustee of the Carroll Independent School District; DANNY GILPIN, in his capacity as Trustee of the Carroll Independent School District; TODD CARLTON, in his capacity as Trustee of the Carroll Independent School District; and DAVID ALMAND, in his capacity as Trustee of the Carroll Independent School District,

Defendants.

IN THE DISTRICT COURT *of*
TARRANT COUNTY, TEXAS
_____ DISTRICT COURT

**PLAINTIFF'S ORIGINAL MANDAMUS PETITION
(INCLUDING REQUEST FOR INJUNCTIVE RELIEF)
AND VERIFIED RULE 202 PETITION**

INTRODUCTION

“The liberties of a people never were, nor ever will be, secure, when the transactions of their rulers may be concealed from them.” Patrick Henry¹

The Texas Open Meetings Act (“Act”) was passed to obviate the need for lawsuits like this one. Because corruption thrives in secrecy, the Act is supposed to prevent government leaders from knowingly hiding official business from their constituents. But the Act failed to stop the Defendants from doing just that.

¹ Patrick Henry, Speech On the Expediency of Adopting the Federal Constitution, Delivered in the Convention of Virginia (June 9, 1788).

This case involves a matter of great public interest within one of Texas’s top-tier school districts—the Carroll ISD School District (“CISD” or “District”) in Southlake, Tarrant County, Texas. The so-called “Cultural Competence Action Plan” (“CCAP” or “Plan”)—which attempts to implement one of the most radical overhauls of a K through 12 school district in the history of Texas (and, perhaps, the country)—has ignited a firestorm of grassroots opposition. Tax-paying citizens have turned out in droves to make public comments at school board meetings; emailed their procedural and substantive concerns to school board trustees; written letters to the school board and city leadership requesting immediate cessation of all ultra vires implementation of the Plan; and submitted multiple “Open Records Act” requests to uncover the truth about what is happening behind closed doors. This lawsuit is the result of that search for truth.

What has come to light is a disturbing series of text messages initiated by Michelle Moore, the president of the CISD School Board of Trustees (“the School Board” or “Board”). These text messages unequivocally show that Ms. Moore created a walking quorum of the School Board to deliberate over how to proceed with the controversial Plan in the face of this groundswell of opposition. Their secret deliberations, evidenced by the text messages, are about official Board business and occurred outside of a properly noticed meeting. These actions constitute a blatant and knowing violation of the Texas Open Meetings Act.

This is a lawsuit to enforce the Texas Open Meetings Act. By this lawsuit, Plaintiff Kristin Garcia—a citizen, taxpayer, voter, concerned mother, and business woman—seeks to right these wrongs. First, she seeks a remedy for the School Board’s past Texas Open Meetings Act violations. Second, she seeks injunctive relief to prevent the School Board

from engaging in future violations. Third, she seeks a mandate from this Court to investigate other possible violations of the Texas Open Meetings Act that the School Board may have committed. Ultimately, Ms. Garcia wants to shed Texas sunshine on the hidden machinations of five School Board Trustees.²

DISCOVERY CONTROL PLAN

1. Plaintiff intends to conduct discovery in this lawsuit pursuant to a Level Two Discovery Control Plan. Tex. R. Civ. P. 190.3.

PARTIES

2. Plaintiff Kristin Garcia is a taxpayer, voter, concerned mother of three Carroll ISD students, and business woman who resides in Southlake, Tarrant County, Texas. The last three numbers of Ms. Garcia's driver's license are 901. The last three numbers of Ms. Garcia's social security number are 540.
3. Carroll ISD is the public school system for Southlake, Texas. It consists of "11 schools serving more than 8,500 students and 1,100 employees."³ For the current tax year, Carroll ISD had a total tax rate of \$1.300.⁴ This means that residents of Southlake, like Ms. Garcia, pay \$1.30 "per \$100 of taxable [real] property valuation"⁵ in order to educate Southlake's children through the Carroll ISD. By example, with a homestead exemption that deducts \$25,000 from the value of real property,⁶ Carroll ISD taxes a resident who owns a \$250,000 home in Southlake a total

² United States Senator John Cornyn, in describing the Texas Open Meetings Act, once said "I am pleased to report that Texas is known for having one of the strongest set of open government laws in our Nation . . . I have long believed that our federal government could use 'a little Texas sunshine.'" See <https://fas.org/sgp/congress/2005/s589.html> (last visited September 1, 2020).

³ "About Carroll ISD," located at <https://www.southlakecarroll.edu/domain/95> (last visited August 29, 2020).

⁴ "CISD Tax Rate," located at <https://www.southlakecarroll.edu/Page/601> (last visited August 29, 2020).

⁵ "Texas Public Education Funding Sources," located at <https://comptroller.texas.gov/economy/fiscal-notes/2019/jan/funding.php> (last visited August 29, 2020).

⁶ "CISD Tax Rate," located at <https://www.southlakecarroll.edu/Page/601> (last visited August 29, 2020).

of \$2,925 each year. Carroll ISD has budgeted to collect and spend over \$100 million from these “local and intermediate sources” (i.e., taxes) for the 2019-2020 budget year.⁷ The Carroll ISD Board may be served by and through its president, Michelle Moore, at 2400 North Carroll Avenue, Southlake, Texas 76092. Service of process is requested at this time.

4. Michelle Moore is the President of the Board of Trustees of Carroll ISD. She may be served at 2400 North Carroll Avenue, Southlake, Texas 76092. Service of process is requested at this time.
5. Sheri Mills is a member of the Board of Trustees of Carroll ISD. She may be served at 2400 North Carroll Avenue, Southlake, Texas 76092. Service of process is requested at this time.
6. Danny Gilpin is a member of the Board of Trustees of Carroll ISD. He may be served at 2400 North Carroll Avenue, Southlake, Texas 76092. Service of process is requested at this time.
7. Todd Carlton is a member of the Board of Trustees of Carroll ISD. He may be served at 2400 North Carroll Avenue, Southlake, Texas 76092. Service of process is requested at this time.
8. David Almand is a member of the Board of Trustees of Carroll ISD. He may be served at 2400 North Carroll Avenue, Southlake, Texas 76092. Service of process is requested at this time.

⁷ “2019-2020 Budgeted Local Maintenance Revenues,” located at <https://www.southlakecarroll.edu/cms/lib/TX02219131/Centricity/Domain/47/2019-2020%20Budgeted%20Local%20Maintenance%20Revenue.xlsx> (last visited August 29, 2020).

JURISDICTION AND VENUE

9. As more specifically described below, the defendant Board Members have violated (and are likely continuing to violate) the Texas Open Meetings Act. Such violations have occurred (and will occur) in Tarrant County, Texas. This Court has jurisdiction over the Carroll ISD Board, a school district located within the geographic jurisdiction of this Court, and has subject matter jurisdiction over violations of the Texas Open Meetings Act that have occurred and will occur in Tarrant County. *See* Tex. Gov't Code § 551.142. For the same reasons, this Court has jurisdiction over the individual Board members.
10. The Court has jurisdiction over Plaintiff's Verified Rule 202 Petition pursuant to Texas Rule of Civil Procedure 202.1.
11. Venue is mandatory in this Court because the Carroll ISD Board is a "political subdivision" located entirely in Tarrant County. *See* Tex. Civ. Prac. & Rem. Code § 15.0151. Venue is also proper in this Court because Tarrant County is the county in which all of the events or omissions giving rise to both Counts of this Petition occurred. *See* Tex. Civ. Prac. & Rem. Code § 15.002(a). Venue is also proper in this Court under Rule 202.2 because all of the witnesses, from whom Plaintiff seeks testimony and discovery, reside in Tarrant County. *See* Tex. R. Civ. P. 202.2 (b).

FACTUAL SUMMARY

12. Ms. Garcia incorporates each of the preceding paragraphs as if fully set out herein.
13. At all times relevant, the Carroll ISD Board of Trustees consists of seven individuals: Michelle Moore (President), Todd Carlton (Vice President), David Almand (Secretary), Danny Gilpin, Sheri Mills, Matt Bryant, and Eric Lannen. Thus, it is

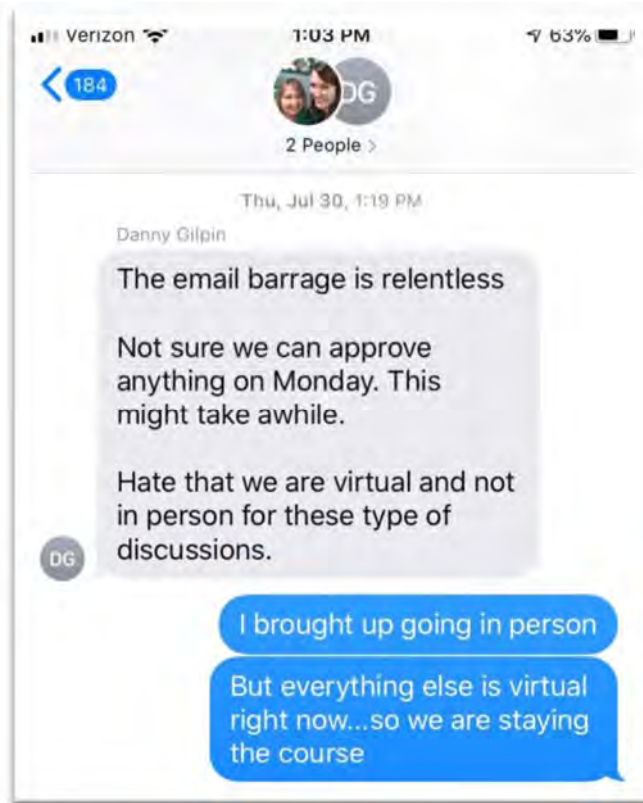
important to remember that a quorum for the Board would be obtained by assembling—whether in person or electronically—four or more of its members. As described below, Ms. Moore’s quorum consisted of five members, including herself.

14. Ms. Moore does not appear to have included School Board Trustees Matt Bryant and Eric Lannen in the deliberations via text messages. As such, Mr. Bryant and Mr. Lannen are not included as defendants in this lawsuit.
15. The Carroll ISD Board of Trustees held a virtual meeting on August 3, 2020 at 4pm Central time. One of the items on the agenda for the meeting was the “District Diversity Council / CISD Cultural Competence Action Plan Presentation.”⁸ A true and correct copy of the public agenda for that meeting is attached as Exhibit 1. A true and correct copy of the draft “Cultural Competence Action Plan” as presented at the August 3rd meeting of the Board is attached as Exhibit 2. Hereafter, Exhibit 2 will be referred to as “the Plan.”
16. The agenda only set out that the Plan item was a “presentation.” *See* Exhibit 1 at ¶ 5 (“5. A. District Diversity Council / CISD Cultural Competence Action Plan Presentation – Pam Francis, Eric Ransom, Tyisha Nelson, Dr. Janet McDade”). There was no indication on the agenda that the Plan would be reviewed or that the Board would vote on it for approval, acceptance, or rejection. *Id.* Nor was there any indication on the agenda that the Board would vote to hold a series of workshops for clarity on the Plan. *Id.* This is in contrast to the Student Code of Conduct and

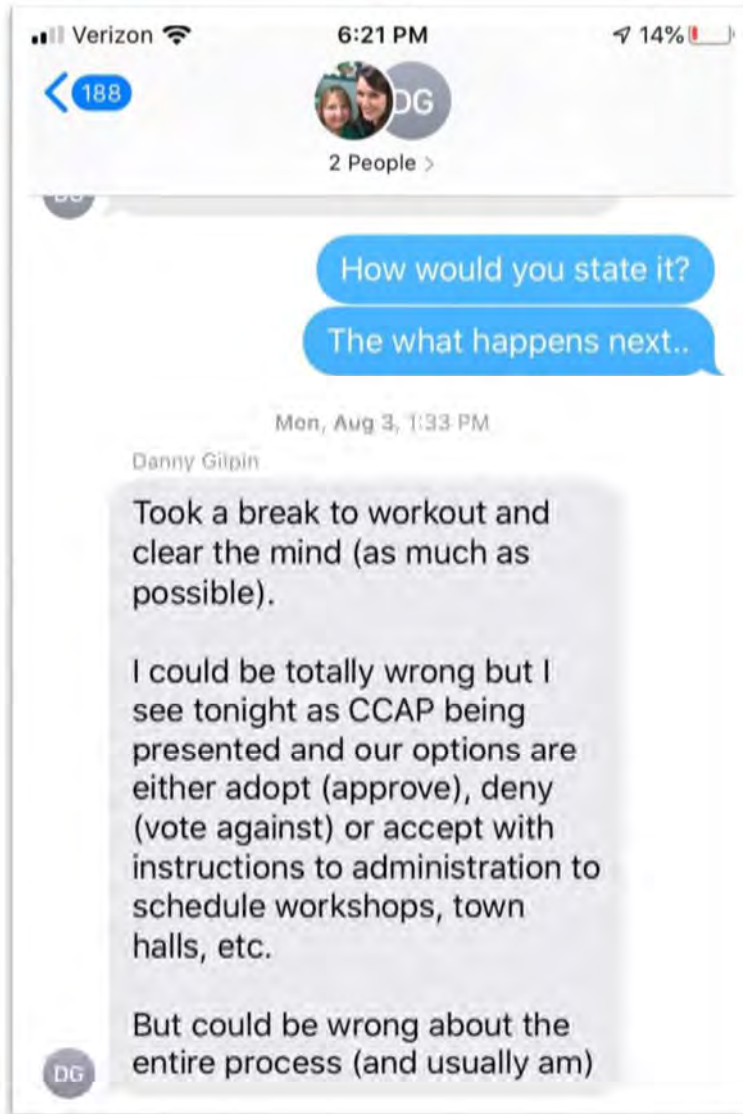
⁸ August 3, 2020 at 4:00 PM - Regular Meeting, available at <https://meetings.boardbook.org/Public/Agenda/1469?meeting=340103> (last visited August 29, 2020).

Student Handbook (Item 8A on Exhibit 1), which was to be “Consider[ed] for Approval” at the very same meeting. *Id.* at ¶ 8 (“8.A. Consider for Approval the 2020-21 Student Code of Conduct and Student Handbook”).

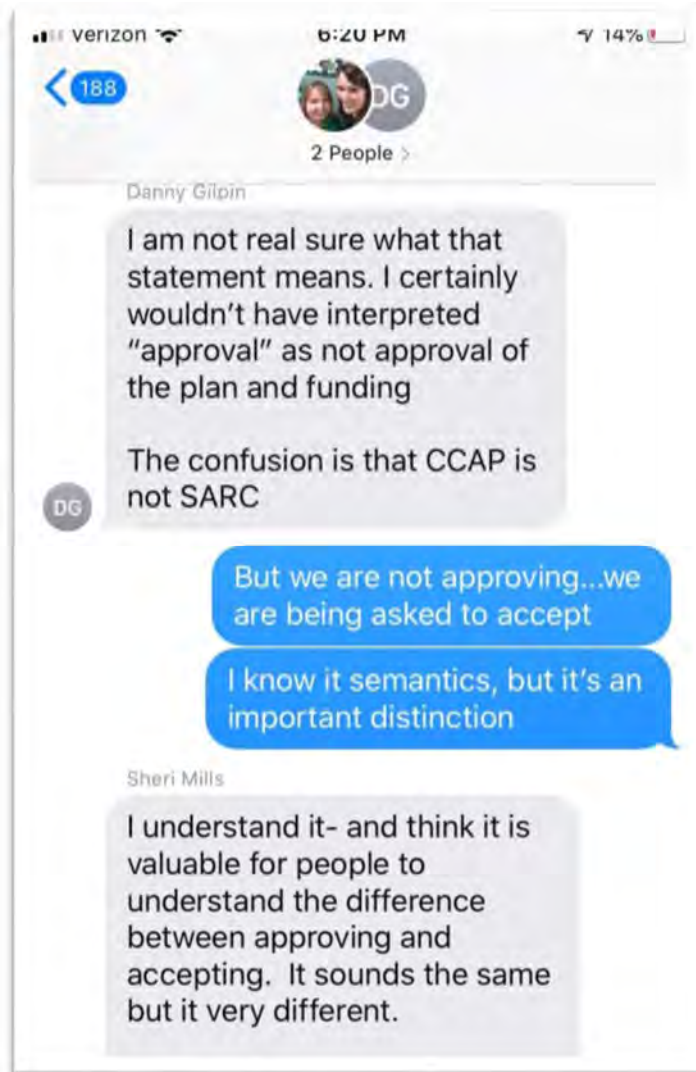
17. In fact, in the agenda’s supplemental materials, the Plan was listed only as a “DRAFT” and was designated as such on every page of the Plan. *See* Exhibit 2. There was no indication given anywhere in the “DRAFT” Plan that this document should be considered the final proposal for the Board’s ultimate consideration and/or vote. *Id.*
18. However, prior to the August 3rd meeting, Ms. Moore began privately communicating with select members of the Board to deliberate and decide what action to take on the “DRAFT” Plan. Indeed, Ms. Moore assembled a quorum of Board members—consisting of Ms. Moore, Ms. Mills, Mr. Gilpin, Mr. Carlton, and Mr. Almand—to engage in secret deliberations via text messages concerning the Plan. These deliberations centered on off-agenda actions—including how to move the Plan forward to an ultimate vote—to be taken by the Board on the Plan at the August 3rd meeting. Further demonstrating the fact that secret deliberations had already been conducted—either orally, electronically or both—Ms. Moore excluded Board members Bryant and Lannen from her private deliberations with the other Board members she obviously trusted.
19. In a text message a few days before the August 3rd meeting, Ms. Moore privately communicated with Mr. Gilpin and Ms. Mills:



20. As stated in his text message, Mr. Gilpin referenced the “relentless” “email barrage” from members of the community in opposition to the Plan. He stated that he was “not sure”—given the overwhelming public backlash against the Plan—that the Board could “approve anything on Monday.” Mr. Gilpin wrote that message on July 30, 2020—days before the Board’s August 3rd meeting.
21. The same three Board members—Ms. Moore, Mr. Gilpin, and Ms. Mills—communicated again in private at 1:33pm on August 3rd—just prior to the beginning of the School Board meeting at 4pm that same day. While recognizing that he is “usually wrong” on the “entire process,” Mr. Gilpin laid out his recommendations for potential official actions to be taken at that night’s meeting with respect to the Plan. He described the Board Members’ “options,” with respect to the Plan, were to “adopt,” “deny,” or “accept with instructions”:

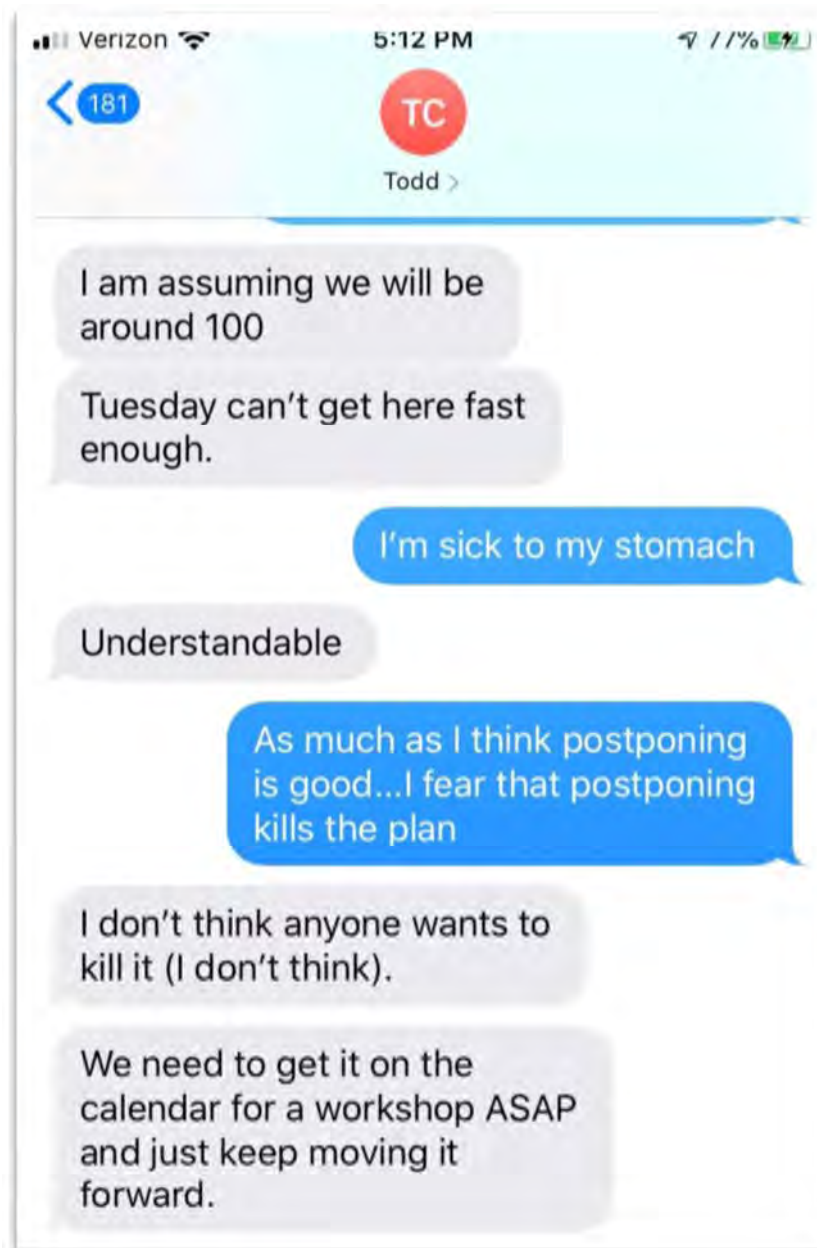


22. The same three Board members—Ms. Moore, Mr. Gilpin, and Ms. Mills—had further private text message communications regarding the various off-agenda actions the Board could take regarding the Plan:



23. In those communications, Ms. Moore expressed her view that a way to make the Board’s action more palatable was to change the wording, even though it was just “semantics.” She asserted there is an “important distinction” between “approving” the Plan and “being asked to accept” the Plan. But Ms. Mills asserted that “It sounds the same but it [is] very different.”
24. Widening the net to achieve a quorum, Ms. Moore included School Board Vice President Todd Carlton in her deliberations about the actions to be taken with respect to the Plan. She even indicated that she thought “postponing [the vote] is

good” but might “kill[] the plan” which was apparently unacceptable and caused her “fear”:



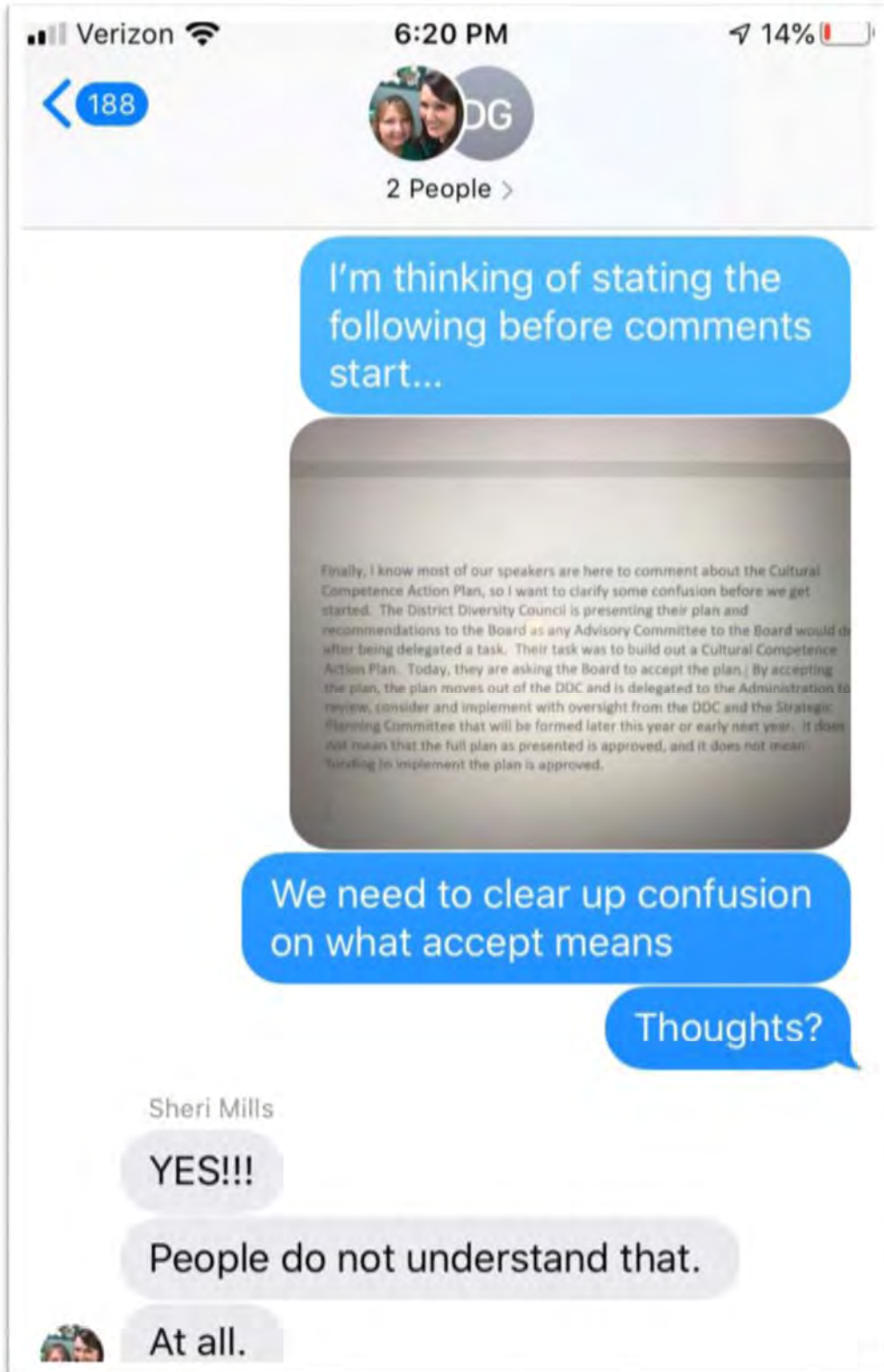
25. In another private communication with Ms. Mills, just hours before the August 3, 2020 meeting, Ms. Moore expressed her “second thoughts” on the Plan. Ms. Mills responded that she “loved Danny’s suggesting of [taking the off-agenda action of] accepting” the Plan:



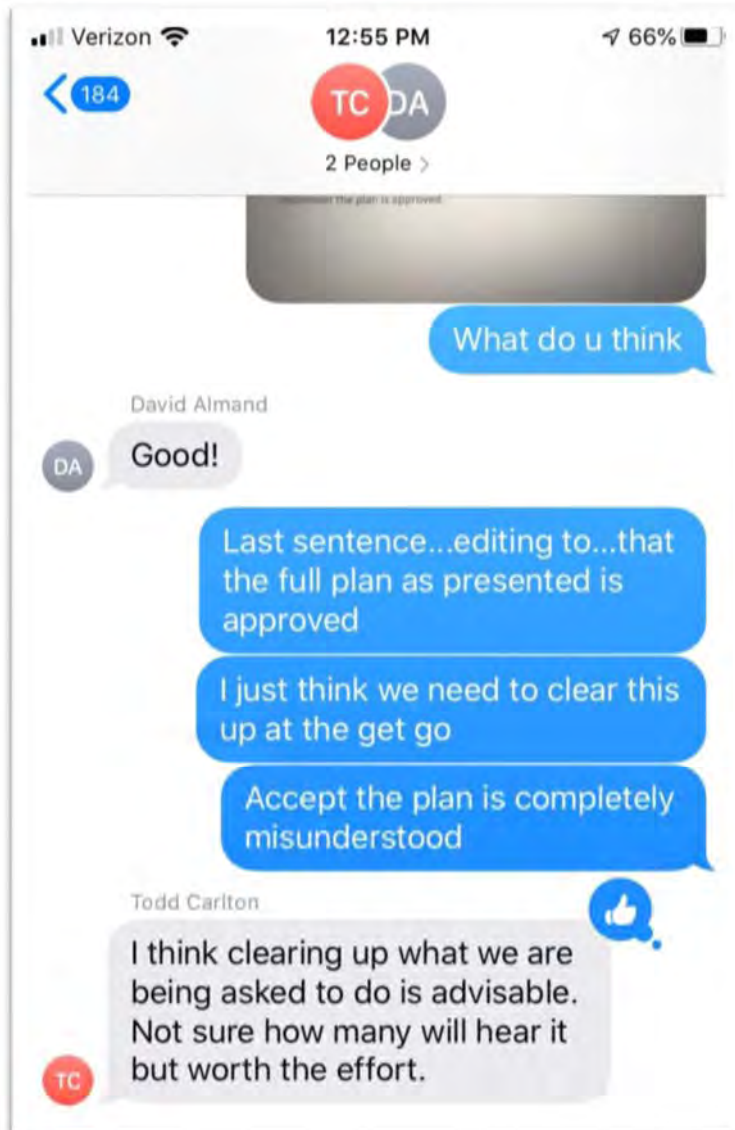
26. Ms. Moore, Ms. Mills, and Mr. Gilpin repeatedly expressed to each other in private text messages their concern and frustration with the amount of public backlash the Plan had provoked. Apparently frustrated by hearing from his constituents about their overwhelming opposition to the Plan, Mr. Gilpin said the Board would be “lucky” if it only had to receive 25 public comments. Ms. Mills responded with her hope that the Wi-Fi in Wyoming (from where she attended the meeting remotely) would “suck.” These Board members were clearly aware of—and both lamented and disregarded—the amount of public opposition to the Plan:



27. Likely because of the overwhelming public opposition to the Plan, Ms. Moore was concerned about the opening remarks that she would make regarding the Plan prior to the public comment period at the Board meeting. Consequently, she privately sought out advice and revisions from trusted Board members, whom she could count on to take the pre-ordained and off-agenda action of accepting the Plan. Again, in private text messages with Mr. Gilpin and Ms. Mills, Ms. Moore went so far as to provide them a draft of her opening remarks—which further confirm the existence of secret deliberations among a quorum that had already agreed to take the off-agenda action of accepting the Plan— and received their response to the substance of those remarks:



28. Ms. Mills responded with “YES!!!” to the substance of the remarks and indicated her belief that “people” (presumably her constituents) did not “understand,” “[a]t all” what accepting the Plan would mean. But what is clear from Ms. Moore’s prepared statement is this: Ms. Moore knew that the Plan would be accepted well before the Board votes were cast to accept the Plan.
29. Ms. Moore then privately communicated via text message with Mr. Almand and Mr. Carlton to obtain their approval of her prepared statement to be delivered prior to the public comment period at the Board meeting. With these texts, Ms. Moore assembled a five-Board-member quorum to confirm their secret decision to take the off-agenda action of “accepting” the Plan at the August 3rd meeting:



30. Mr. Almand responded that he thought the idea of accepting the plan, as laid out by Ms. Moore was “Good!” Mr. Carlton, echoing Ms. Mills’ assumptions about the lamentable ignorance of their constituents, indicated that the effort of explaining what these members had decided to do was “advisable” and “worth the effort” even though he was unsure “how many will hear it.”
31. As noted above, the Board is comprised of seven trustees. Four members constitute a quorum. These private communications between Board president Ms. Moore and

her trusted Board members (Ms. Mills, Mr. Gilpin, Mr. Almand, and Mr. Carlton) demonstrate that five members of the Board not only secretly deliberated on the procedure to address the Plan but voted to “accept” the Plan—all before the August 3rd Board meeting ever commenced. The fix was in.

32. The August 3rd Board meeting went ahead as secretly planned by Ms. Moore, Ms. Mills, Mr. Gilpin, Mr. Almand, and Mr. Carlton. Unsurprisingly, after the Plan was presented, as set out in the Board agenda, the five Board members who are Defendants in this action, took the off-agenda action of voting to accept (or “receive”) the Plan—as they had previously decided to do in their private deliberations. A true and correct copy of the draft minutes from the August 3rd meeting are attached as Exhibit 3. Defendants also took the off-agenda action of “direct[ing] the administration to hold a series of workshops for clarity on” the Plan. *See* Exhibit 3 at “Item 5.”
33. A true and correct copy of all of the text messages excerpted above are attached in their entirety, as Exhibit 4, as produced by Ms. Moore after the August 3rd Board meeting in response to a request pursuant to the Texas Open Records Act. Those messages are incorporated as if fully set out herein.
34. Importantly, Ms. Mills was served a Texas Open Records Act request for her text message communications, and, in responding to such request, Ms. Mills claimed that she had none. *See* Exhibit 5. But Ms. Moore’s text messages show texts to and from Ms. Mills. *See* Exhibit 4. Thus, Ms. Mills’ claim that she has no texts is either false or she has deleted evidence. Either way, Ms. Mills is secreting her text communications because they would further confirm one or more violations of the Texas Open Meetings Act.

COUNT ONE
Violation of the Texas Open Meetings Act
Private Deliberations and Voting

35. Any interested person may bring an action to remedy a violation of the Texas Open Meetings Act. Tex. Gov't Code Ann. § 551.142(a). As a taxpayer and mother of three Carroll ISD students, Ms. Garcia is interested in remedying the Defendants' violation of the Texas Open Meetings Act.
36. A school district board of trustees, such as the Carroll ISD Board of Trustees, is a governmental body subject to provisions of the Texas Open Meetings Act. Tex. Gov't Code. § 551.001(3)(E).
37. As such, the Carroll ISD Board of Trustees is required to meet in a manner that is open to the public. Tex. Gov't Code. § 551.001(3)(E). This includes deliberations on matters before the Board and certainly includes decisions on official actions the Board takes.
38. According to the law, a "deliberation" is "a verbal or written exchange between a quorum of a governmental body, or between a quorum of a governmental body and another person, concerning an issue within the jurisdiction of the governmental body." Tex. Gov't Code § 551.001(2).
39. The Board action with respect to the Plan, and the Plan itself is an issue within the Board's jurisdiction.
40. A Board trustee violates the law when she engages in a series of communications that constitute fewer than a quorum of members but the members engaging in the series of communications constitute a quorum of members, knows this would constitute a quorum, and engages in deliberation with those members. Tex. Gov't Code § 551.143(a).

41. Any action taken in violation of the Texas Open Meetings Act is voidable. Tex. Gov't Code § 551.141.
42. The private messages set out above in Paragraphs 10 through 26 above detail “deliberations” within the purview of the Texas Open Meetings Act.
43. Defendants violated the Texas Open Meetings Act when they deliberated in a forum that was not open to the public.
44. Defendants violated the Act when they took action (i.e., cast their votes) in a forum that was not open to the public.
45. All of the actions that Defendants took in violation of the Act are voidable and Ms. Garcia brings this action, by mandamus, to undo and remedy these violations.

COUNT TWO
Violation of the Texas Open Meetings Act
Public Notice of Meetings

46. When the Board meets, it “shall give written notice of the date, hour, place, and subject of each meeting held...” Tex. Gov't Code § 551.041.
47. As public interest in an item increases, the public notice must become more specific. *Point Isabel I.S.D. v. Hinojosa*, 797 S.W.2d 176, 180 (Tex.App.—Corpus Christi 1990, writ denied); *Finlan v. City of Dallas*, 888 F. Supp. 779, 790 (N.D. Tex. 1995).
48. Although notice is sufficient if it would alert a reader to the fact that some action would be taken, notice is insufficient if it does not indicate action is contemplated. *Markowski v. City of Marlin*, 940 S.W.2d 720, 725 (Tex. App.—Waco 1997, no writ).
49. Here, there was overwhelming public interest in the Plan in the days leading to the August 3, 2020 meeting. For example, Mr. Gilpin’s private messages with Ms.

Moore, excerpted above, confirm significant public interest with the statement the “email barrage is relentless.” The Defendants even discussed among themselves their surprise and frustration with the volume of communications that they were receiving from their constituents. Those texts also demonstrate the Defendants’ collective efforts to defeat the will of their constituents through secret deliberations to guarantee the pre-ordained vote to accept the Plan.

50. The notice for the August 3, 2020 only set out that the Plan would be “presented.” The notice did not sufficiently set out that action that would be taken on the Plan—whether to accept, reject, or approve the Plan. Yet, the private messages among the Board members plainly show that they intended to take the off-agenda action of accepting the Plan all along.
51. Defendants violated the Open Meetings Act when they took that off-agenda action at a meeting that did not sufficiently apprise the public of the subject of the meeting.
52. All of the actions Defendants took in violation of the Act are voidable and Ms. Garcia brings this action, by mandamus, to undo and remedy these violations.

COUNT THREE
Verified Rule 202 Petition

53. Ms. Garcia, as Petitioner, incorporates herein by reference each of the preceding paragraphs. Ms. Garcia seeks to obtain discovery pursuant to Rule 202 of the Texas Rules of Civil Procedure “to investigate a potential claim or suit.” Tex. R. Civ. P. 202.1(b).
54. In light of the flagrant violation of the Texas Open Meetings Act as set out above, Ms. Garcia seeks additional discovery to investigate other potential violations that

members of the Carroll ISD Board of Trustees may have committed. Tex. R. Civ. P. 202 (d)(2) & (e).

55. A separate lawsuit is not specifically anticipated at this time but will be filed (or, alternatively, Count One above will be amended) in the event that other violations of the Texas Open Meetings Act are uncovered.
56. Pursuant to Rule 202.2(g), Petitioner seeks to depose the following persons subject to this Court's Order on the basis of Rule 202:

a. Michelle Moore

2400 North Carroll Avenue
Southlake, Texas 76092
(817) 949-8222

Substance of expected testimony: Communications among Board members related to (1) issues before the Board; and (2) votes or other official action the Board would take on matters within the Board's jurisdiction.

Petitioner's reasons for desiring to obtain the testimony: to investigate other violations of the Texas Open Meetings Act.

b. Sheri Mills

2400 North Carroll Avenue
Southlake, Texas 76092
(817) 949-8222

Substance of expected testimony: Communications among Board members related to (1) issues before the Board; and (2) votes or other official action the Board would take on matters within the Board's jurisdiction.

Petitioner's reasons for desiring to obtain the testimony: to investigate other violations of the Texas Open Meetings Act.

c. Todd Carlton

2400 North Carroll Avenue
Southlake, Texas 76092
(817) 949-8222

Substance of expected testimony: Communications among Board members related to (1) issues before the Board; and (2) votes or other official action the Board would take on matters within the Board's jurisdiction.

Petitioner's reasons for desiring to obtain the testimony: to investigate other violations of the Texas Open Meetings Act.

d. David Almand

2400 North Carroll Avenue
Southlake, Texas 76092
(817) 949-8222

Substance of expected testimony: Communications among Board members related to (1) issues before the Board; and (2) votes or other official action the Board would take on matters within the Board's jurisdiction.

Petitioner's reasons for desiring to obtain the testimony: to investigate other violations of the Texas Open Meetings Act.

e. Danny Gilpin

2400 North Carroll Avenue
Southlake, Texas 76092
(817) 949-8222

Substance of expected testimony: Communications among Board members related to (1) issues before the Board; and (2) votes or other official action the Board would take on matters within the Board's jurisdiction.

Petitioner's reasons for desiring to obtain the testimony: to investigate other violations of the Texas Open Meetings Act.

57. The likely benefit of allowing these requested depositions to investigate a potential claim outweighs the burden or expense of the procedure because the scope of discovery for Counts One and Two already includes violations of the Texas Open Meetings Act. As a result: (1) discovery of other violations in this action is the more efficient route; (2) one Board member, Ms. Mills, has indicated that she does not have text messages when another, Ms. Moore, has produced text messages of Ms. Mills— so evidence of one or more violations may be spoliated or otherwise se-creted if Petitioner is required to delay; (3) the benefit of these depositions will further the purposes of the Texas Open Meetings Act; and (4) Defendants have established a clear pattern of both ignoring their obligations pursuant to the Texas

Open Meetings Act and dismissively viewing the communications of their constituents thus supporting the belief that other violations have occurred or are occurring or will continue to occur.

CONDITIONS PRECEDENT

58. All conditions precedent to Plaintiff's claims for relief herein have been performed or have occurred.

REQUEST FOR RELIEF

59. As a Plaintiff with respect to Counts One and Two, Ms. Garcia respectfully requests that this Court, upon final disposition of this matter, enter judgment against the Defendants for the following relief:

- a. A declaration voiding all actions taken in violation of the Open Meetings Act;
- b. Plaintiff's costs of litigation and reasonable attorney's fees incurred in bringing this suit pursuant to Tex. Gov't Code § 551.142;
- c. A return of all funds expended in any meeting that occurred in violation of the Texas Open Meetings Act;
- d. Injunctive relief to stop Ms. Moore and her trusted Board members from engaging in any further violations of the Texas Open Meetings Act, including Court oversight of all future electronic communications between Ms. Moore, Ms. Mills, Mr. Gilpin, Mr. Almand, and/or Mr. Carlton concerning Board business, relating or pertaining (either directly or indirectly) to the Plan; and
- e. All other relief to which Plaintiff may appear entitled.

60. As a Rule 202 Petitioner with respect to Count Two, Ms. Garcia respectfully requests that after she has perfected service and notice as provided in Rule 202.3 of the Texas Rules of Civil Procedure, this Court hold a hearing on this Verified Rule 202 Petition and upon said hearing issue an order for the depositions of Michelle Moore, Sheri Mills, Danny Gilpin, David Almand, and Todd Carlton, for such other and further relief to which Petitioner may be entitled.

Respectfully submitted,

/s/ H. Dustin Fillmore, III

H. Dustin Fillmore, III
State Bar No. 06996010
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ATTORNEYS FOR KRISTIN GARCIA

VERIFICATION

STATE OF TEXAS :

COUNTY OF TARRANT :


BEFORE ME, the undersigned authority, on this day personally appeared KRISTIN GARCIA, known to me to be the person whose name is subscribed to the foregoing, who, after being first duly sworn, stated as follows:

"My name is Kristin Garcia. I am over the age of eighteen, I have never been convicted of a felony, and am capable of making this verification.

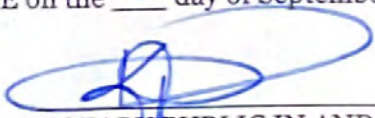
I am the Plaintiff and Petitioner in this matter.

I have read the foregoing Plaintiff's Original Mandamus Petition (Including Request for Injunctive Relief) and Verified Rule 202 Petition. All facts stated in support of my Rule 202 Petition are true and correct based upon my personal knowledge or information and belief.

Further, the affiant sayeth not."


KRISTIN GARCIA

SWORN TO AND SUBSCRIBED BEFORE ME on the 2 day of September, 2020.


NOTARY PUBLIC IN AND FOR THE
STATE OF TEXAS

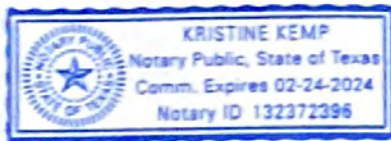


EXHIBIT 1

View Options:

Show Everything

Presenter

Description

Attachments

Hide Everything

August 3, 2020 at 4:00 PM - Regular Meeting

Video/Audio Conferencing Notice: Pursuant to the Governor Abbott's Temporary Suspension of Open Meetings Laws issued on March 16, 2020 this meeting will be conducted via video conference/audio conference which will be audible to the Board and public and allow for two-way communication during Public Comments. The Board President, presiding officer or trustees will not be physically present at one location but a quorum will be required for the meeting on the videoconference. The public may access this meeting by clicking on the following link: <https://www.southlakecarroll.edu/Page/3192> (<https://www.southlakecarroll.edu/Page/3192>) and clicking "JOIN". A password is not required. An electronic copy of the agenda packet may be viewed at the following link <https://www.southlakecarroll.edu/domain/80> (<https://www.southlakecarroll.edu/domain/80>). A recording of the meeting will be available for viewing on the District's website. Attached is a link to a public comments form that must be completed and emailed to Barbara Yelton at: barbara.yelton@southlakecarroll.edu (<mailto:barbara.yelton@southlakecarroll.edu>) prior to the beginning of the meeting and no later than 8:00 a.m. on August 3, 2020 if you wish to address the Board of Trustees on an agenda or non-agenda topic for Regular Board Meetings or an agenda item at a Special Board Meeting. The President or designee will call for public comments at the beginning of the meeting and state the name of each person who has signed up to address the Board. All other public comment rules will be followed. After the close of public comment, the Board will proceed with the rest of the agenda that may be viewed or heard by the public online or on the phone OR, all public comments shall be submitted in writing and distributed to the Board of Trustees for consideration, so please note your comments on the form.


Agenda

1. CALL TO ORDER AND ESTABLISH QUORUM

2. PLEDGES OF ALLEGIANCE/MOMENT OF SILENCE

3. PUBLIC COMMENTS


Attachments:

 8.3.20 REGULAR BOARD MTG, GENERAL PUBLIC COMMENTS SIGN UP FORM - VIDEOCONFERENCE MEETING (/Documents/FileViewerOrPublic/1469?file=41b0cf92-fec8-448d-8fd8-4c950ce1474c&isFromMeeting=True)
7/30/2020 at 5:28 PM

4. FINANCIAL SERVICES

4.A. Call Public Meeting to Discuss 2020-2021 Budget and Proposed Tax Rate


Attachments:


 Synopsis Call Public Meeting to Discus 2020-2021 Budget & Proposed Tax Rate (/Documents/FileViewerOrPublic/1469?file=1163ea05-fbcb-421b-a38c-189b618bdd89&isFromMeeting=True)
7/29/2020 at 10:42 AM

5. STUDENT SERVICES

5.A. District Diversity Council / CISD Cultural Competence Action Plan Presentation - Pam Francis, Eric Ransom, Tyisha Nelson, Dr. Janet McDade

Attachments:

 Board Synopsis-Cultural Comptence Action Plan (/Documents/FileViewerOrPublic/1469?file=862e655d-be6d-4b1e-b70c-fc301b2d7c2b&isFromMeeting=True)
7/29/2020 at 5:42 PM

 Cultural Competence Action Plan DRAFT - July 9 2020 (/Documents/FileViewerOrPublic/1469?file=c903565f-e339-4e07-a36a-0cf913959462&isFromMeeting=True)
7/29/2020 at 5:42 PM

6. PRESIDENT'S REPORT

6.A. Committee Reports

7. SUPERINTENDENT'S REPORT


7.A. COVID-19 / Fall Planning Update


7.B. Announcement of New Elementary Math & Science Curriculum Coordinator

8. STUDENT SERVICES

8.A. Consider for Approval the 2020-21 Student Code of Conduct and Student Handbook

Attachments:

 Board Synopsis Student Handbook and SCOC 8.3 (/Documents/FileViewerOrPublic/1469?file=b649b220-2031-4b54-83bb-5c6a1e384161&isFromMeeting=True)
7/30/2020 at 2:54 PM


 SCOC 2020-2021 Overview of Changes FINAL (/Documents/FileViewerOrPublic/1469?file=235264e4-9d22-409d-96c5-7174f6df8a66&isFromMeeting=True)
7/30/2020 at 3:30 PM

 SCOC 2020 Revisions FINAL (/Documents/FileViewerOrPublic/1469?file=a9e25f25-e472-4beb-8342-965b757e4dab&isFromMeeting=True)
7/30/2020 at 3:30 PM

9. ADMINISTRATIVE SERVICES

9.A. Combination Oven Replacements at Eubanks Intermediate School, Dawson Middle School, and Old Union Elementary School


Attachments:

 Synopsis -Replace Combi Ovens at DMS OUES and EIS (/Documents/FileViewerOrPublic/1469?file=a6b7ba9d-dd96-449c-85c4-092794e146c7&isFromMeeting=True)
7/29/2020 at 10:43 AM

10. CONSENT AGENDA


10.A. Minutes - July 20, 2020 Regular Board Meeting

Attachments:

 Board Minutes 7.20 (/Documents/FileViewerOrPublic/1469?file=ffd4efdd-6db5-4cab-90f0-f2c3d52eb741&isFromMeeting=True)
7/23/2020 at 1:45 PM


10.B. Minutes - July 27, 2020 Special Board Meeting


Attachments:

 Board Minutes - Special Board Mtg 7.27 (/Documents/FileViewerOrPublic/1469?file=63d52435-5dd0-41fd-b746-d8f535667208&isFromMeeting=True)
7/29/2020 at 10:46 AM

10.C. 2020-2021 Grading Guidelines


Attachments:


 Grading Guidelines Synopsis 2020 (/Documents/FileViewerOrPublic/1469?file=1ac50a0d-6808-45a8-bee4-978c12ea4c8d&isFromMeeting=True)
7/28/2020 at 4:19 PM

 Grading Guidelines 2020-2021 (/Documents/FileViewerOrPublic/1469?file=32d5dac6-7d34-4f2b-905f-d2ecef7ad410&isFromMeeting=True)
7/28/2020 at 4:19 PM

10.D. Dragon Stadium Concession Services RFP / Agreement

Attachments:

 Synopsis-Dragon Stadium Concession Agreement (/Documents/FileViewerOrPublic/1469?file=745cb6e0-48eb-4e00-bcf7-874b2465e3cc&isFromMeeting=True)
7/21/2020 at 11:20 AM

 Signed renewal letter (/Documents/FileViewerOrPublic/1469?file=b2838f44-235d-4835-9841-6aa0aa201249&isFromMeeting=True)
7/21/2020 at 11:18 AM

10.E. Monthly Financial Report

Attachments:

 2020-6 Board Financials (/Documents/FileViewerOrPublic/1469?file=fc8c18b8-b02a-4a41-84f5-a85c3a6bcd9&isFromMeeting=True)
7/29/2020 at 10:44 AM

11. EXECUTIVE SESSION

11.A. Real Property

11.A.1. To deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person. (Tex. Gov't Code 551.072).

11.B. Student Information

11.B.1. To deliberate a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation unless an open meeting about the matter is requested in writing by the student's parent. (Tex. Gov't Code 551.0821).

11.B.1.a. Student concerns related to the District Diversity Council and Cultural Competence Action Plan.

11.B.1.b. Open records requests and related confidential information pertaining to the District Diversity Council and Cultural Competence Action Plan.

11.C. Personnel

11.C.1. To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including Board members, or to hear a complaint or charge against an officer or employee. (Tex. Gov't Code 551.074).

11.C.1.a. Employment, evaluation, duties and responsibilities of Superintendent

11.D. Consultation with Attorney

11.D.1. To consult with its attorney when the Board seeks advice about pending or contemplated litigation or a settlement offer, or when the attorney will have an ethical duty of confidentiality. (Tex. Gov't Code 551.071).

11.D.1.a. Student concerns related to the District Diversity Council and Cultural Competence Action Plan.

11.D.1.b. Open records requests and related confidential information pertaining to the District Diversity Council and Cultural Competence Action Plan.

11.D.1.c. Employment, evaluation, duties and responsibilities of Superintendent

12. CONSIDERATION AND POSSIBLE ACTION ON ANY MATTERS ADDRESSED IN EXECUTIVE SESSION

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EXHIBIT 2

DRAFT Carroll ISD Cultural Competence Action Plan

This Five-Year Cultural Competence Action Plan was created as the result of the work of the District Diversity Council (DDC) and will be presented to the Carroll ISD School Board for adoption on **August 3, 2020**.



The plan follows the four-step RPIE communications process:

- 1) **Research** – what is the problem and why does it matter?
- 2) **Planning** – who needs to know and what should we tell them?
- 3) **Implementation** – when and how do we tell them? who will do it and how much will it cost?
- 4) **Evaluation** – how did we do?

RESEARCH

Problem/Challenge/Opportunity:

In the fall of 2018 a video surfaced on social media with footage of Southlake teenagers chanting a racial slur during a party held at a private residence after Homecoming. It was confirmed that all the teens in the video were Carroll ISD students. The incident sparked outrage from families and students, and caused a significant disruption to the educational environment. Rumors of threats resulted in CISD adding temporary administrative and police presence at Carroll High School to ensure student safety. On November 2, 2018, the School Board held a public meeting to hear input from parents of students who have experienced microaggressions, acts of racism or hate speech.

NOTE: Microaggressions are defined as everyday verbal or nonverbal, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized or underrepresented group membership.

Numerous members of the press were present at this meeting, as speaker after speaker called on CISD to act.

During the meeting, Carroll ISD shared a **Cultural Competence Action Plan** for immediate implementation that included the following:

- accountability for students involved in the racial slur video, according to the law and the Student Code of Conduct (SCOC);
- strengthen CISD expectations of students and update written discipline policies to address any harassing, offensive, hateful or discriminatory speech directed at individuals or groups of individuals based on race, religion, color, national origin, gender, sexual orientation or disability;
- emphasize cultural awareness within the anti-bullying/kindness focus area of The Resiliency Project to include resources for staff, parents and students on The Resiliency Project website;
- form a District Diversity Council to support and nurture the increasingly diverse student population of our district;
- emphasize cultural competence in our K-12 curriculum as an important skill for students to have as they enter an adult world with ever-increasing diversity;
- conduct face-to-face meetings to discuss cultural awareness with student leaders representing various CISD teams, clubs and organizations;
- feature student assembly speakers specializing in such topics as cultural sensitivity, diversity awareness and celebrating differences;
- provide ongoing diversity training for all staff; and
- expand programming and resources for parents, staff and students, including SPARK presentations (*Students and Parents Against Risks to Kids*) on diversity topics, international nights to celebrate the various cultural or ethnic groups represented in the district and a potential Parent University on the topic of cultural competence.

Outrage over the racial slur incident also affected the City of Southlake leaders when citizens and non-citizens alike took to social media to comment and demand action. Mayor Laura Hill joined district leaders by taking a strong stance against the video. She formed the Mayor's Alliance on Unity and Culture to continue a dialogue about valuing diversity and encouraging unity. The district accepted applications in December 2018 for District and Campus Diversity Councils, and received more than 180 applications from parents, staff and students interested in serving in an advisory capacity to school district leaders. Shortly after, appointments were made in January 2019, and the 63-member District Diversity Council (DDC) held its first meeting on January 20, 2019. Another 125 individuals were invited to participate in campus-level councils during the spring of 2019.

In February 2019, a second video emerged on social media, again causing a disruption to the educational environment. This time, a student serving on the DDC brought the video to the attention of the CISD Administration. This second video included a CISD student using a racial slur with three others in the vehicle. While four teens were involved, only two were CISD students. The district consistently applied the Student Code of Conduct, disciplining the two CISD students involved and communicated the facts to the DDC.

That same month, the DDC formed six subcommittees to further develop the Cultural Competence Action Plan. These include:

- 1) Celebration of Culture, Bias Reduction & Awareness
- 2) Communications & Outreach
- 3) Teacher/Staff Recruitment
- 4) Curriculum & Instruction
- 5) Student-Led Education & Policy
- 6) Professional Development

In addition, on February 18, 2019, CISD professional employees participated in a full-day diversity training session presented by the Region XI Education Service Center.

In April 2019, the School Board held a public meeting to facilitate face-to-face Diversity Dialogues with students in grades 9-12. This meeting was co-hosted by the Carroll Senior High Student Council. More than 100 students and staff shared ideas and concerns with individual trustees and administrators. Multiple news agencies came to this event, with positive coverage of the district's approach to giving students a voice on this important topic.

On April 15, 2019, the School Board approved a Leadership & Culture Coach position to work with the Superintendent and to deliver staff training and engage in face-to-face dialogue with students. The Superintendent assigned this role to CISD's Boys Basketball Coach and Teen Leadership teacher Eric McDade.

PLANNING

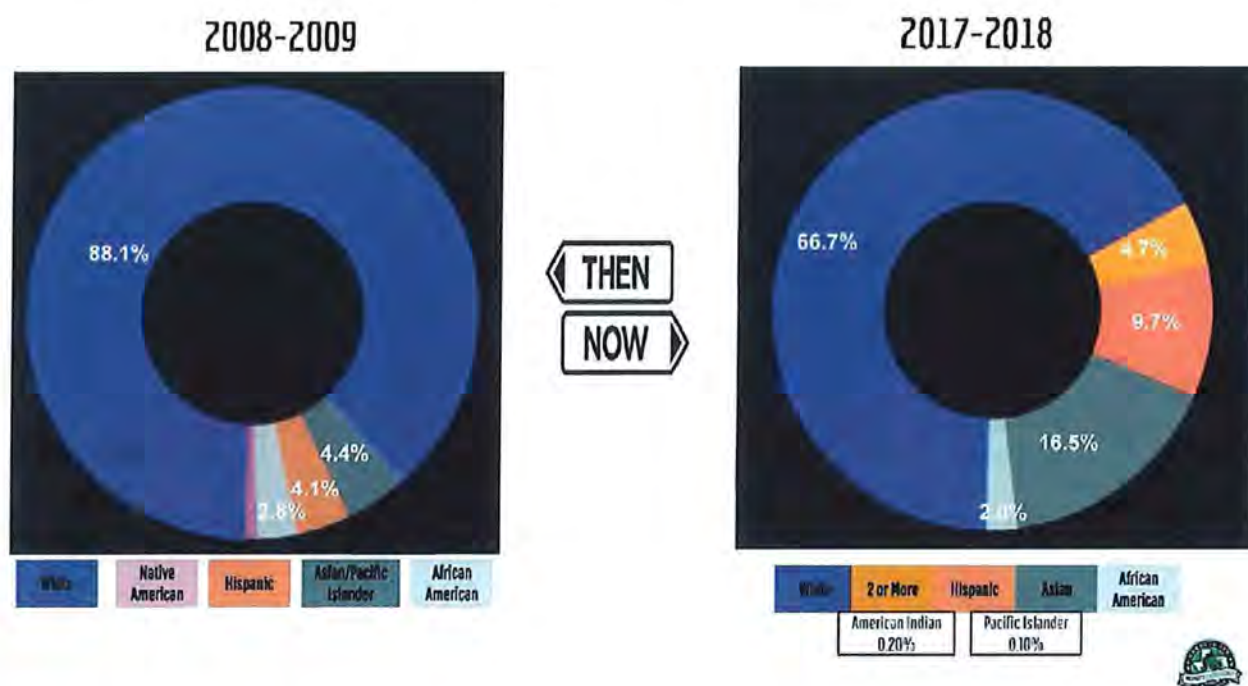
Situational Analysis:

Carroll ISD has about 8,600 students and 1,200 employees. CISD is a high-performing district located in the heart of the Dallas-Fort Worth Metroplex. The district is located in Region XI Education Service Center and is often ranked near or at the top when compared with school districts across the state and nation (using ACT/SAT scores, National Merit Scholars and college readiness indicators set forth by the Texas Education Agency and The College Board). CISD has independent boundaries and serves the greater Southlake community, as well as small portions of Grapevine, Colleyville, Keller and Westlake.

The district has only 1.8 percent of its student population that is considered low-income and/or qualify for Free and Reduced Lunch. The district serves prekindergarten students through grade 12 at 11 different campuses. Three of the district's five elementary schools serve PK-4 grades, the other two have limited space and serve K-4 populations. Two intermediate campuses serve the district's fifth and sixth grades. The district has two middle schools serving seventh and eighth grades, and a split configuration for grades 9-12. Freshmen and sophomores attend Carroll High School (9/10 campus); all juniors and seniors attend Carroll Senior High School (11/12 campus).

The district provides bus transportation for paying riders; free bus transportation is offered to students who qualify for special education programs.

Changing Demographics: A review of demographics over the past 10 years in Carroll ISD reveals growth in the district's ethnic student populations and a decrease in the overall percentage of Caucasian students. Asian and Hispanic students, as well as students who identify as biracial or having two or more races, represent the biggest increase. A study of employee demographic data showed CISD is increasingly more ethnically diverse, primarily by hiring Black staff members in the teaching and administrative pay families and Hispanic staff members in the auxiliary pay family. The district lacks Asian and/or Indian representation consistent with the size of the same corresponding student groups.



Staff & Student Training:

The district had little to no diversity or equity training for employees in place when the 2018 video was posted. Any training and/or programs that were in place lacked evaluative measures and/or consistency. Many parents at the November 2, 2018, special School Board meeting indicated that their children had experienced numerous microaggressions in the past while at school, sometimes remaining silent and/or feeling marginalized and unheard. Students shared personal experiences of racial, religious, gender and sexual orientation biases. Most of the incidents shared on November 2, 2018, involved the use of insensitive racial slurs or hate speech by Caucasian students.

Student Achievement: As a whole, Carroll ISD students consistently score above state and national averages on standardized tests. An academic review of student subgroup test performance reveals no statistically significant achievement gaps among the district's ethnic populations. Existing gaps do exist for some low socioeconomic students. Carroll leaders continue to make these students a priority for learning interventions and other support services to improve learning outcomes and growth.

Discipline & Consequences:

It was discovered during face-to-face discussions with students, that many students found their teachers and administrators to be indifferent to situations of microaggressions and name-calling. Many instances went unreported; some students and their parents were frustrated by the lack of follow-up and communication after consequences were applied in individual situations. It was found that CISD lacked consistency in applying consequences under the Student Code of Conduct (SCOC) and campuses didn't consistently notify the central office administration about incidents involving hate speech or racial

slurs. Outside of the existing counseling system, there are no staff members assigned specifically to support or advocate for victims of discrimination. In addition, the incidents and consequences were not being coded and tracked on a consistent basis either. Confusion also existed within interpretation and understanding of the law and SCOC levels of offenses. CISD leaders learned that fewer district students are put in the Discipline Alternative Education Program (DAEP) than their peer districts. CISD students who are placed in DAEP are assigned to terms significantly longer than other area school districts: 45 days, 60 days and then 90 days of DAEP Placement.

Overarching Goals:

GOAL 1: Promote cultural competence within Carroll ISD.

GOAL 2: Facilitate communication and understanding among different stakeholders, and serve as a community resource.

GOAL 3: Advocate for and support culturally competent and responsive programs and policies.

GOAL 4: Engage students, staff, and faculty to collect feedback on cultural competence in CISD.

GOAL 5: Propose strategies for reaching cultural competence.

Target Stakeholders:

- Administrators, Teachers & Support Staff
- Students
- Parents
- Community at-large

Key Messages:

- Carroll ISD is committed to cultivating a secure, supportive and nurturing environment where everyone feels safe and valued.
- Carroll ISD is committed to collaborating with families and the community to support the academic, physical, emotional and social well-being of each student.
- Carroll ISD is committed to identifying and defining students' unique gifts and abilities, and then developing resources and programs to support students' individual paths.
- Carroll ISD is committed to implementing a cultural competence action plan that provides ongoing training and skills for staff and continuous open dialogue opportunities for students as a means to demonstrate our commitment to understanding differences and embracing diversity.

When evaluating the quantitative and qualitative success of various action steps or initiatives, CISD may utilize informal and formal research and feedback tools to include face-to-face focus groups, written communications, surveys, Let's Talk submissions, Dragon Tip Line submissions and ThoughtExchange engagement software.

Key Acronyms

| | |
|--------|--|
| BIPOC | Black, Indigenous, and People of Color |
| CCAP | Cultural Competence Action Plan |
| CCC | Campus Culture Coaches |
| CDC | Campus Diversity Council |
| CISD | Carroll Independent School District |
| DDC | District Diversity Council |
| DLT | District Leadership Team |
| LGBTQ+ | Lesbian, Gay, Bisexual, Transgender and Queer (or Questioning) |
| LOTE | Languages Other Than English |
| RFP | Request For Proposals |
| SCOC | Student Code of Conduct |
| TASB | Texas Association of School Boards |
| TBD | To Be Determined |
| TEA | Texas Education Agency |

IMPLEMENTATION & EVALUATION

GOAL 1: Promote cultural competence within Carroll ISD.

- **Objective 1.1:** Define and understand culture. Be able to assess one's own biases, stereotypes, and level of cultural competence. *(Student-Led Education & Policy)*
 - **Strategy 1.1.1: Develop students' cultural competence to embrace diversity at all CISD campuses, and enable a culturally safe and respectful environment for students to value and practice inclusion.**
 - Action Step 1: Hire a Director of Equity and Inclusion to oversee implementation of the CISD Cultural Competence Action Plan (CCAP).
 - Action Step 2: Embed diversity and inclusion training for students as an "enrollment to graduation" process in all grades and at all CISD campuses.
 - Action Step 3: Implement a diversity and inclusion curriculum/initiatives for each grade with different levels of age-appropriate proficiency.
 - Action Step 4: Educate students about diversity and inclusion, Student Code of Conduct and expectations for appropriate "Dragon" behavior, as well as potential consequences for violations.
 - **Strategy 1.1.2: Establish diversity and inclusion metrics-driven student education policy**
 - Action Step 1: Conduct biennial student diversity and inclusion surveys.
 - Action Step 2: Reward/recognize students who demonstrate diversity and inclusion excellence.
 - Action Step 3: Establish a student focus group or task force at each 5-12 campus (students from the Campus Diversity Councils) to work with the Director of Equity and Inclusion.
 - Action Step 4: Establish an equity and inclusion grievance process system through which students can report instances of discrimination and other events that inhibit progress toward cultural competence goals.
 - Action Step 5: Provide counseling support, resources, and advocacy for victims of discrimination.
 - Action Step 6: Expand the Dragon Tip Line/Carroll ISD Let's Talk app to include equity/inclusion as a category to communicate concerns.
 - Action Step 7: Establish a LGBTQ+ student focus group (grades 9-12) to provide dialogue and discussion on topics important to their group.
 - **Strategy 1.1.3: Identify skills and resources needed to achieve student equity and inclusion education goals.**
 - Action Step 1: Identify skills needed for students and develop curriculum trainings/initiatives.
 - Action Step 2: Educate students about bias and advantages faced and provide strategies for preventing bias from resulting in discrimination.
 - Action Step 3: Coordinate a diversity and inclusion week at each campus during the academic year and/or a districtwide "Diversity and Inclusion Matters" Day.
 - Action Step 4: Highlight and communicate to students the advantages and benefits of diversity.
 - Action Step 5: Finalize and introduce structured diversity and inclusion training and initiatives for students during the academic year to include mandatory online, self-guided training and focus group trainings.
- **Objective 1.2:** Establish a basic level of cultural competency with all teachers in the district, to include cultural sensitivity training. *(Professional Development/Teacher & Staff Recruitment)*
 - **Strategy 1.2.1: Identify basic cultural competency skills to use as a foundation for teacher training.**
 - Action Step 1: Present list of basic cultural competency skills for teachers to CISD Administration.
 - Action Step 2: Select training platform for teachers.
 - Action Step 3: Communicate expectations to all teachers and campus leaders.
 - Action Step 4: Conduct cultural competency training for all teachers and campus leaders.

- **Strategy 1.2.2: Enrich and expand the cultural competency training experience with additional professional development opportunities.**
 - Action Step 1: Offer District Day of Learning session options on the topic of cultural competency.
 - Action Step 2: Provide in-district, after-school trainings on campuses.
 - Action Step 3: Conduct small-group learning opportunities using outside consultants/trainers.
 - Action Step 4: Allow departmental field trips for teachers to area institutions.
 - Action Step 5: Offer individual training options with supervisor approval.
 - Action Step 6: Conduct regular reviews of CISD's Culture Survey results.

- **Objective 1.3: Conduct an independent equity audit in Carroll ISD and implement recommendations. (Administration)**
 - **Strategy 1.3.1: Conduct an equity audit of curriculum, programs and policies in Carroll ISD.**
 - Action Step 1: Create a Request For Proposals for equity audit professional services.
 - Action Step 2: Collect proposals to rank and select an equity audit consultant to work with CISD.
 - Action Step 3: Contract with equity audit consultant to conduct comprehensive audit of CISD curriculum, program and policies.
 - Action Step 4: Present equity audit proposal to School Board for approval.
 - Action Step 5: Work with consultant to conduct comprehensive equity audit.
 - Action Step 6: Present equity audit findings to DDC for input/feedback.
 - Action Step 7: Present audit findings and DDC feedback to School Board for approval.
 - Action Step 8: Implement equity audit findings into CISD's Cultural Competence Action Plan.

- **Objective 1.4: Elevate and prioritize the district's equity and inclusion work by modeling cultural competence for all staff. (Administration)**
 - **Strategy 1.4.1: Adopt a new equity and inclusion district policy that establishes an expectation that all students and staff will model and work towards cultural competence.**
 - Action Step 1: Research equity and inclusion policies in other school districts and universities.
 - Action Step 2: Collaborate with Policy Service writers at the Texas Association of Schools Boards to create a new equity and inclusion district policy.
 - Action Step 3: Present new equity and inclusion district policy to the District Diversity Council for feedback.
 - Action Step 4: Ask Carroll ISD School Board Trustees to consider adopting the new equity and inclusion district policy.
 - Action Step 5: Incorporate new equity and inclusion district policy into district website, handbooks and communications.

 - **Strategy 1.4.2: Present equity and inclusion policy, as well as Board-adopted Culture Competence Action Plan to the District Leadership Team (DLT) at the annual Administrative Retreat.**
 - Action Step 1: Share equity and inclusion policy and expectations to District Leadership Team prior to the beginning of the school year.
 - Action Step 2: Review Culture Competence Action Plan with District Leadership Team and set expectations for action step completion and implementation.

 - **Strategy 1.4.3: Hold staff accountable for equity and inclusion work by adding a cultural competence domain/indicator to the evaluation/appraisal process for all staff.**
 - Action Step 1: Form a Subcommittee of district leaders to work with the Personnel Services Department to study example appraisal instruments that include a domain/indicator that measures progress toward cultural competence and/or a personal commitment to equity and inclusion.
 - Action Step 2: Collect staff feedback on sample appraisal indicators.
 - Action Step 3: Adopt recommended appraisal indicator that measures employee commitment to equity/cultural competence.

- Action Step 4: Communicate appraisal indicator to staff and incorporate into staff evaluation/appraisal instrument.
- **Objective 1.5:** Launch a multi-faceted marketing and communications campaign that celebrates the uniqueness and diversity within Carroll ISD. (*Communications*)
 - **Strategy 1.5.1: Highlight and feature the diversity of Carroll ISD through a comprehensive #WeAreDragons marketing/communications campaign.**
 - Action Step 1: Incorporate #WeAreDragons diversity theme into 2021 *Inside Carroll* Magazine.
 - Action Step 2: Create a video series featuring #WeAreDragons equity messaging.
 - Action Step 3: Publish print document/ads featuring #WeAreDragons equity messaging.
 - Action Step 4: Utilize social media to share #WeAreDragons equity messaging.
- **Objective 1.6:** Work collaboratively with the Mayor's Alliance for Unity & Culture to promote cultural competence in the greater Southlake/Carroll ISD communities. (*Administration*)
 - **Strategy 1.6.1: Create liaison position for a member of Mayor's Alliance for Unity & Culture on the District Diversity Council**
 - Action Step 1: Contact City of Southlake staff to request that a member of the Mayor's Alliance also serve as a member of the District Diversity Council.
 - Action Step 2: Appoint one member of the District Diversity Council to serve as a liaison/member of the Mayor's Alliance for Unity & Culture.
 - Action Step 3: Offer opportunities on the DDC agenda for periodic updates on the work of the Mayor's Alliance.
 - Action Step 4: Ask DDC liaison to Mayor's Alliance to give periodic updates on the work of the DDC to the Mayor's Alliance.
 - Action Step 5: Look for opportunities to align/cross communicate the work of the DDC and the Mayor's Alliance.
 - Action Step 6: Collaborate on at least one joint event/special project with the Mayor's Alliance annually.

GOAL 2: Facilitate communication and understanding among different stakeholders, and serve as a community resource.

- **Objective 2.1:** Increase opportunities in Carroll ISD for underrepresented groups (BIPOC, religious, LGBTQ+, etc.) to be included, provide feedback and have a voice in district equity work. (*Administration*)
 - **Strategy 2.1.1:** Create District and Campus Diversity Councils to serve in an advisory role to the School Board and Administration.
 - Action Step 1: Develop a Board-approved framework for DDC membership.
 - Action Step 2: Create and distribute online DDC application.
 - Action Step 3: Communicate DDC opportunities to CISD stakeholders.
 - Action Step 4: Conduct regular meetings of the DDC and CDCs.
 - Action Step 5: Establish staff and community co-chairs for DDC.
 - Action Step 6: Divide DDC into working subcommittees.
 - Action Step 7: Establish CDC liaisons to DDC co-chairs.
 - Action Step 8: Survey DDC and CDC members for feedback/input.
 - **Strategy 2.1.2: Create opportunities for CISD stakeholders to learn more about the various religions identified by CISD families in the Culture Survey.**
 - Action Step 1: Host community interfaith dialogues.

- **Objective 2.2:** Create greater public awareness surrounding the work of the District Diversity Council. *(Communications)*
 - **Strategy 2.2.1: Communicate the work and objectives of the DDC to the greater Carroll ISD community.**
 - Action Step 1: Create DDC webpage to include meeting dates, agendas, summary of activities and photos of each DDC meeting.
 - Action Step 2: Establish DDC and CDC social media sites to share content, facts and upcoming events/celebrations.
 - Action Step 3: Design and publish DDC advertisement(s) in Southlake Style Magazine and CISD eBlasts.
 - Action Step 4: Create video announcing CCAP and Director of Equity and Inclusion (featuring voice of DDC members).
- **Objective 2.3:** Create new opportunities for the district and campuses to communicate and share facts about the diverse populations in Carroll ISD. *(Communications)*
 - **Strategy 2.3.1: Create greater understanding of each campus diversity/demographics.**
 - Action Step 1: Create mini diversity dashboards/infographics for campus websites/publications.
 - Action Step 2: Share diversity statistics/demographics with families at curriculum night.
 - Action Step 3: Encourage student ambassador programs whereby membership is made up of the representative student groups at the campus.
- **Objective 2.4:** Increase public awareness of the diversity demographics of Carroll ISD. *(Communications)*
 - **Strategy 2.4.1: Create a digital dashboard on the CISD website to educate the public about the diversity in Carroll ISD.**
 - Action Step 1: Research website dashboard software options.
 - Action Step 2: Select optimal website dashboard software.
 - Action Step 3: Enter Culture Survey results into dashboard software.
 - Action Step 4: Launch diversity digital dashboard for public review.
 - Action Step 5: Promote diversity dashboard to public.
 - Action Step 6: Track analytics for diversity dashboard.
 - **Strategy 2.4.2: Recognize significant holidays, monthly observances and other culturally-relevant events/people in district and campus communications throughout the school year.**
 - Action Step 1: Utilize Culture Survey results to identify top religions/cultural groups that make up the CISD population.
 - Action Step 2: Create a diversity calendar for year-round communications and event planning.
 - Action Step 3: Schedule social media posts/images to recognize culturally-relevant events and holidays.
- **Objective 2.5:** Increase opportunities for all stakeholders to learn about cultures other than their own. *(Celebration of Culture Bias & Awareness)*
 - **Strategy 2.5.1:** Educate the community about other cultures and countries to gain greater diversity awareness and appreciation.
 - Action Step 1: Host annual multicultural events at each CISD campus.

GOAL 3: Advocate for and support culturally competent and responsive programs and policies.

- **Objective 3.1:** Create consistency in student discipline policies and practices. *(Administration)*

- **Strategy 3.1.1:** Strengthen wording and consequences in the Student Code of Conduct (SCOC) for hate speech, racial slurs or acts against individuals or groups of individuals based on race, religion, ethnicity, gender, sex, sexual orientation or disability.
 - Action Step 1: Review SCOC wording for other area school districts.
 - Action Step 2: Consult with the school attorney for compliance with the state and federal law.
 - Action Step 3: Present SCOC legal requirements and recommendations to DDC.
 - Action Step 4: Use the DDC as a focus group for wording and consequence changes.
 - Action Step 5: Obtain School Board approval of SCOC changes.
 - Action Step 6: Publish SCOC online for parent, staff and student review.
 - Action Step 7: Conduct training for campus administrators to ensure consistent application of SCOC consequences for microaggressions and discriminatory behavior.

- **Strategy 3.1.2: Establish a process for documenting, reporting and tracking SCOC offenses.**
 - Action Step 1: Create a process for campus administrators to include incident notes to document microaggressions and discriminatory behaviors in the discipline offense history for students in the Skyward Management System.
 - Action Step 2: Establish a communication process for campus administrators to share incidents of microaggressions and discriminatory behaviors to the Student Services Department for tracking purposes.
 - Action Step 3: Report monthly SCOC discipline data to the School Board in executive session.

- **Objective 3.2:** Provide access to and incorporate diverse instructional materials throughout CISD Curriculum and Instruction. (*Curriculum & Instruction*)
 - **Strategy 3.2.1: Add diversity into teaching materials and instruction in all classrooms.**
 - Action Step 1: Reach out to PK-12 content curriculum coordinators to identify instructional material needs.
 - Action Step 2: Generate ideas with each campus staff to support diverse instructional materials in the classroom.
 - Action Step 3: Build classroom resources to include books where all students feel they are represented.

 - **Strategy 3.2.2: Introduce and improve language and cultures in Languages Other Than English (LOTE) classrooms.**
 - Action Step 1: Review the scope and sequence for LOTE classes with a focus on the cultures of each language.
 - Action Step 2: Increase the expectations for content delivery of various cultures within LOTE classes.
 - Action Step 3: Encourage student participation in projects and presentations of personal cultures during LOTE classes.

- **Objective 3.3:** Use findings of the 2019 Culture Survey to ensure our community is reflected in the instruction our students receive. (*Curriculum & Instruction*)
 - **Strategy 3.3.1: Expand and increase opportunities for students to express cultures through art, literature, and celebrations within our CISD curriculum.**
 - Action Step 1: Establish a student curriculum review committee (Grades 7-12)
 - Action Step 2: Review curriculum and provide feedback to the administration.
 - Action Step 3: Utilize Campus Culture Coaches to review student feedback and incorporate into curriculum.

- **Objective 3.4:** Ensure teachers are using culturally responsive teaching practices. (*Curriculum & Instruction*)
 - **Strategy 3.4.1: Share examples of Culturally Responsive Teaching Practices with instructional staff.**
 - Action Step 1: Model Culturally Responsive Teaching Practices during monthly faculty meetings.
 - Action Step 2: Monitor implementation of practices in the classroom.
 - Action Step 3: Increase expectations for implementation of Culturally Responsive Teaching Practices throughout the year.
- **Objective 3.5:** Ensure each student organization, club and program incorporates Culturally Competent Practices. (*Administration*)
 - **Strategy 3.5.1: Conduct audit of each student organization, club and program to ensure Culturally Competent Practices that encourage and welcome participation by all student groups.**
 - Action Step 1: Establish baseline Culturally Competent Practices for student organizations, clubs and programs.
 - Action Step 2: Meet with each organization, club and program sponsor to obtain feedback on baseline Culturally Competent Practices.
 - Action Step 3: Share key findings and recommendations with program sponsors to ensure Culturally Competent Practices.
- **Objective 3.6:** Add examples of cultural competence in district messaging. (*Communications*)
 - **Strategy 3.6.1: Conduct a communications audit of current district, campus, classroom and program messaging (audio, visual and written) to identify key areas lacking diversity so that efforts to accurately depict diversity are incorporated into district messaging.**
 - Action Step 1: Identify Audit Instrument Checklist to use as an internal self-evaluation tool.
 - Action Step 2: Create audit teams to walk each campus/district facility to assess cultural competence level based on internal Audit Instrument Checklist.
 - Action Step 3: Make recommendations for changes at district, campus, classroom or program level, as needed.
 - Action Step 4: Incorporate photos, posters, artwork and other visual images across the district that accurately reflect the diversity of our student population.
 - Action Step 5: Add positive diversity messaging to all public CISD presentations (ie. State of the District, Chamber presentations, CLASS, etc.).

GOAL 4: Engage students, staff, and faculty to collect feedback on cultural competence in CISD.

- **Objective 4.1:** Collect baseline demographic information and equity perceptions from key stakeholders and resurvey every two years. (*Administration*)
 - **Strategy 4.1.1:** Survey parents, staff and students to collect meaningful data for use by CISD and DDC subcommittees.
 - Action Step 1: Work with consulting company to create Culture Survey assessment instrument.
 - Action Step 2: Use District Diversity Council as a focus group to further develop Culture Survey questions.
 - Action Step 3: Conduct voluntary online Culture Survey of key stakeholders.
 - Action Step 4: Share Culture Survey results with the DDC, the School Board and general public.
 - Action Step 5: Utilize Culture Survey information to help develop Cultural Competence Action Plan.
 - Action Step 6: Resurvey stakeholders every two years to identify trends.

- **Objective 4.2:** Increase opportunities in Carroll ISD for students to be represented, provide feedback and have a voice in district equity work. (*Student-Led Education & Policy*)
 - **Strategy 4.2.1:** Engage students in discussion about racial tension and diversity ideas.
 - Action Step 1: Host Diversity Dialogues during a publicly-posted School Board meeting between Trustees, staff and students (Grades 9-12) using written conversation prompts.
 - Action Step 2: Visit with students face-to-face at CISD campuses during the school day to talk about diversity, inclusion and their experiences with microaggressions and discriminatory behaviors by others.
 - Action Step 3: Conduct ThoughtExchange engagement to seek discussion topics from students in grades 7-12.
- **Objective 4.3:** Gain teacher input to acknowledge staff diversity and to help guide the staff development design process. (*Professional Development*)
 - **Strategy 4.3.1:** Create opportunities for teachers to provide input to the DDC Professional Development subcommittee into the staff development process.
 - Action Step 1: Develop a teacher cultural competency survey/questionnaire.
 - Action Step 2: Administer the cultural competency survey/questionnaire to faculty.
 - Action Step 3: Analyze and present data to DDC.

GOAL 5: Propose strategies for reaching cultural competence.

- **Objective 5.1:** Create and execute a holistic professional development program that promotes awareness, sensitivity and inclusion for and by the entire school district, including faculty, staff and the School Board at CISD. (*Professional Development*)
 - **Strategy 5.1.1: Provide equity and inclusion professional development opportunities for all staff.**
 - Action Step 1: Ensure training includes flexible formats, options and time limits.
 - Action Step 2: Make sure training is instructional-level appropriate.
 - Action Step 3: Make training available to the public as a shared responsibility.
 - Action Step 4: Provide small-group interaction for engagement.
 - Action Step 5: Ensure that training is reflective of Culture Survey results.
 - Action Step 6: Establish expectation that training will be an extended commitment.
- **Objective 5.2:** Reduce the number of student discipline incidents involving microaggressions and discriminatory behavior. (*Administration*)
 - **Strategy 5.2.1: Create a systemic process for consistently tracking and reporting microaggressions and incidents of discrimination.**
 - Action Step 1: Research best practices to determine how other districts track and report microaggressions and incidents of discrimination.
 - Action Step 2: Adopt preferred method for tracking and reporting microaggressions and incidents of discrimination at campus level.
 - Action Step 3: Establish baseline year to quantify the number of microaggressions and incidents of discrimination at each campus.
 - Action Step 4: Conduct year-to-year analysis to reduce the total number of incidents involving microaggressions and incidents of discrimination by campus.
- **Objective 5.3:** Recruit, reward and retain qualified, diverse professional, paraprofessional and auxiliary employees. (*Administration*)

- **Strategy 5.3.1: Create and implement a written HR plan with the goal of increasing the number of diverse staff hired in Carroll ISD.**
 - Action Step 1: Research the hiring practices of other area school districts.
 - Action Step 2: Identify best practices in recruiting, rewarding and retaining qualified, diverse staff.
 - Action Step 3: Adopt written HR plan designed to recruit, reward and retain qualified, diverse employees in each category: professional, paraprofessional and auxiliary.

- **Objective 5.4: Increase the diversity of teachers and staff with particular focus on attracting underrepresented teachers. (Teacher & Staff Recruitment)**
 - **Strategy 5.4.1: Identify ways to attract and recruit underrepresented teaching applicants.**
 - Action Step 1: Identify the number of underrepresented applicants/hires.
 - Action Step 2: Compare results with other surrounding districts.
 - Action Step 3: Participate in job fairs at colleges with more diverse applicants.
 - Action Step 4: Focus on the hiring of quality applicants with an emphasis on increasing the number of underrepresented teachers employed by CISD.

- **Objective 5.5: Increase opportunities to grow leaders who will champion equity and inclusion at their campuses in Carroll ISD. (Administration)**
 - **Strategy 5.5.1: Create a Leadership & Culture coach position for Carroll ISD**
 - Action Step 1: Establish a job description for the Leadership & Culture Coach position using in-house available staff.
 - Action Step 2: Have Superintendent appoint/announce Leadership & Culture Coach to community/campuses.
 - Action Step 3: Create opportunities for Leadership & Culture Coach to interact with students of all ages about topics important to students and CISD.
 - Action Step 4: Utilize Leadership & Culture Coach to work with and train district and campus staff members.

 - **Strategy 5.5.2: Establish a Campus Culture Coach Certification program in CISD.**
 - Action Step 1: Create program framework, objectives and application process.
 - Action Step 2: Communicate Campus Culture Coach opportunity at each campus.
 - Action Step 3: Establish stipend and budget for Campus Culture Coach program.
 - Action Step 4: Interview and select two Campus Culture Coaches at each CISD school.
 - Action Step 5: Utilize Carroll ISD's Leadership & Culture Coach to help train/mentor Campus Culture Coaches.
 - Action Step 6: Use Campus Culture Coaches to champion equity, inclusion and diversity work as they team up to train and work with colleagues on their respective campuses.
 - Action Step 7: Conduct end-of-year survey at each campus to collect feedback on Campus Culture Coach program/training.
 - Action Step 8: Introduce and recognize Campus Culture Coaches at public School Board meeting.

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|--|--|--|--|--|
| <p>GOAL 1: Promote cultural competence within Carroll ISD.</p> | | | | |
| <p>Objective 1.1: Define and understand culture. Be able to assess one’s own biases, stereotypes, and level of cultural competence. <i>(Student-Led Education & Policy)</i></p> | | | | |
| <p>Strategy 1.1.1: Develop students’ cultural competence to embrace diversity at all CISD campuses, and enable a culturally safe and respectful environment for students to value and practice inclusion.</p> | <p><u>Action Step 1:</u> Hire a Director of Equity and Inclusion to oversee implementation of the CISD Cultural Competence Action Plan (CCAP).</p> | <p>Superintendent’s Cabinet, Board of Trustees (\$125,000 annually – NOTE: includes benefits load)</p> | <p>September 2020 Job Description & Posting Hiring Recommendation School Board Minutes</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Embed diversity and inclusion training for students as an “enrollment to graduation” process in all grades and at all CISD campuses.</p> | <p>Director of Equity and Inclusion, Gina Peddy & Curriculum Coordinators</p> | <p>Fall 2020 Research/Select Student Training Curriculum</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Implement a diversity and inclusion curriculum/initiatives for each grade with different levels of age-appropriate proficiency.</p> | <p>Director of Equity and Inclusion, Gina Peddy & Curriculum Coordinators (cost TBD)</p> | <p>Research & Select Curriculum Spring 2021 Implement 2021-2022 School Year Copy of Curriculum Document</p> | <p>Pending</p> |
| | <p><u>Action Step 4:</u> Educate students about diversity and inclusion, Student Code of Conduct and expectations for appropriate “Dragon” behavior, as well as potential consequences for violations.</p> | <p>Campus Principals, Assistant Principals, Tammy Pulse and Campus Counselors</p> | <p>August Orientation 2020 August Orientation 2021 August Orientation 2022 August Orientation 2023 August Orientation 2024 Ongoing through Guidance and Counseling Services Department</p> | <p>Pending Pending Pending Pending Pending</p> |
| <p>Strategy 1.1.2: Establish diversity and inclusion metrics-driven student education policy.</p> | <p><u>Action Step 1:</u> Conduct a biennial student diversity and inclusion survey.</p> | <p>Julie Thannum & Survey Consultant (cost included in #WeAreDragons Survey Budget)</p> | <p>2019-2020 Culture Survey 2021-2022 Culture Survey 2023-2024 Culture Survey</p> | <p>Completed Pending Pending</p> |
| | <p><u>Action Step 2:</u> Reward and recognize students who demonstrate diversity and inclusion excellence.</p> | <p>Director of Equity and Inclusion and Campus Principals</p> | <p>2021-2022 School Year Reward/Recognition Program Criteria</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Establish a student focus group or task</p> | <p>Campus Principals</p> | <p>2021-2022 School Year Membership Framework</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|---|--|---|---|---|
| <p>Strategy 1.1.3: Identify skills and resources needed to achieve student equity and inclusion education goals.</p> | <p>force at each 5-12 campus (students from the Campus Diversity Councils or CDCs) to work with the Director of Equity and Inclusion.</p> | | <p>Meeting Agendas Focus Group Feedback and ThoughtExchange Results</p> | |
| | <p><u>Action Step 4:</u> Establish an equity and inclusion grievance process system through which students can report instances of discrimination and other events that inhibit progress toward cultural competence goals.</p> | <p>Director of Equity and Inclusion w/ school attorney</p> | <p>October 2020 Grievance Policy Adoption Copy of SCOC and Employee Handbook Documentation of Grievances Filed</p> | <p>Pending</p> |
| | <p><u>Action Step 5:</u> Provide counseling support, resources, and advocacy for victims of discrimination.</p> | <p>Tammy Pulse & CISD Counselors <i>(two victim advocates per grant application)</i></p> | <p>October 2020 Grant Application Victim Advocate Job Description</p> | <p>Pending</p> |
| | <p><u>Action Step 6:</u> Expand the Dragon Tip Line/Carroll ISD Let's Talk app to include equity and inclusion as a category to communicate concerns.</p> | <p>Hayley Herring, Board & Community Relations Staff</p> | <p>August 2020 Copy of Dragon Tip Line and Let's Talk categories Equity/Inclusion Submissions</p> | <p>Pending</p> |
| | <p><u>Action Step 7:</u> Establish a LGBTQ student focus groups (grades 9-12) to provide dialogue and discussion on topics important to their group.</p> | <p>Shawn Duhon & PJ Giamanco</p> | <p>Established September 2020 Quarterly Meetings Documentation of Feedback Recommendations & Action</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Identify skills needed for students and develop curriculum trainings/initiatives.</p> | <p>Director of Equity and Inclusion, Eric McDade</p> | <p>September 2020 Equity and Inclusion Student Profile</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Educate students about bias and advantages faced and provide strategies for preventing bias from resulting in discrimination.</p> | <p>Campus Principals, Classroom Teachers and Counselors</p> | <p>2020-2021 School Year Copies of Curriculum and Lesson Plans Assembly Speaker Schedule Counseling Lessons and Newsletters</p> | <p>Pending</p> |
| <p><u>Action Step 3:</u> Coordinate a diversity and inclusion week at each campus during the academic year and/or a districtwide "Diversity and Inclusion Matters" Day.</p> | <p>Student Services, Campus Principals and CDCs</p> | <p>February 1-5, 2021 February 7-11, 2022 February 6-10, 2023 February 5-9, 2024 Promotional Fliers and Communications Student Feedback</p> | <p>Pending Pending Pending Pending</p> | |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|---|--|--|--|---|
| <p>Objective 1.2: Establish a basic level of cultural competency with all teachers in the district, to include cultural sensitivity training. <i>(Professional Development/Teacher & Staff Recruitment)</i></p> <p>Strategy 1.2.1: Identify basic cultural competency skills to use as a foundation for teacher training.</p> <p>Strategy 1.2.2: Enrich and expand the cultural competency training experience with additional</p> | <p><u>Action Step 4:</u> Highlight and communicate to students the advantages and benefits of diversity.</p> | <p>Eric McDade, Campus Culture Coaches, Classroom Teachers and Counselors</p> | <p>Annually Leadership & Culture Coach Calendar of Student Engagement Copies of Curriculum and Lesson Plans & Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 5:</u> Finalize and introduce structured diversity and inclusion training and initiatives for students during the academic year to include mandatory online, self-guided training and focus group trainings.</p> | <p>Director of Equity and Inclusion, Gina Peddy & Curriculum Coordinators (cost TBD)</p> | <p>2021-2022 School Year Training Certificates of Completion Student Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Present list of basic cultural competency skills for teachers to CISD Administration.</p> | <p>Janet McDade, Tyisha Nelson & Julie Thannum</p> | <p>July/August 2020 Cultural Competency Teacher Profile Copy of Presentation to DLT</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Select training platform for teachers.</p> | <p>Director of Equity and Inclusion, Gina Peddy, Curriculum & Instruction Staff (Cost TBD)</p> | <p>October 2020 Training Platform/Software</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Communicate expectations to all teachers and campus leaders.</p> | <p>David Faltys, Janet McDade and Director of Equity and Inclusion</p> | <p>January 2021 Copy of Profile and Presentation</p> | <p>Pending</p> |
| | <p><u>Action Step 4:</u> Conduct cultural competency training for all teachers and campus leaders.</p> | <p>Student Services, Director of Equity and Inclusion, and Curriculum & Instruction Staff (Cost TBD)</p> | <p>February 2021 Training Schedule Training Sign-up Sheet Training Completion Certificates Training Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Offer District Day of Learning session options on the topic of cultural competency.</p> | <p>Director of Equity and Inclusion (Speaker/Trainer Budget)</p> | <p>October 2020 District Day of Learning Schedule</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|---|---|---|---|---|
| <p>professional development opportunities.</p> <p>Objective 1.3: Conduct an independent equity audit in Carroll ISD and implement recommendations. <i>(Administration)</i></p> <p>Strategy 1.3.1: Conduct an equity audit of curriculum, programs and policies in Carroll ISD.</p> | | | Cultural Competency Presentation Session Sign-in Sheets Session Feedback | |
| | <p><u>Action Step 2:</u> Provide in-district, after-school trainings on campuses.</p> | Director of Equity and Inclusion, Eric McDade, Campus Culture Coaches, Curriculum & Instruction | 2020-2021 School Year Schedule of Trainings Session Sign-in Sheets Session Feedback | Pending |
| | <p><u>Action Step 3:</u> Conduct small-group learning opportunities using outside consultants/trainers.</p> | Student Services & Campus Principals (Speaker/Trainer Budget) | Beginning Spring 2021 Schedule of Small-Group Sessions Session Sign-in Sheets Session Feedback | Pending |
| | <p><u>Action Step 4:</u> Allow departmental field trips for teachers to area institutions.</p> | Campus Principals (Costs TBD) | Beginning 2020-2021 School Year Schedule of field trips | Pending |
| | <p><u>Action Step 5:</u> Offer individual training options with supervisor approval.</p> | District Leadership Team (Campus & PTO Funds) | Beginning 2020-2021 School Year Training Schedule Staff Feedback | Pending |
| | <p><u>Action Step 6:</u> Conduct regular reviews of CISD’s Culture Survey results.</p> | Director of Equity and Inclusion, Janet McDade, Tyisha Nelson & Julie Thannum (DDC) | Spring 2020 Spring 2022 Spring 2024 Survey Results & Executive Summary/Trends Charts Presentation PPT DDC Agenda/Minutes | Pending Pending Pending |
| | <p><u>Action Step 1:</u> Create a Request For Proposals (RFP) for equity audit professional services.</p> | Julie Thannum, Financial Services Staff | July 2020 Copy of RFP Packet List of Equity Auditors | In Progress |
| | <p><u>Action Step 2:</u> Collect proposals to rank and select an equity audit consultant to work with CISD.</p> | Superintendent’s Cabinet | August 2020 Copy of Proposals Selection Rubric | Pending |
| | <p><u>Action Step 3:</u> Contract with equity audit consultant to conduct comprehensive audit of CISD curriculum, program and policies.</p> | Superintendent’s Cabinet (est. \$80,000) | September 2020 Copy of Contract and Scope of Work Schedule for Audit | Pending |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|---|---|--|---|---|
| <p>Objective 1.4: Elevate and prioritize the district's equity and inclusion work by modeling cultural competence for all staff. <i>(Administration)</i></p> <p>Strategy 1.4.1: Adopt a new equity and inclusion district policy that establishes an expectation that all students and staff will model and work towards cultural competence.</p> | <p><u>Action Step 4:</u> Present Equity Audit Proposal to School Board for Approval.</p> | <p>Superintendent David Faltys</p> | <p>September 2020 School Board Agenda, Synopsis and Meeting Minutes</p> | <p>Pending</p> |
| | <p><u>Action Step 5:</u> Work with Consultant to Conduct Comprehensive Equity Audit</p> | <p>Student Services Director of Equity and Inclusion</p> | <p>September–December 2020 Copy of Audit Schedule, Scope and Sequence and Overall Findings and Recommendations</p> | <p>Pending</p> |
| | <p><u>Action Step 6:</u> Present equity audit findings to DDC for input/feedback.</p> | <p>Equity Consultant Janet McDade, Tyisha Nelson and Director of Equity and Inclusion</p> | <p>December 2020 Equity Audit Report and Recommendations</p> | <p>Pending</p> |
| | <p><u>Action Step 7:</u> Present equity audit findings and DDC feedback to School Board for approval.</p> | <p>Equity Consultant, Janet McDade, Tyisha Nelson and Director of Equity and Inclusion</p> | <p>January 2021 Equity Audit Report and Recommendations DDC Feedback and Recommendations Board Meeting Agenda & Minutes</p> | <p>Pending</p> |
| | <p><u>Action Step 8:</u> Integrate equity audit findings into CISD's Cultural Competence Action Plan.</p> | <p>Director of Equity and Inclusion, Janet McDade, Tyisha Nelson & Julie Thannum (Costs TBD)</p> | <p>February 2021 Updated Copy of CCAP</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Research equity and inclusion policies in other school districts and universities.</p> | <p>Janet McDade, Tyisha Nelson & Julie Thannum</p> | <p>June 2020 Sample Equity Policies</p> | <p>In Progress</p> |
| | <p><u>Action Step 2:</u> Collaborate with Policy Service writers at the Texas Association of Schools Boards to create a new equity and inclusion district policy.</p> | <p>Julie Thannum & TASB Policy Consultant Amy Kadlecek</p> | <p>July 2020 DRAFT TASB Equity Policy Recommendation</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Present new equity and inclusion district policy to the District Diversity Council for feedback.</p> | <p>Julie Thannum</p> | <p>July 2020 Email Communication Sharing Copy of Draft Equity Policy with DDC DDC Feedback</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|---|--|--|---|---|
| <p>Strategy 1.4.2: Present equity and inclusion policy, as well as Board-adopted Culture Competence Action Plan to the District Leadership Team (DLT) at the annual Administrative Retreat.</p> <p>Strategy 1.4.3: Hold staff accountable for equity and inclusion work by adding a cultural competence domain/indicator to the evaluation/appraisal process for all staff.</p> | <p><u>Action Step 4:</u> Ask Carroll ISD School Board Trustees to consider adopting the new equity and inclusion district policy.</p> | Julie Thannum | July 2020 Copy of DRAFT Policy CISD School Board Agenda & Minutes | Pending |
| | <p><u>Action Step 5:</u> Incorporate new equity and inclusion district policy into district website, handbooks and communications.</p> | Julie Thannum Board & Community Relations Staff | August 2020 Copies of Communications Equity Policy in SCOC and Employee Handbook Copy of Equity Policy on CISD website | Pending |
| | <p><u>Action Step 1:</u> Share equity and inclusion policy and expectations to District Leadership Team prior to the beginning of the school year.</p> | Superintendent David Faltys | July/August 2020 DLT Agenda/Admin Retreat | Pending |
| | <p><u>Action Step 2:</u> Review Culture Competence Action Plan with District Leadership Team and set expectations for action step completion and implementation.</p> | David Faltys, Janet McDade, Tyisha Nelson & Julie Thannum | June/July/August 2020 June DLT Meeting Agenda Admin Retreat Agenda Copy of CCAP Presentation | Pending |
| | <p><u>Action Step 1:</u> Form a Subcommittee of district leaders to work with the Personnel Services Department to study example appraisal instruments that include a domain/indicator that measures progress toward cultural competence and/or a personal commitment to equity and inclusion.</p> | Director of Equity and Inclusion & Gina Peddy and Lauren Wurman | January 2021 Subcommittee Framework Meeting Agenda & Minutes Sample Appraisal Instruments | Pending |
| | <p><u>Action Step 2:</u> Collect staff feedback on sample appraisal indicators.</p> | Director of Equity and Inclusion, Gina Peddy, and Lauren Wurman | February 2021 Staff Feedback | Pending |
| | <p><u>Action Step 3:</u> Adopt recommended appraisal indicator that measures employee commitment to equity/cultural competence.</p> | Director of Equity and Inclusion, Janet McDade and CISD School Board | March 2021 School Board Agenda, Synopsis and Minutes Approval appraisal indicator/instrument | Pending |
| <p><u>Action Step 4:</u> Communicate appraisal indicator to staff and incorporate into staff evaluation/appraisal instrument.</p> | Director of Equity and Inclusion, Janet McDade and Campus Principals | April 2021 Appraisal Communications and Presentations Copy of Appraisal Instrument for use | Pending | |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|---|--|--|--|---|
| <p>Objective 1.5: Launch a multi-faceted marketing and communications campaign that celebrates the uniqueness and diversity within Carroll ISD. <i>(Communications)</i></p> <p>Strategy 1.5.1: Highlight and feature the diversity of Carroll ISD through a comprehensive #WeAreDragons marketing/communications campaign.</p> | <p><u>Action Step 1:</u> Incorporate #WeAreDragons diversity theme into 2021 <i>Inside Carroll Magazine</i>.</p> <p><u>Action Step 2:</u> Create a video series featuring #WeAreDragons equity messaging.</p> <p><u>Action Step 3:</u> Publish print document/ads featuring #WeAreDragons equity messaging.</p> <p><u>Action Step 4:</u> Utilize social media to share #WeAreDragons equity messaging.</p> | <p>Julie Thannum, Board & Community Relations Staff and Southlake Style Magazine</p> <p>Justin Dearing</p> <p>Jill Webb and Board & Community Relations Staff</p> <p>Board & Community Relations Staff & DDC/CDC social media teams.</p> | <p>beginning with 2021-2022 School Year</p> <p>June/July 2021 Editorial Plan Copy of Inside Carroll Magazine (August 2021) Reader Feedback</p> <p>2021-2022 School Year Ongoing series Copy of Videos Audience Feedback</p> <p>August 2021 Copy of #WeAreDragons Brochure and Ads Feedback</p> <p>2021-2022 School Year Ongoing series Copy of Posts</p> | <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> |
| <p>Objective 1.6: Work collaboratively with the Mayor’s Alliance for Unity & Culture to promote cultural competence in the greater Southlake/Carroll ISD communities. <i>(Administration)</i></p> <p>Strategy 1.6.1: Create liaison position for a member of Mayor’s Alliance for Unity & Culture on the District Diversity Council</p> | <p><u>Action Step 1:</u> Contact City of Southlake staff to request that a member of the Mayor’s Alliance also serve as a member of the District Diversity Council.</p> <p><u>Action Step 2:</u> Appoint one member of the District Diversity Council to serve as a liaison/member of the Mayor’s Alliance for Unity & Culture.</p> | <p>Janet McDade & Tyisha Nelson</p> <p>Janet McDade & Tyisha Nelson</p> | <p>2019-2020 School Year Name of City Liaison for DDC</p> <p>2019-2020 School Year Name of DDC Liaison to Mayor’s Alliance</p> | <p>Completed</p> <p>Completed</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|--|---|--|---|---|
| <p>GOAL 2: Facilitate communication and understanding among different stakeholders, and serve as a community resource.</p> <p>Objective 2.1: Increase opportunities in Carroll ISD for underrepresented groups to be included, provide feedback and have a voice in district equity work. <i>(Administration)</i></p> <p>Strategy 2.1.1: Create District and Campus Diversity Councils to serve in an advisory role to the School Board and Administration.</p> | <p><u>Action Step 3:</u> Offer opportunities on the DDC agenda for periodic updates on the work of the Mayor's Alliance.</p> | <p>Janet McDade & Tyisha Nelson</p> | <p>Ongoing DDC Meeting Agendas & Reports</p> | <p>In Progress</p> |
| | <p><u>Action Step 4:</u> Ask DDC liaison to Mayor's Alliance to give periodic updates on the work of the DDC to the Mayor's Alliance.</p> | <p>Janet McDade & Tyisha Nelson</p> | <p>Ongoing Mayor's Alliance Agendas & Reports</p> | <p>In Progress</p> |
| | <p><u>Action Step 5:</u> Look for opportunities to align/cross communicate the work of the DDC and the Mayor's Alliance.</p> | <p>DDC Liaison & Julie Thannum</p> | <p>Ongoing Coordination and Communications with Mayor and City Staff</p> | <p>In Progress</p> |
| | <p><u>Action Step 6:</u> Collaborate on at least one joint event/special project with the Mayor's Alliance annually.</p> | <p>DDC Co-Chairs & City Liaison</p> | <p>2020-2021 School Year Project Details Participants' Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Develop a Board-approved framework for DDC membership.</p> | <p>Superintendent's Cabinet</p> | <p>December 2018 Copy of DDC Framework School Board Agenda & Meeting Minutes</p> | <p>Completed</p> |
| | <p><u>Action Step 2:</u> Create and distribute online DDC application.</p> | <p>Julie Thannum and Board & Community Relations Staff</p> | <p>December 2018 Copy of DDC Application School Board Agenda & Meeting Minutes</p> | <p>Completed</p> |
| | <p><u>Action Step 3:</u> Communicate DDC opportunities to CISD stakeholders.</p> | <p>Julie Thannum and Board & Community Relations Staff</p> | <p>December 2018 Superintendent's Email Copies of eBlasts Copies of DDC Applications Copy of DDC Membership</p> | <p>Completed</p> |
| <p><u>Action Step 4:</u> Conduct regular meetings of the DDC and CDCs.</p> | <p>Janet McDade & Tyisha Nelson</p> | <p>January 2019 to Present Meeting Agendas and Minutes</p> | <p>In Progress</p> | |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>Strategy 2.1.2: Create opportunities for CISD stakeholders to learn more about the various religions identified by CISD families in the Culture Survey.</p> <p>Objective 2.2: Create greater public awareness surrounding the work of the District Diversity Council. (Communications)</p> <p>Strategy 2.2.1: Communicate the work and objectives of the DDC to the greater Carroll community.</p> | <p><u>Action Step 5:</u> Establish staff and community co-chairs for DDC.</p> | <p>Superintendent & Board President</p> | <p>February 2019 DDC Agenda and Minutes Pam Francis and Eric Ransom announced as co-chairs of DDC</p> | <p>Completed</p> |
| | <p><u>Action Step 6:</u> Divide DDC into working subcommittees.</p> | <p>Janet McDade & Tyisha Nelson</p> | <p>March/April 2019 Lists of Six DDC Subcommittees and Members</p> | <p>Completed</p> |
| | <p><u>Action Step 7:</u> Establish CDC liaisons to DDC co-chairs.</p> | <p>DDC Co-chairs</p> | <p>October 2019 DDC Agenda and Summary CDC Liaison Reports</p> | <p>Completed</p> |
| | <p><u>Action Step 8:</u> Survey DDC and CDC members for feedback/input.</p> | <p>Janet McDade, Tyisha Nelson & Julie Thannum</p> | <p>Ongoing ThoughtExchange Results DDC Feedback</p> | <p>In-Progress</p> |
| | <p><u>Action Step 1:</u> Host community interfaith dialogues.</p> | <p>Student Services, Director of Equity and Inclusion and DDC</p> | <p>November 2021</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Create DDC webpage to include meeting dates, agendas, summary of activities and photos of each DDC meeting.</p> | <p>Hayley Herring, Janet McDade, Tyisha Nelson & Julie Thannum</p> | <p>Spring 2019 Copy of DDC Webpage Ongoing Postings of Meeting Agendas, Summaries and Presentations</p> | <p>Completed</p> |
| | <p><u>Action Step 2:</u> Establish DDC and CDC social media sites to share content, facts and upcoming events/celebrations.</p> | <p>DDC Co-chairs Justin Dearing & Board & Community Relations Staff</p> | <p>August 2020 DDC and CDC Facebook, Twitter and Instagram Accounts Social Media Plan & Posts Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Design and publish DDC advertisement(s) in Southlake Style Magazine and CISD eBlasts.</p> | <p>Jill Webb & Julie Thannum</p> | <p>2020-2021 School Year Copies of DDC Ads/Messaging for Southlake Style Magazine and eBlasts Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 4:</u> Create video announcing CCAP and Director of Equity and</p> | <p>Justin Dearing, Janet McDade,</p> | <p>September 2020 Copy of Video Social Media Analytics</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>Objective 2.3: Create new opportunities for the district and campuses to communicate and share facts about the diverse populations in Carroll ISD. <i>(Communications)</i></p> <p>Strategy 2.3.1: Create greater understanding of each campus diversity/demographics.</p> <p>Objective 2.4: Increase public awareness of the diversity demographics of Carroll ISD. <i>(Communications)</i></p> <p>Strategy 2.4.1: Create a digital dashboard on the CISD website to educate the public about the diversity in Carroll ISD.</p> | <p>Inclusion (featuring voice of DDC members).</p> | <p>Tyisha Nelson and DDC</p> | <p>Feedback</p> | |
| | <p><u>Action Step 1:</u> Create mini diversity dashboards or infographics for campus websites/publications.</p> | <p>Hayley Herring & Campus Web Managers</p> | <p>Fall 2020 Copy of Diversity Dashboard Website Visits/Analytics Site Visitor Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Share diversity statistics/demographics with families at curriculum night.</p> | <p>Campus Principals & Classroom Teachers</p> | <p>August/September 2020 Curriculum Night Schedule Copy of Presentation Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Encourage student ambassador programs whereby membership is made up of the representative student groups at the campus.</p> | <p>Campus Principals</p> | <p>2020-2021 School Year Ongoing Ambassador Membership</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Research website dashboard software options.</p> | <p>Hayley Herring</p> | <p>June/July 2020 Report of software options Create Selection Rubric</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Select optimal website dashboard software.</p> | <p>Julie Thannum, Board & Community Relations</p> | <p>July 2020 Rubric Results Software Selection</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Enter Culture Survey results into dashboard software.</p> | <p>Hayley Herring</p> | <p>July 2020 Copy of Dashboard</p> | <p>Pending</p> |
| | <p><u>Action Step 4:</u> Launch diversity digital dashboard for public review.</p> | <p>Hayley Herring</p> | <p>August 2020 Copy of Diversity Dashboard Site Visitor/Analytics Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 5:</u> Promote diversity dashboard to public.</p> | <p>Board & Community Relations Staff</p> | <p>August/September 2020 eBlasts Social Media Posts Email Communications</p> | <p>Pending</p> |
| | <p><u>Action Step 6:</u> Track analytics for diversity dashboard.</p> | <p>Hayley Herring</p> | <p>August/September 2020 Website Analytics & Reports Site Visitor Feedback</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>Strategy 2.4.2: Recognize significant holidays, monthly observances and other culturally-relevant events/people in district and campus communications throughout the school year.</p> <p>Objective 2.5: Increase opportunities for all stakeholders to learn about cultures other than their own. <i>(Celebration of Culture Bias & Awareness)</i></p> <p>Strategy 2.5.1: Educate the community about other cultures and countries to gain greater diversity awareness and appreciation.</p> <p>GOAL 3: Advocate for and support culturally competent and responsive programs and policies.</p> <p>Objective 3.1: Create consistency in student discipline policies and practices. <i>(Administration)</i></p> <p>Strategy 3.1.1: Strengthen wording and consequences in the Student Code of Conduct (SCOC) for hate speech, racial slurs or acts against individuals or groups of individuals based on race, religion, ethnicity, gender, sex, sexual orientation or disability.</p> | <p><u>Action Step 1:</u> Utilize Culture Survey results to identify top religions/cultural groups that make up the CISD population.</p> | <p>DDC, Julie Thannum and Board & Community Relations Staff</p> | <p>Spring 2020 Survey Results (K-12 Insight) List of Top Religions (<1%)</p> | <p>In Progress</p> |
| | <p><u>Action Step 2:</u> Create a diversity calendar for year-round communications and event planning.</p> | <p>Justin Dearing and Board & Community Relations Staff</p> | <p>July 2020 Copy of Diversity Calendar</p> | <p>In Progress</p> |
| | <p><u>Action Step 3:</u> Schedule social media posts/images to recognize culturally-relevant events and holidays.</p> | <p>Justin Dearing and Board & Community Relations Staff</p> | <p>August 2020 Copy of Social Media Plan Social Media Images & Posts Feedback</p> | <p>Pending</p> |
| | | | | |
| | <p><u>Action Step 1:</u> Host annual multicultural events at each CISD campus.</p> | <p>Campus Principals & CDCs (Existing Campus Budgets)</p> | <p>Ongoing Beginning with 2019-2020 School Year Schedule of Events Attendance at Multi-cultural Events Feedback</p> | <p>In Progress</p> |
| | | | | |
| | <p><u>Action Step 1:</u> Review SCOC wording for other area school districts.</p> | <p>Janet McDade Student Services</p> | <p>January 2019 Sample SCOC Wording</p> | <p>Completed</p> |
| | <p><u>Action Step 2:</u> Consult with the school attorney for compliance with the state and federal law.</p> | <p>Janet McDade & Leah Wingerson</p> | <p>February 2019 Meetings and Recommendations from School Attorney</p> | <p>Completed</p> |
| | <p><u>Action Step 3:</u> Present SCOC legal requirements and recommendations to DDC.</p> | <p>Janet McDade & Tyisha Nelson</p> | <p>February 2019 DDC Meeting Agenda & Minutes Attorney SCOC Presentation</p> | <p>Completed</p> |
| | <p><u>Action Step 4:</u> Use the DDC as a focus group for wording and consequence changes.</p> | <p>Janet McDade & Tyisha Nelson</p> | <p>April 2019 DDC Meeting Agenda & Minutes</p> | <p>Completed</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>materials throughout CISD Curriculum and Instruction. (<i>Curriculum & Instruction</i>)</p> <p>Strategy 3.2.1: Add diversity into teaching materials and instruction in all classrooms.</p> <p>Strategy 3.2.2: Introduce and improve language and cultures in Languages Other Than English (LOTE) classrooms.</p> <p>Objective 3.3: Use findings of the 2019 Culture Survey to ensure our community is reflected in the instruction our students receive. (<i>Curriculum & Instruction</i>)</p> <p>Strategy 3.3.1: Expand and increase opportunities for students to express cultures through art, literature, and celebrations within our CISD curriculum.</p> | <p><u>Action Step 1:</u> Reach out to PK-12 content curriculum coordinators to identify instructional material needs.</p> | <p>Director of Equity and Inclusion, Gina Peddy & Curriculum Coordinators</p> | <p>October 2020 Needs Assessment Results</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Generate ideas with each campus staff to support diverse instructional materials in the classroom.</p> | <p>Director of Equity and Inclusion Gina Peddy & Curriculum Coordinators</p> | <p>November 2020 Campus Grade Level/PLC Meetings Staff Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Build classroom resources to include books where all students feel they are represented.</p> | <p>Director of Equity and Inclusion, Gina Peddy & Curriculum Coordinators (Cost TBD)</p> | <p>January 2021 List of Recommended Books & Resources Purchase Orders for Books & Resources</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Review the scope and sequence for LOTE classes with a focus on the cultures of each language.</p> | <p>Gina Peddy & Curriculum Coordinators</p> | <p>September 2020 Copies of LOTE Scope and Sequence Curriculum Review Rubric Proposed Recommendations</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Increase the expectations for content delivery of various cultures within LOTE classes.</p> | <p>Gina Peddy & Curriculum Coordinators</p> | <p>November 2020 Communications to LOTE Teachers Copies of Newly Revised LOTE Score and Sequence</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Encourage student participation in projects and presentations of personal cultures during LOTE classes.</p> | <p>Classroom Teachers</p> | <p>Ongoing Beginning 2020-2021 School Year Copies of Student Projects and Presentations</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Establish a student curriculum review committee (Grades 7-12).</p> | <p>Equity Auditor, Director of Equity and Inclusion, Gina Peddy</p> | <p>Fall 2020 (in tandem with districtwide Equity Audit) Copy of CRC Framework, Meetings & Membership</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Review curriculum and provide feedback to the administration.</p> | <p>Equity Auditor, Director of Equity and Inclusion,</p> | <p>Fall 2020 (in tandem with districtwide Equity Audit) CRC Meeting Agendas & Feedback</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>Objective 3.6: Add examples of cultural competence in district messaging. <i>(Communications)</i></p> <p>Strategy 3.6.1: Conduct a communications audit of current district, campus, classroom and program messaging (audio, visual and written) to identify key areas lacking diversity so that efforts to accurately depict diversity are incorporated into district messaging.</p> | <p>Culturally Competent Practices.</p> <p><u>Action Step 1:</u> Identify Audit Instrument Checklist to use as an internal self-evaluation tool.</p> <p><u>Action Step 2:</u> Create audit teams to walk each campus/district facility to assess cultural competence level based on internal Audit Instrument Checklist.</p> <p><u>Action Step 3:</u> Make recommendations for changes at district, campus, classroom or program level, as needed.</p> <p><u>Action Step 4:</u> Incorporate photos, posters, artwork and other visual images across the district that accurately reflect the diversity of our student population.</p> <p><u>Action Step 5:</u> Add positive diversity messaging to all public CISD presentations (ie. State of the District, Chamber presentations, CLASS, etc.).</p> | <p>Director of Equity and Inclusion, Campus Principals and Classroom Teachers</p> <p>Director of Equity and Inclusion, Campus Principals and Classroom Teachers</p> <p>Campus Audit Teams, Janet McDade & Julie Thannum</p> <p>Campus Principals</p> <p>Board & Community Relations Staff</p> | <p>Spring 2021 Audit Checklist</p> <p>Spring 2021 Internal Audit Team Lists for Each Campus</p> <p>Spring 2021 List of Internal Audit Recommendations</p> <p>Ongoing But At Least By The Start of the 2021-2022 School Year Completed Checklist With Dates of Completion for Internal Audit Recommendations</p> <p>Ongoing Schedule of Presentations Copies of Presentations and Handouts</p> | <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> |
| <p>GOAL 4: Engage students, staff, and faculty to collect feedback on cultural competence in CISD.</p> <p>Objective 4.1: Collect baseline demographic information and equity perceptions from key stakeholders and resurvey every two years. <i>(Administration)</i></p> <p>Strategy 4.1.1: Survey parents, staff and students to collect meaningful data for use by CISD and DDC subcommittees.</p> | <p><u>Action Step 1:</u> Work with consulting company to create Culture Survey assessment instrument.</p> | <p>Julie Thannum & Survey Consultant</p> | <p>October 2019 Copy of Contract With K-12 Insight Draft Survey Questions</p> | <p>Completed</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>Objective 4.2: Increase opportunities in Carroll ISD for students to be represented, provide feedback and have a voice in district equity work. <i>(Student-Led Education & Policy)</i></p> <p>Strategy 4.2.1: Engage students in discussion about racial tension and diversity ideas.</p> | <p><u>Action Step 2:</u> Use District Diversity Council as a focus group to further develop Culture Survey questions.</p> | <p>Julie Thannum & Survey Consultant</p> | <p>October/November 2019 Consultant's Presentation to DDC and DDC Agenda & Meeting Summary Copy of DDC Feedback on Survey Questions</p> | <p>Completed</p> |
| | <p><u>Action Step 3:</u> Conduct voluntary online Culture Survey of key stakeholders.</p> | <p>Julie Thannum & Survey Consultant</p> | <p>December 2019 Copy of Final Culture Survey and Survey Communications</p> | <p>Completed</p> |
| | <p><u>Action Step 4:</u> Share Culture Survey results with the DDC, the School Board and general public.</p> | <p>Julie Thannum & Survey Consultant</p> | <p>January 2020 to DDC Copy of K-12 Insight Survey Results, DDC Agenda & Meeting Summary February 2020 to School Board Copy of K-12 Insight Survey Results, Board Agenda & Meeting Minutes.</p> | <p>Completed</p> |
| | <p><u>Action Step 5:</u> Utilize Culture Survey information to help develop Cultural Competence Action Plan.</p> | <p>Janet McDade, Tyisha Nelson & Julie Thannum</p> | <p>February 2020 to June 2020 Copy of Draft Culture Survey Results & Draft CCAP</p> | <p>Completed</p> |
| | <p><u>Action Step 6:</u> Resurvey stakeholders every two years to identify trends.</p> | <p>Board & Community Relations Staff & Survey Consultant (est. \$15,000 X 2)</p> | <p>December 2021 December 2023 Survey Consultant Contract Survey Questions & Results</p> | <p>Pending Pending</p> |
| | <p><u>Action Step 1:</u> Host Diversity Dialogues during a publicly-posted School Board meeting between Trustees, staff and students (Grades 9-12) using written conversation prompts.</p> | <p>Superintendent's Cabinet & School Board Existing Dept. Budgets</p> <p>Julie Thannum & Eric McDade</p> | <p>January 2019 for Grades 9-12 at Public Board Meeting Posted School Board Meeting Agenda, Meeting Minutes, Video, Media Coverage & Student Feedback</p> <p>September 2019 at Student University for Grades 5-12 Student University Schedule Student U Video Student/Board Feedback</p> | <p>Completed</p> <p>Completed</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>Objective 4.3: Gain teacher input to acknowledge staff diversity and to help guide the staff development design process. <i>(Professional Development)</i></p> <p>Strategy 4.3.1: Create opportunities for teachers to provide input to the DDC Professional Development subcommittee into the staff development process.</p> <p>GOAL 5: Propose strategies for reaching cultural competence.</p> <p>Objective 5.1: Create and execute a holistic professional development program that promotes awareness, sensitivity and inclusion for and by the entire school district, including faculty, staff and the School Board at CISD. <i>(Professional Development)</i></p> <p>Strategy 5.1.1: Provide equity and inclusion professional development opportunities for all staff.</p> | <p><u>Action Step 2:</u> Visit with students face-to-face at CISD campuses during the school day to talk about diversity, inclusion and their experiences with microaggressions and discriminatory behaviors by others.</p> | <p>David Faltys & Eric McDade</p> | <p>October 2018 to March 2019 Schedule of Student Meetings Informal Feedback</p> <p>2019-2020 School Year Schedule of Student Meetings and Informal Feedback</p> | <p>Completed</p> <p>Completed</p> |
| | <p><u>Action Step 3:</u> Conduct ThoughtExchange engagement to seek discussion topics from students in grades 7-12.</p> | <p>David Faltys & Eric McDade</p> | <p>September 2019 ThoughtExchange Announcements & Results</p> | <p>Completed</p> |
| | <p><u>Action Step 1:</u> Develop a teacher cultural competency survey/questionnaire.</p> | <p>Gina Peddy & DDC Professional Development Subcommittee</p> | <p>January 2020 Copy of Survey Questionnaire</p> | <p>Completed</p> |
| | <p><u>Action Step 2:</u> Administer the cultural competency survey/questionnaire to faculty.</p> | <p>Gina Peddy & DDC Professional Development Subcommittee</p> | <p>February 2020 PD Survey Results</p> | <p>Completed</p> |
| | <p><u>Action Step 3:</u> Analyze and present data to DDC.</p> | <p>Gina Peddy & DDC Professional Development Subcommittee</p> | <p>February 2020 Survey Results & Presentation to DDC</p> | <p>Completed</p> |
| | <p><u>Action Step 1:</u> Ensure training includes flexible formats, options and time limits.</p> | <p>Gina Peddy & Curriculum Coordinators</p> | <p>2020-2021 School Year List of Training Options for Teachers</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>Objective 5.2: Reduce the number of student discipline incidents involving microaggressions and discriminatory behavior. (<i>Administration</i>)</p> <p>Strategy 5.2.1: Create a systemic process for consistently tracking and reporting microaggressions and incidents of discrimination.</p> | <p><u>Action Step 2:</u> Make sure training is instructional-level appropriate.</p> | <p>Janet McDade & Gina Peddy</p> | <p>Ongoing Beginning With 2020-2021 School Year Schedule of Meeting(s) to Document Review</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Make training available to the public as a shared responsibility.</p> | <p>Janet McDade & Gina Peddy</p> | <p>Ongoing Beginning With 2020-2021 School Year Public Training Options & Event Schedule/Announcements Participant Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 4:</u> Provide small-group interaction for engagement.</p> | <p>Gina Peddy & Campus Principals</p> | <p>Ongoing Beginning With 2020-2021 School Year List of Small-Group Opportunities for PD</p> | <p>Pending</p> |
| | <p><u>Action Step 5:</u> Ensure that training is reflective of Culture Survey results.</p> | <p>Janet McDade, Tyisha Nelson & Gina Peddy</p> | <p>Ongoing Schedule of Meeting(s) to Review Culture Survey Results & Training(s)</p> | <p>Pending</p> |
| | <p><u>Action Step 6:</u> Establish expectation that training will be an extended commitment.</p> | <p>Janet McDade, Gina Peddy & Campus Principals</p> | <p>Ongoing Copy of Teacher Expectations in Handbooks & Training Communications</p> | <p>Pending</p> |
| | <p><u>Action Step 1:</u> Research best practices to determine how other districts track and report microaggressions and incidents of discrimination.</p> | <p>Director of Equity and Inclusion</p> | <p>October 2020 Research Documentation & Findings</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Adopt preferred method for tracking and reporting microaggressions and incidents of discrimination at campus level.</p> | <p>Janet McDade Director of Equity and Inclusion & Campus Principals</p> | <p>November 2020 Meeting Agenda & Final Reporting and Tracking System</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Establish baseline year to quantify the number of microaggressions and incidents of discrimination at each campus.</p> | <p>Janet McDade with Director of Equity and Inclusion</p> | <p>Spring Semester Pilot Program Baseline Reporting System by August 2021</p> | <p>Pending</p> |
| | <p><u>Action Step 4:</u> Conduct year-to-year analysis to reduce the total number of incidents involving microaggressions</p> | <p>Janet McDade with Director of Equity and Inclusion</p> | <p>Review Incident Reports Monthly and Compare Trends Annually in May</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
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| <p>Objective 5.5: Increase opportunities to grow leaders who will champion equity and inclusion at their campuses in Carroll ISD. <i>(Administration)</i></p> <p>Strategy 5.5.1: Create a Leadership & Culture coach position for Carroll ISD.</p> <p>Strategy 5.5.2: Establish a Campus Culture Coach Certification program in CISD.</p> | <p><u>Action Step 1:</u> Establish a job description for the Leadership & Culture Coach position using inhouse available staff.</p> | <p>Superintendent David Faltys and Personnel Dept. Staff</p> | <p>March 2019 Copy of Job Description</p> | <p>Completed</p> |
| | <p><u>Action Step 2:</u> Have Superintendent appoint/announce Leadership & Culture Coach to community/campuses.</p> | <p>Superintendent David Faltys</p> | <p>April 2019 Copy of School Board Meeting Agenda & Notes Copies of Staff & Parent Communications</p> | <p>Completed</p> |
| | <p><u>Action Step 3:</u> Create opportunities for Leadership & Culture Coach to interact with students of all ages about topics important to students and CISD.</p> | <p>David Faltys, Eric McDade & Campus Principals</p> | <p>Ongoing Schedule of Student Meetings, Kindness Rallies & Special Events Feedback from Participants</p> | <p>In-Progress</p> |
| | <p><u>Action Step 4:</u> Utilize Leadership & Culture Coach to work with and train district and campus staff members.</p> | <p>David Faltys, Eric McDade & Campus Principals</p> | <p>Ongoing Schedule of Faculty Meetings & Professional Development Events Feedback from Participants</p> | <p>In-Progress</p> |
| | <p><u>Action Step 1:</u> Create program framework, objectives and application process.</p> | <p>Eric McDade and Director of Equity and Inclusion</p> | <p>August/September 2020 Copy of Framework, Objectives and Application</p> | <p>Pending</p> |
| | <p><u>Action Step 2:</u> Communicate Campus Culture Coach opportunity at each campus.</p> | <p>Eric McDade with Board & Community Relations Dept.</p> | <p>October 2020 Emails, MySouthlakeNews.com and eBlast</p> | <p>Pending</p> |
| | <p><u>Action Step 3:</u> Establish stipend and budget for Campus Culture Coach program.</p> | <p>Eric McDade and Director of Equity and Inclusion (\$1,500 ea/\$33,000 total – grant pending) Training material program/cost TBD</p> | <p>August/September 2020 Stipend Budget Program Budget Federal Victim’s Grant – Notice of Grant Award (NOGA)</p> | <p>Pending</p> |
| | <p><u>Action Step 4:</u> Interview and select two Campus Culture Coaches at each CISD school.</p> | <p>Eric McDade, Director of Equity and Inclusion & Campus Principals</p> | <p>November 2020 Completed Applications Interview Schedule Final CCC List</p> | <p>Pending</p> |

| Goals/Objectives/Strategies | Action Steps | Owner & Budget | Timeline & Evaluation | Status Pending In Progress Completed |
|-----------------------------|--|---|--|---|
| | <p><u>Action Step 5:</u> Utilize Carroll ISD's Leadership & Culture Coach to help train/mentor Campus Culture Coaches.</p> | <p>Eric McDade, & CCCs</p> | <p>Spring 2021 Training Materials and Presentations Training Schedule Sign-in Sheets Participant Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 6:</u> Use Campus Culture Coaches to champion equity, inclusion and diversity work as they team up to train and work with colleagues on their respective campuses.</p> | <p>Eric McDade, CCC & DLT</p> | <p>Ongoing Beginning Spring 2021 Training Materials and Presentations Training Schedule Sign-in Sheets Campus Staff Feedback</p> | <p>Pending</p> |
| | <p><u>Action Step 7:</u> Conduct end-of-year survey at each campus to collect feedback on Campus Culture Coach program/training.</p> | <p>Julie Thannum, Eric McDade & Campus Principals</p> | <p>May 2021 (annually) Survey Questionnaire & Results</p> | <p>Pending</p> |
| | <p><u>Action Step 8:</u> Introduce and recognize Campus Culture Coaches at public School Board meeting.</p> | <p>David Faltys & Eric McDade (\$1,500 – Superintendent's Budget)</p> | <p>February 2021 (annually) School Board Agenda & Minutes Awards News Release/Coverage</p> | <p>Pending</p> |

Estimated Annual Cost

| | | |
|-----------------------|----------------------------------|------------------|
| Year 1 | 2020-2021 | |
| | Staffing/CCC Stipends* | \$160,000 |
| | Director’s Budget | 25,000 |
| | K-12 Audit | 80,000 |
| | Curriculum/Training/Materials | 125,000 |
| | Speakers | 35,000 |
| TOTAL | | \$425,000 |
| Years 2-5 | Annual Budget (2021-2025) | |
| | Staffing/CCC Stipends* | \$160,000 |
| | Director’s Budget | 25,000 |
| | Curriculum/Training/Materials | 30,000 |
| | Speakers | 35,000 |
| TOTAL Annually | | \$250,000 |

NOTE: Carroll ISD applied for a federal grant in excess of \$330,000 that would provide additional funding, resources and personnel to support the Cultural Competence Action Plan. One of the most significant pieces of the grant application outlined the addition of two victim advocate counselors assigned to work with students (and staff) who are victims of discrimination. The grant also included training, supplies, technology and other resources to support the CCAP. The district will be notified on the status of the grant in October 2020.

EXHIBIT 3

MINUTES
August 3, 2020

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The Regular Board Meeting of the Carroll ISD Board of Trustees was called to order at approximately 4:02 p.m. via a WebEx videoconference/audioconference at the Carroll ISD Administration Center, 2400 N. Carroll Avenue, Southlake, TX, by Board President Michelle Moore with the following members present via videoconference: Board Vice President Todd Carlton, Board Secretary David Almand, Board Member Sheri Mills, Board Member Matt Bryant, Danny Gilpin, and Board Member Eric Lannen.

Staff Present: Dr. Faltys, Dr. Janet McDade, Julie Thannum, Matt Miller, Laurie Grissom, Tyisha Nelson, Susan Wilson, Randy Stuart, Aaron Whitaker

Item 2. PLEDGES OF ALLEGIANCE/MOMENT OF SILENCE

Dr. Faltys led the pledges of allegiance and moment of silence.

Item 3. PUBLIC COMMENTS

Mike and Wendy Odell submitted written comments to the Board on the topic of the Cultural Competence Action Plan.

Tracey Gunnlaugsson submitted written comments to the Board on the topic of the Cultural Competence Action Plan vote.

Loreene Akamine submitted written comments to the Board on the topics of LGBTQ+ and the Cultural Competence Action Plan.

Amber Butcher submitted written comments to the Board on the topic of the Cultural Competence Action Plan vote.

Patricia Yeager submitted written comments to the Board on the topic of the Cultural Competence Action Plan.

Juliet Williams submitted written comments to the Board on the topic of the Cultural Competence Action Plan.

Andrew Yeager addressed the Board on the topic of the CISD microgression considered policy.

Jonathan Covey addressed the Board on the topic of the District Diversity Council and the Cultural Competence Action Plan.

Russell Maryland addressed the Board on the topic of the Cultural Competence Action Plan.

Donna James Harvey addressed the Board on the topic of the District Diversity Council and the Cultural Competence Action Plan.

DRAFT

- 1 Martha Blue addressed the Board on the topic of the Cultural Competence Action Plan.
- 2
- 3 Mary Castle addressed the Board on the topic of the District Diversity Council and the
- 4 Cultural Competence Action Plan.
- 5
- 6 Maddy Heymann addressed the Board on the topic of the Cultural Competence Action Plan
- 7 and the Southlake Anti-Racism Coalition.
- 8
- 9 Anika Shah addressed the Board on the topic of racism.
- 10
- 11 Grace Cropper addressed the Board on the topic of racism.
- 12
- 13 Ken Heymann addressed the Board on the topic of the Cultural Competence Action Plan and
- 14 the Southlake Anti-Racism Coalition.
- 15
- 16 Adam Butcher addressed the Board on the topic of the Cultural Competence Action Plan.
- 17
- 18 Glenn Story addressed the Board on the topic of the Cultural Competence Action Plan.
- 19
- 20 Jenny Story addressed the Board on the topic of postponing the Cultural Competence Action
- 21 Plan vote.
- 22
- 23 Leigh Wambsganss addressed the Board on the topic of the Cultural Competence Action
- 24 Plan.
- 25
- 26 Lynda Warner addressed the Board on the topic of the Cultural Competence Action Plan.
- 27
- 28 Erica Warner addressed the Board on the topic of the Cultural Competence Action Plan.
- 29
- 30 Jolyn Potenza addressed the Board on the topic of the Cultural Competence Action Plan.
- 31
- 32 Kathy Del Calvo addressed the Board on the topic of the Diversity proposal.
- 33
- 34 Jamie Kalen addressed the Board on the topic of the importance of taking the Southlake
- 35 Anti-Racism Coalition's concerns seriously.
- 36
- 37 Scott Hall addressed the Board on the topic of the Cultural Competence Action Plan.
- 38
- 39 Casey Miller addressed the Board on the topic of the Cultural Competence Action Plan vote.
- 40
- 41 Amy Johnson addressed the Board on the topic of social justice and education.
- 42
- 43 Randy Robbins addressed the Board on the topic of the Cultural Competence Action Plan.
- 44
- 45 Mitch Stacy addressed the Board on the topic of the Cultural Competence Action Plan.
- 46
- 47 Christopher Gunn addressed the Board on the topic of the District Diversity Council.
- 48

DRAFT

- 1 Callie Smith addressed the Board on the topic of the Cultural Competence Action Plan and
- 2 Southlake Anti-Racism Coalition support.
- 3
- 4 Huy Ton addressed the Board on the topic of the Cultural Competence Action Plan.
- 5
- 6 Kandice Kapinos addressed the Board on the topic of the Cultural Competence Action Plan.
- 7
- 8 Mike Pazera addressed the Board on the topic of the Cultural Competence Action Plan.
- 9
- 10 Ana Warner addressed the Board on the topic of the Cultural Competence Action Plan.
- 11
- 12 Robert Warner addressed the Board on the topic of the Cultural Competence Action Plan.
- 13
- 14 Anya Kushwaha addressed the Board on the topic of the Cultural Competence Action Plan
- 15 and the Southlake Anti-Racism Coalition.
- 16
- 17 Nick Salomone addressed the Board on the topic of the Cultural Competence Action Plan.
- 18
- 19 Dudley Jordan addressed the Board on the topic of the Cultural Competence Action Plan.
- 20
- 21 Aimee Bowman addressed the Board on the topic of school re-opening.
- 22
- 23 Fred Stovall addressed the Board on the topic of the Cultural Competence Action Plan.
- 24
- 25 Chelsea Salomone addressed the Board on the topic of the Cultural Competence Action Plan.
- 26
- 27 Angela Jones addressed the Board on the topic of the Cultural Competence Action Plan.
- 28
- 29 Sravana Krishna addressed the Board on the topic of support for the Cultural Competence
- 30 Action Plan.
- 31
- 32 Randy Williamson addressed the Board on the topic of the Cultural Competence Action Plan.
- 33
- 34 Ethan Koh addressed the Board on the topic of the Southlake Anti-Racism Coalition.
- 35
- 36 Nishita Pondugula addressed the Board on the topic of supporting the Cultural Competence
- 37 Action Plan and the Southlake Anti-Racism Coalition.
- 38
- 39 Kaitlyn Santiago addressed the Board on the topic of school re-opening.
- 40
- 41 Kelsey Gordon addressed the Board on the topic of the Southlake Anti-Racism Coalition and
- 42 the Diversity plan.
- 43
- 44 Avery Mason addressed the Board on the topic of the Cultural Competence Action Plan.
- 45
- 46 Divya Kumar addressed the Board on the topic of the Cultural Competence Action Plan and
- 47 the Southlake Anti-Racism Coalition.
- 48

DRAFT

1 Marissa Vazhappily addressed the Board on the topic of the Cultural Competence Action
2 Plan and the Southlake Anti-Racism Coalition.

3
4 Justin Butterfield addressed the Board on the topic of the Cultural Competence Action Plan.

5
6 Monique Oliveaux addressed the Board on the topic of supporting the District Diversity
7 Council and the Cultural Competence Action Plan (advocate for passing as soon as possible).

8
9 Jamie Pringle addressed the Board on the topic of the Cultural Competence Action Plan and
10 in-person teaching.

11
12 Audrey Gow addressed the Board on the topic of the Southlake Anti-Racism Coalition and
13 the Cultural Competence Action Plan.

14
15 Charla Thompson addressed the Board on the topic of supporting the Cultural Competence
16 Action Plan.

17
18 Maguire Greaves addressed the Board on the topic of supporting the Cultural Competence
19 Action Plan and the Southlake Anti-Racism Coalition.

20
21 Elisa O’Callaghan addressed the Board on the topic of supporting the Cultural Competence
22 Action Plan and the Southlake Anti-Racism Coalition.

23
24 Robin Cornish addressed the Board on the topic of the Cultural Competence Action Plan.

25
26 Chuck Taggart addressed the Board on the topic of the Cultural Competence Action Plan.

27
28 Nikki Olaleye addressed the Board on the topic of the Cultural Competence Action Plan.

29
30 Margaret Thompson addressed the Board on the topic of supporting the Cultural Competence
31 Action Plan.

32
33 Wayne Zenoble addressed the Board on the topic of supporting the Cultural Competence
34 Action Plan.

35
36 Aryana Mithwani addressed the Board on the topic of the Southlake Anti-Racism Coalition
37 and supporting the Cultural Competence Action Plan.

38
39 Alike Osadolor addressed the Board on the topic of support for the Cultural Competence
40 Action Plan and for the Southlake Anti-Racism Coalition’s demands.

41
42 Paige Stevenson addressed the Board on the topic of supporting the Southlake Anti-Racism
43 Coalition and the Cultural Competence Action Plan.

44
45 Buddy Luce addressed the Board on the topic of the Cultural Competence Action Plan.

46
47 Kate Smith addressed the Board on the topic of the Cultural Competence Action Plan.

48

DRAFT

- 1 Leah Kann addressed the Board on the topic of the Cultural Competence Action Plan.
2
- 3 Evelyn Smith addressed the Board on the topic of the Southlake Anti-Racism Coalition and
4 the Cultural Competence Action Plan.
5
- 6 Debopreeta Bhattacharya addressed the Board on the topic of the Southlake Anti-Racism
7 Coalition testimonies.
8
- 9 Mitchell Ryan addressed the Board on the topic of the Cultural Competence Action Pla
10
- 11 Josette Chang addressed the Board on the topic of the need for the Cultural Competence
12 Action Plan.
13
- 14 Bill Zimmerman addressed the Board on the topic of the Cultural Competence Action Plan.
15
- 16 Frank Bernardo addressed the Board on the topic of the Cultural Competence Action Plan.
17
- 18 Cindy Folefack addressed the Board on the topic of the Southlake Anti-Racism Coalition and
19 the Cultural Competence Action Plan.
20
- 21 Rachel deGraffenreid addressed the Board on the topic of virtual learning and the Southlake
22 Anti-Racism Coalition.
23
- 24 Ashley McCurry addressed the Board on the topic of the Southlake Anti-Racism Coalition.
25
- 26 Stephanie Lomme addressed the Board on the topic of teacher voices-back to school safety.
27
- 28 Aidan Aalund addressed the Board on the topic of the Cultural Competence Action Plan.
29
- 30 Mario Chavez addressed the Board on the topic of the Cultural Competence Action Plan.
31
- 32 Crystal Madden addressed the Board on the topic of anti-racism in Carroll ISD.
33
- 34 Alex Heymann addressed the Board on the topic of the Cultural Competence Action Plan and
35 the Southlake Anti-Racism Coalition.
36
- 37 Rachel Bowman addressed the Board on the topic of the Cultural Competence Action Plan.
38
- 39 Faihan Osman addressed the Board on the topic of supporting the Cultural Competence
40 Action Plan.
41
- 42 Caroline Hao addressed the Board on the topic of the Cultural Competence Action Plan and
43 the Southlake Anti-Racism Coalition.
44
- 45 Estela Romero addressed the Board on the topic of the Cultural Competence Action Plan.
46
- 47 Erin Weisert addressed the Board on the topic of supporting the Cultural Competence Action
48 Plan.

DRAFT

1 Jamie Kirby addressed the Board on the topic of the Cultural Competence Action Plan.

2

3 Avery Schoenhals addressed the Board on the topic of the Cultural Competence Action Plan.

4

5 Alec Vandenberg addressed the Board on the topic of diversity, equity and inclusion.

6

7 Jennifer Velasco addressed the Board on the topic of the Cultural Competence Action Plan
8 (vote no).

9

10 Rachel Woods addressed the Board on the topic of racism in Carroll ISD.

11

12 Nancy Chiue addressed the Board on the topic of supporting the Cultural Competence Action
13 Plan.

14

15 Jen Fonseca addressed the Board on the topic of the Southlake Anti-Racism Coalition.

16

17 Collette Chang addressed the Board on the topic of the Cultural Competence Action Plan.

18

19 Dianne Dorman addressed the Board on multiple topics.

20

21 Anna Ponzio addressed the Board on the topic of the Cultural Competence Action Plan.

22

23 Aurore Folefack addressed the Board on the topic of the Southlake Anti-Racism Coalition
24 and the Cultural Competence Action Plan.

25

26 Madelynn Tung addressed the Board on the topic of the Southlake Anti-Racism Coalition.

27

28 Amanda Piyapanee addressed the Board on the topic of the Cultural Competence Action Plan
29 implementation.

30

31 Logan Colpo addressed the Board on the topic of his views on the Cultural Competence
32 Action Plan and counseling at Carroll ISD.

33

34 Melissa Woodward addressed the Board on the topic of delaying the start of in-person
35 instruction.

36

37 Angela Darden addressed the Board on the topic of the Cultural Competence Action Plan.

38

39 Anvi Bora addressed the Board on the topic of the Cultural Competence Action Plan and the
40 Southlake Anti-Racism Coalition.

41

42 Natasha Smith addressed the Board on the topic of anti-racism policy change.

43

44 Tracey Gunnlaugsson addressed the Board on the topic of the Cultural Competence Action
45 Plan.

46

47 **Item 4. FINANCIAL SERVICES**

DRAFT

1 **A. Call Public Meeting to Discuss 2020-21 Budget and Proposed Tax**
2 **Rate**

3
4 Amended motion was made by Sheri Mills and seconded by David Almand to call a public
5 meeting to discuss the 2020-21 budget and proposed tax rate to coincide with the next
6 regularly scheduled meeting on either Monday, August 17, 2020 or Monday, August 24,
7 2020.

8 Approved (7-0)

9
10 **Item 5. STUDENT SERVICES**

11 **A. District Diversity Council / CISD Cultural Competence Action Plan**
12 **Presentation**

13
14 Motion was made by Sheri Mills and seconded by Danny Gilpin to receive the plan and
15 direct the administration to hold a series of workshops for clarity on the Cultural Competence
16 Action Plan (CCAP).

17 Approved (5-2), Opposed – Eric Lannen, Matt Bryant

18
19 The Board took a short break at approximately 9:00 p.m.

20
21 The meeting resumed at approximately 9:11 p.m.

22
23 **Item 6. PRESIDENT'S REPORT**

24 **A. Committee Reports**

25
26 Dr. Faltys noted that a virtual CISD School Safety and Security Committee Meeting will be
27 held on Thursday, August 6, 2020.

28
29 **Item 7. SUPERINTENDENT'S REPORT**

30 **A. COVID-19 / Fall Planning Update**

31
32 Dr. Faltys gave a Fall Planning update and also announced that Mr. William Wooten has
33 been approved by the Board of Trustees as the new Assistant Superintendent for Financial
34 Services replacing Scott Wrehe.

35
36 **B. Announcement of New Elementary Math & Science Curriculum**
37 **Coordinator**

38
39 Dr. Faltys announced that Valerie Barnes has been hired as the new Elementary Math &
40 Science Curriculum Coordinator replacing Julie Stephens.

41
42 **Item 8. STUDENT SERVICES**

43 **A. Consider for Approval the 2020-21 Student Code of Conduct and**
44 **Student Handbook**

45
46 Motion was made by Sheri Mills and seconded by David Almand to approve the 2020-21
47 Student Code of Conduct and Student Handbook.

48 Approved (7-0)

DRAFT

1 **Item 9. ADMINISTRATIVE SERVICES**

2 **A. Combination Oven Replacements at Eubanks Intermediate, Dawson**
3 **Middle School, and Old Union Elementary School**
4

5 Motion was made by Sheri Mills and seconded by Todd Carlton to approve the replacement
6 of the DMS, EIS, and OUES combination ovens through an interlocal agreement with Choice
7 Partners through Pasco Brokerage Inc. and water softener systems through Superb Supplies
8 and Services for a, not to exceed cost, of \$72,432 utilizing 2017 Bond funds.

9 Approved (7-0)

10
11 **Item 10. CONSENT AGENDA**

12 **A. Minutes – July 20, 2020 Regular Board Meeting**

13 **B. Minutes – July 27, 2020 Special Board Meeting**

14 **C. 2020-2021 Grading Guidelines**

15 **D. Dragon Stadium Concession Services RFP / Agreement**

16 **E. Monthly Financial Report**
17

18 Motion was made by Todd Carlton and seconded by Sheri Mills to approve the consent
19 agenda, items A-E.

20 Approved (7-0)

21
22 **Item 11. EXECUTIVE SESSION**

23
24 The Board recessed into executive session at approximately 9:36 p.m. as permitted by the
25 Texas Open Meetings Act, Texas Government code, Chapter 551, Subchapters D and E.

26
27 The Board reconvened into open session at approximately 11:39 p.m.
28

29 **Item 12. CONSIDERATION AND POSSIBLE ACTION ON ANY MATTERS**
30 **ADDRESSED IN EXECUTIVE SESSION**
31

32 No action was taken on any matters addressed in Executive Session.
33

34 Motion to adjourn was made by Matt Bryant and seconded by Sheri Mills.

35 Approved (7-0)

36
37 **The meeting adjourned at approximately 11:39 p.m.**
38
39
40

41 _____
42 **PRESIDENT**

_____ **SECRETARY**

EXHIBIT 4



Ronell >

second letter to SARC and what they alleged as a conflict of interest for working at UNCF. If I lose perspective and not remain open to all points of view — from students in particular — whether I like or dislike the tactics...then I definitely should not be a Trustee. Everyone has a right to be heard.

I will definitely keep being me...that may put me in the middle sometimes...but eventually my vote is picking a side

Totally agree. Timing. People have lost confidence in CISD. They hear about this plan that goes to the board Aug. 3. Then the BS that ensued at the last



iMessage





Inna >

kids like we will let down if it doesn't pass. I was not in support of all the SARC demands, but now we may not even get CCAP.

The CCAP is really well thought out and very doable. I think it address many things that needed to be addressed. The DDC worked so hard all these months and came out with a good plan. I hope the rest of the board shares your perspective.

Mon, Aug 3, 9:23 PM

Great job Michelle... you and Sheri were fabulous tonight. I know it was really hard to get the motion passed but you did it .



iMessage



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3 People >

Barbara Yelton

Zero for budget workshop. All the rest are for 4 pm reg mtg. I'm entering names/topic on a numbered spreadsheet. Will send to you and Aaron Whitaker when done. In Cabinet so multi tasking



BY

I thought Buddy Luce was speaking at both, but maybe not

Barbara Yelton

No, not at 3 pm



BY

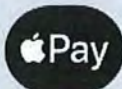
Board officers are in agreement to offer 2 min per speaker. Please review with Cabinet and let us know your thoughts.

Dave Faltys

We were thinking of a standard



iMessage





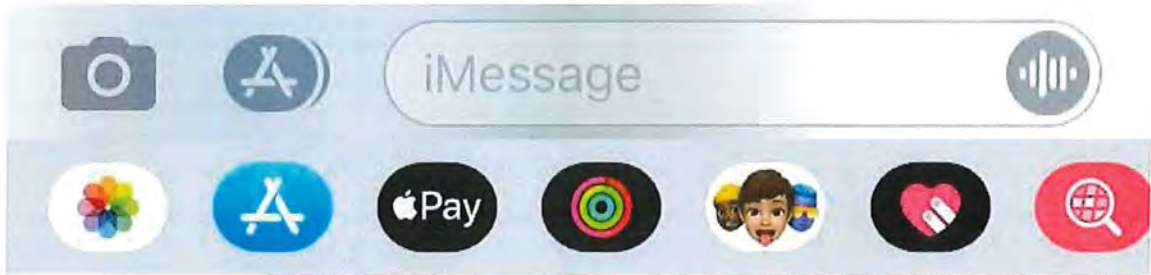
John >

they just got a little ambitious.

If this were a City committee, we'd tell them to tailor the recommendations and try again. 🙌

I am very glad that nothing has changed as a result of demands or the private meeting, but I would also strongly encourage you to make a public statement about it - attendees, subject matter, etc. People are starting to allege violations of the open meetings act, and further silence is not helping the situation. Again, it's a perception issue, and one that only the attendees of that meeting can clear up

Wed, Aug 5, 7:38 AM



Mon, Aug 3, 9:28 AM

We are at 106 comments

Todd Carlton



Ok...what are your thoughts on time limit? 1, 1.5, 2 min

David Almand

2. I know it's painful, but that is barely enough time to make 1 or 2 points. I bet a lot will drop out as we go along.



That's what I'm thinking as well

Todd Carlton

Sounds good.

4 hours of comments



iMessage





Ronell >

Fri, Jul 31, 8:53 AM

Do we have a plan to counter this crusade against the CCAP? I've been inundated with folks saying they don't support it. I don't want these people to think they've won. If they feel emboldened, we'll never get anything done.

I'm not sure about counter crusade, but I do think that we'll need to revisit plan and make changes. I believe Trustees will recommend workshopping the plan and I would like DDC cochairs to present their piece of the plan. That will be public. Transparency is key right now. Plan will still be presented, but it's clear more work is needed. Voting No would be bowing



iMessage



183



2 People >

David Almand

Plus we should be doing what we can to decrease spread between now and 24 August

DA

Not sure about others

David Almand

I lean to stay virtual

DA

Todd Carlton

At this point I agree we should stay virtual but it should would be nice to hear the C CAP in person.

TC

Let's see what Julie comes back with first...

Then we poll

Today just sucks



iMessage



Eric Ransom

ER Thanks Michelle.

Pam Francis

PF I'm guessing we'll have quite a few folks signing up to speak 😄

This time...I will make sure we send a communication about how much time everyone will be allotted based on # of speakers BEFORE start of meeting

Eric Ransom

ER Yes, and we should definitely enforce it

It's enforced because mic is just turned off

Eric Ransom

< 184



2 People >

Thu, Jul 30, 1:19 PM

Danny Gilpin

The email barrage is relentless

Not sure we can approve anything on Monday. This might take awhile.

Hate that we are virtual and not in person for these type of discussions.

DG

I brought up going in person

But everything else is virtual right now...so we are staying the course

Danny Gilpin

We don't have a big enough room for a meeting like this

DG

Maybe the auditorium at CSHS



iMessage





3 People >

BY No, I didn't see the email but have been driving. Just got home

BY Done. I emailed a revised 4 pm preliminary agenda

Sat, Aug 1, 8:27 AM

Barbara Yelton

BY Just FYI... 25 public comments requests as of 8:15 am. At least one person asking what the time allotment per speaker will be. Will send another update on # this afternoon.

Thx. Is it mostly CCAP or do we have opening schools/safety

Julie Thanum

Todd and Sheri received weird threatening emails and they





John >

Sun, Aug 2, 11:53 AM

Hi Michelle! I know you guys are under a ton of pressure here and you have a big vote coming up tomorrow on the CCAP. I would strongly suggest you guys figure out how to postpone this vote and seek more community input. Not only is it substantively problematic on many levels, there are serious process and perception concerns with some of the board meeting in private with the SARC group. I am getting tons of pointed questions on this, and while I assure folks that the intent was not to create the perception of a tainted process, the reality is that it did. That's why, for example, during the apartment vote, we refused to even take a



iMessage



182



3 People >

...communicating ahead to best
so that they don't think we are
changing it up on them.
Remember, TASB recommends
we go back to a 2 or 3 minute
time period regularly.



Thanks!

Thu, Jul 30, 6:08 PM

Barbara...please add student
information to Executive
Session

Barbara Yelton

BY

Will do.

And, did you see my email?
Sandi will be with us again on
Monday, so we need to add the
Superintendent agenda item

Barbara Yelton



... I didn't see the email but



iMessage



< 182



2 People >



Skipped Rachel woods

Barbara Yelton



Sorry I was answering another email then

Dave Faltys



11 left

Barbara Yelton



Alec Vandenberg is off his business call now and still wants to speak



Tracey Gunnlaugsson is online and asked if she could speak after all

Dave Faltys



Ok



iMessage





2 People >

Thu, Jul 30, 8:15 AM

Today is going to be rough.

Question...rethinking where we put Exec at Monday's meeting. Last week...we all needed a bathroom break in the middle of the meeting. I would like to move Exec earlier...so we can go to the bathroom, grab food, etc. Thoughts? Or, just leave at the end. I can go either way.

I can call a break at anytime.

Todd Carlton



Either is fine by me. If you call a break every 1.5 hours that is probably just as good.

David Almand



I think leave at end and take a break at 1.5



182



2 People >

Mon, Jul 27, 3:31 PM

Start time for 8/3

It's going to be a long meeting

4 pm?

Maybe 3 pm?

Todd Carlton

Virtual?

If so I am good with 3pm. If in person I will need to move something to accommodate travel (which is fine).

David Almand

I recommend 3, but either works

Maybe have Barbara poll



iMessage





2 People >

How would you state it?

The what happens next..

Mon, Aug 3, 1:33 PM

Danny Gilpin

Took a break to workout and clear the mind (as much as possible).

I could be totally wrong but I see tonight as CCAP being presented and our options are either adopt (approve), deny (vote against) or accept with instructions to administration to schedule workshops, town halls, etc.

But could be wrong about the entire process (and usually am)



iMessage





2 People >

Eric Ransom



Awesome

Wed, Jul 29, 1:28 PM

Pam Francis



For Eric and my portion of Monday's meeting, about how long should we plan to speak? I was thinking we would give an overview of the plan and ask the board to accept it. Is there anything else we should cover?

Wed, Jul 29, 3:22 PM

I will text response to your question soon

Just sent u my draft post because we are getting slammed with emails

Thu, Jul 30, 2:02 PM



188



2 People >

DG

Can only imagine how many sign up for public comments

We had 25 at 8:30 am today

Danny Gilpin

DG

If only we were that lucky

Sheri Mills



Maybe the WiFi in Wyoming will suck.

Danny Gilpin



DG

At least from 4-7



Sat, Aug 1, 9:44 PM

Up to 36 public comments

Danny Gilpin



iMessage



< 200



Ronell >

goes away forever.

I can't let that happen

My heart will hurt for this District

I will be letting so many kids down... 😞

The outlandish threats are rampant. When the board tables it this Monday, they will be emboldens.

It's a failure of leadership. Not you. Many, many others.

It will be under my watch, my leadership

I know. I believe that.



iMessage



< 209



Chris >

serving! Sorry I am a bit tardy in texting!

Sat, May 23, 10:31 AM

Thank you Chris!!! I hope I can text you for advice. I will need help. 🖤💚

Anytime! Do you know that! 😊

Tue, Jul 28, 10:31 AM

Good post response! 😊



Stay strong and do what you know is right. You got this!

Thanks Chris. That means a lot. You were my first like last night.



Delivered



iMessage



< 200



Ronell >

I mostly agree. It does and will seem like capitulation. We were the 63 chosen. We don't cater to the mob.

I've gotten LOTS of emails

So has the Board

I agree. Has to be presented.

The gist?

BUT, given the sentiments, the plan we'll end up with will be watered down and largely ineffective.

The irony is that SARC who wanted even more than what we presented has imploded the whole thing.



iMessage



182



3 People >



Works for me

Also...should I just move up Financial Services before public comments?

Dave Faltys



We will check with Leah. In the workshop or regular meeting?

In regular meeting

I can keep as is

Dave Faltys

If there are no speakers for finance I believe we can. This is iust the call for the public



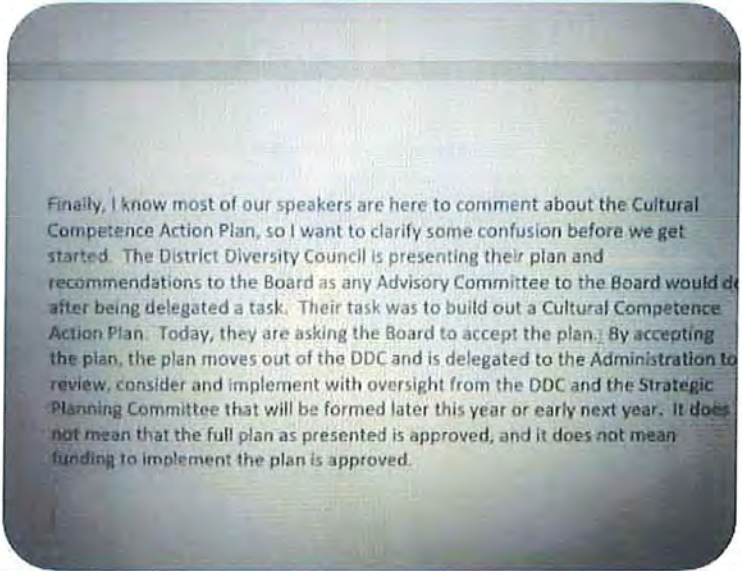
iMessage





2 People >

I'm thinking of stating the following before comments start...



We need to clear up confusion on what accept means

Thoughts?

Sheri Mills

YES!!!

People do not understand that.

At all.



iMessage





Inna >

doesn't pass. I was not in support of all the SARC demands, but now we may not even get CCAP.

The CCAP is really well thought out and very doable. I think it address many things that needed to be addressed. The DDC worked so hard all these months and came out with a good plan. I hope the rest of the board shares your perspective.

Mon, Aug 3, 9:23 PM

Great job Michelle... you and Sheri were fabulous tonight. I know it was really hard to get the motion passed but you did it. Congrats



iMessage



< 191



Steve >

Let's all get together soon...been too long. I left a bday VM for Melissa last week...hope she had a great one. 😊

Mon, Aug 3, 9:45 PM

Thank you for your service and dedication to Carroll ISD. I know tonight was tough. You did a fantastic job. I want you to know that I APPRECIATE you.

Tue, Aug 4, 9:03 AM



Thank you Steve!! It was important that I fought for our kids. There is no place for political interest groups in CISD. It was about making us better for all kids.

Read 8/4/20



iMessage





Inna >

aware of what is in the plan,
and then we can fight what is in
it. Send this petition to
everyone.

👉 SIGN PETITION HERE:

[https://
www.southlakefamilies.org/](https://www.southlakefamilies.org/)

Thankyou SO MUCH!
Please pass this text on to all
your friends,
family, conservatives that don't
want this in our schools 🏫

👉 And, if you want to email the
School district, see addresses
below 👉

🏫 School board email
addresses:

Michelle Moore - Place 1



iMessage





Ronell >

Given this climate, if that's the case for me or for ANYONE, it's a no-go. All or none.

That's what I think. To put this forward now is asinine. It adds fuel to an already-blazing Fire.

I understand

I agree. And I can tell you, it protects the board. Otherwise, it's a no-win. Against: racist; for: pandering.

I still believe it should be presented, but a vote is unlikely

Same.

I think that protects everyone and allows us to review



iMessage





2 People >

plan that can unite us, rather than divide us. Regardless of the side one is on, a plan that creates this much division has room for improvement. I've been told that the definition of a good negotiation is when all parties leave dissatisfied, meaning everyone had to give a little.

I don't have Julie, Janet or Pam's contact info, or would have shared with them as well. Hang in there- and know you are appreciated.

KG



You are exactly right. We are clearly not there yet and will need to further modify plan. Can I borrow this for my statement on Monday? Umm I'm serious....



iMessage





Ronell >

Fri, Jul 31, 12:40 PM

I only know of 1 student on SARC that is on DDC. I don't know what adults, if any, were involved.

That are on DDC

For the community, that's one too many.

Here is my dilemma: There are parts of the CCAP that I knew wouldn't fly, but I also knew that saying as much would be tantamount to shouting someone down. I tried to raise those objections privately. Now, we have a plan that many in the community will never support because they won't trust the group.



iMessage





Sheri >

Fri, Jul 31, 3:01 PM

Can u talk?

Yep

Mon, Aug 3, 11:40 AM

Can u chat?

I can now. You?

Mon, Aug 3, 1:45 PM

Having second thoughts after talking with Pam and Eric...May be game time decision

I love Danny's suggestion of accepting with the caveat of holding more meetings and the workshop - that seems to be the best way to appease both sides.



iMessage



188



2 People >



And I would re-clarify the difference between CCAP and SARC

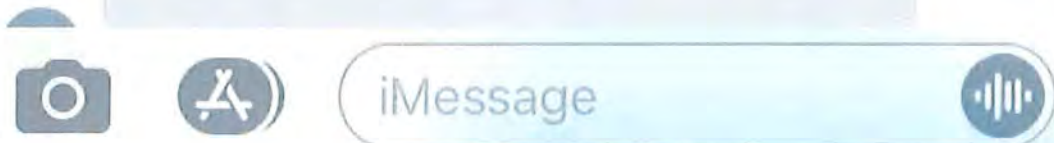


Plus- I would love you to say (or any of us during the meeting) that the money is not being approved and that there is still strategic planning and capital needs

Danny Gilpin

Well of course we are "accepting" the Plan but to say that that moves it from DDC to Admin implies that we approve the plan and are moving forward with it as presented and accepted.

That's not what happens by just accepting the presentation.





Angela >

Fri, Jul 31, 7:12 PM

Hi Michelle. How are you? I don't know how on earth you are managing all this. Lots of prayer!!

I'm against this diversity plan. We can't fund more mandatory hair testing that will save lives but we can do this?!! It's so unbelievable. I'm afraid if I speak up I'll be reprimanded and blasted on social media, as are many others.

This is a home issue. Parents should be the ones training their kids and not the school. We are at CISD for education. You could have part of their social studies class include more diversity training perhaps. There are other solutions to help without being some huge new policy.



iMessage








3 People >

iMessage
Mon, Aug 3, 9:30 PM

Nicole Reilley



You guys did great tonight! 
  Thank you!!!





John >

been changed in the DDC plan as a result of demands. I know that almost feels irrelevant now, but that is a fact. I believe CISD has an obligation to improve the culture to ensure all kids feel welcomed and cared for. Discrimination and hate is not acceptable. I am feeling very torn about the best course of action at this time. I don't want to further divide our community, but I need to protect the kids. Nothing about this is easy. Again, appreciate you reaching out.

I think everyone shares that goal. But that CCAP document is so incredibly overbroad and wrong for the reasons you're seeing from others - I think they just got a little ambitious.



iMessage





Throwing this out there...Should we change our meeting to in person?

Is it sending the wrong message that we are not meeting in person, but we want our teachers/kids back in school?

I don't have the right answer...

Todd Carlton

🤔 I see your point. I don't know the right answer either. Board poll to see who is actually in town and if it is possible?

David Almand

I was thinking the same thing yesterday. Will people wear masks and social distance?



iMessage





2 People >

in the first link, Page 9,
"Strategy" 3.2" am- see first
link .. Also, "highly suggest"
teachers comply 😞

I didn't even KNOW about this
until last night when my
husband notified me of what
was going on. Please note, I am
ALL for loving people and
treating everyone with love and
respect, but please don't force
things on our young children...

So, Southlake school district
needs our help! If you don't live
in SL, it's okay- we can still help
because if it's passed there, it's
not far off from being passed in
other school districts 😞 Please
read & SIGN if you DISagree
with what they are trying to
pass regarding our children
(see 1st link- Allowing PK-12 to



iMessage



Mon, Aug 3, 12:53 PM

Just want you to know I love you friend. I know tonight will be hard, especially having friends on both sides of the equation. I sent an email and it prob made no sense but how ANY of you vote doesn't change my love for my friends in this position or respect for you guys. Our differences only make us better people. xoxo 🥰🥰

Thu, Aug 6, 8:38 PM





2 People >

iMessage
Mon, Aug 3, 5:11 PM

Stacy Wagnon

I have prayed for you all today and continue through this meeting. You are doing great Michelle.



iMessage



< 182



2 People >

Dave Faltys

Aaron didn't see her on the line

Actually she spoke against the plan. Sorry



Skipped Rachel woods

Barbara Yelton



Sorry I was answering another email then

Dave Faltys



11 left

Barbara Yelton



Alec Vandenberg is off his business call now and still wants to speak



iMessage





Ronell >

I'm not conflicted about the need for a plan, but it's becoming clear that we may need more time to unpack the plan and gather community input

Don't you fear the DDC being crushed with either a no vote/delay or a no?

I agree. BUT, I don't know how we could expect the board to sign off on something they were not involved in or, some say, aware of?

I am definitely concerned. But I'm far more concerned that I'm letting down the students

Again, I believe in the work of



iMessage



What do u think about having Aaron move someone doing public comments to presenter role so we can see them?

Todd Carlton



Sure.

David Almand



Fine if less than 5, but don't think so if it's a bunch

I'm checking on feasibility

Aaron thinks 5-10 sec more per speaker

I think it would be better. Let me check with Dave and Julie and get their thoughts too

Todd Carlton

I didn't see anything from



iMessage



< 204



Jenny >

I'm actually not doing well today. It's all too much. I truly have the best intentions for ALL kids, but now I'm a teacher killer for supporting opening schools. I know everyone is on edge, but really?! Sigh. I guess I signed up for this and there will be good days, but lots of bad days too.

Re email...I just have not had a chance to respond. Thank you for taking the time to reach out and share feedback.

Oh my Michelle. I'm so sorry you are having to go through this.

God, please give Michelle the strength to be your voice so she has the confidence to speak your words. Fill her with



iMessage





2 People >

Fri, Jul 31, 5:21 PM

Just FYI .

There's an anonymous email being circulating trying to put pressure on the school board to delay the vote.

Here's the text

Hey there!

I don't know if you have seen this and I don't know where you stand on the issue, but because this is a quick vote (Monday the 🗳️ day) I'm trying to get the word out to as many people as possible. The Southlake school district is trying to pass a mandate-They are trying to FORCE "instructional material" (gender choices, LGBTQ etc on our kids as young as PRE-K)..... see attached photo, it is also found



iMessage



Mon, Aug 3, 8:39 AM

Pam Francis

PF

Good morning! How are we feeling about today?

Eric Ransom

ER

I'm about to have a good breakfast and I feel great.

Well...we have 106 comments

Eric Ransom

ER

Wow

Mon, Aug 3, 9:08 PM

I tried my very best. You guys are amazing

Eric Ransom

ER

You did great, I'm proud of you.

Pam Francis

Thank you Michelle. Thank you



iMessage





Dave >

Thanks. You'll love him

Mon, Aug 3, 11:54 AM

Can you chat?

I'll call in just a sec

Mon, Aug 3, 1:25 PM

Sandi and Leah don't think you have to vote to accept the plan. You can just acknowledge receipt of the plan

Having second thoughts after talking with Pam and Eric...May be game time decision

I don't know. I'm all over the place

Mon, Aug 3, 3:10 PM



iMessage





4 hours of comments

Feedback from Cabinet

We were thinking of a standard that if we had 40+ we could reduce to 2 mins and if we topped 100 we could reduce to 1 minute. Those were our initial thoughts. We will do whatever the board wishes tho

Todd Carlton

I'm not against 1 min if we state that we have over 100 speakers.

It would be hard to get more hate mail than we have already received.



David Almand



Agree



iMessage





2 People >

Michelle Moore - Place 1
President
Michelle.Moore@southlakecarroll.edu

Todd Carlton - Place 6
Vice President
todd.carlton@southlakecarroll.edu

David Almand - Place 7
Secretary
david.almand@southlakecarroll.edu

Danny Gilpin - Place 5
Secretary
danny.gilpin@southlakecarroll.edu

Eric Lannen - Place 2
Trustee
eric.lannen@southlakecarroll.edu



iMessage





Brenda >

Tue, Jul 28, 4:03 PM

I'm embarrassed to admit that I don't clearly understand how our school board operates. I thought rather than take my questions to toxic social media, that I would ask you. What happens after SARC presents it's demands to the board? Also, what happens with the cultural competency plan? Do both have to be acted on by the board at the meeting on Monday? Thanks for helping me understand the process.

No. Only CCAP would be acted on.

The SARC demand letter is a letter to the Board that seeks to integrate recommendations into CCAP. We are meeting



iMessage





Lori >



Sat, May 30, 10:18 AM



Delivered

Mon, Aug 3, 9:02 PM

Thank you so much for what you said tonight and doing everything you can to support students. Hugs. 🍏🖤



iMessage



182



2 People >

PF feeling about today?

Eric Ransom

ER I'm about to have a good breakfast and I feel great.

Well...we have 106 comments

Eric Ransom

ER Wow

Mon, Aug 3, 9:08 PM

I tried my very best. You guys are amazing

Eric Ransom

ER You did great, I'm proud of you.

Pam Francis

PF Thank you Michelle. Thank you for standing up for DDC and all of us. Proud of you.



iMessage



< 200



Ronell >

support. Only getting the naysayers

Neither have I heard from any of them. I assume they support it.

I would rather wait and discuss in more detail than have the plan turned down

Here is an issue: I know there was good work done on it. I stand by it. But we kind of managed our own banana stands. There will certainly be areas that I'd have changed/ tweaked, etc.

We are tackling too many things at once. Admin needs to focus on opening schools.



iMessage





Inna >

Fri, Jul 31, 5:20 PM

Thanks for head's up. Yep...we are getting LOTS of emails. It's so frustrating. Guess they pegged me in the liberal camp. LOL!! I didn't even receive these many emails during the football fiasco.

I don't envy being in your shoes . No matter what you do half the town will be pissed off. This is turning out to be a very difficult year for everyone and school hasn't even started yet.

I believe in this plan. It makes my heart hurt thinking of all the kids like we will let down if it doesn't pass. I was not in support of all the SARC demands, but now we may not





2 People >



Excellent

Sat, Aug 1, 9:46 PM

Up to 36 public comments

Todd Carlton

72 min.



So far. Or 36 min

David Almand



Still going with presentation first?



No...public comments first. I talked with Pam and Eric and they wanted comments first, so they could respond

Sun, Aug 2, 12:10 PM

Todd Carlton



iMessage





3 People >

that if we had 40+ we could reduce to 2 mins and if we topped 100 we could reduce to 1 minute. Those were our initial thoughts. We will do whatever the board wishes tho



Let's compromise and do 1.5 min per speaker

Julie...can you communicate this over social media?

Julie Thannum



Yes

How is this wording?



With more than 100 speakers signed up for Public Comments at our 4 pm School Board meeting, the officers have agreed speakers will be given 1.5 minutes to address Trustees. Comments that exceed this allotted time may be submitted in writing to Trustees.

Southlake TX



iMessage



182



3 People >

finance I believe we can. This is just the call for the public meeting not the vote for the budget so there probably won't be comments



Ahhh...I see

Monday 2:11 PM

Hi all...with 96 speakers, I would line to do 1.5 min again. I wish I could do 1 min, but we set a precedent last week...so we're stuck.

Julie...can you please do a social media post?

Julie Thannum



Yes

Thanks!



iMessage



181



Todd >

It was not ready to come to us

Mon, Aug 3, 1:45 PM

Having second thoughts after talking with Pam and Eric...May be game time decision

I think you had the right idea to start with. Keep in mind they have a vested interest in the CCAP being the authors. I feel like if we read the community it is saying take a pause and make sure this is ready.

Mon, Aug 3, 9:38 PM

It shows the meeting hasn't started

R u guys in?

Yes

< 200



Ronell >

AMAZING team in Carroll ISD. We are blessed beyond measure. I wish our parents would remember that.

She gets something in her mind and she has to share it :) ... We do have a great team. I know all of you wants to do what's best, and whatever you do will be right AND wrong. What helps, however, is having a leader in you who'll face the crowd and have the tough conversations. A lesson I've learned from Mayor Hill: people want to be heard. They won't always agree; but it makes it tougher for them to lose respect for you. Keep being you.

I was asked to resign from the Board this week over my second letter to SARC and



iMessage





3 People >

Julie Thannum

Todd and Sheri received weird threatening emails and they have been turned over to the police. Chief Casey asked for their contact information to follow up. If any other Trustees receive threats she would like to know about it.



I have lots of unopened ones, so I will let you know. WS it from same person?

Julie Thannum

I didn't see Sheri's but Chief said they were similar. Rambling all caps about politics and threats.

Also, we have been working to answer hundreds of questions for the Dragon Chat Live FAQ.



iMessage



< 182



Brenda >

We do not have to accept. The vote will be Monday unless a Board member asks to table, etc. You are welcome to sign up for public comments on Monday. Form will go out tomorrow afternoon...I think

I think deadline to submit for public comments is 8 am on Monday morning. Meeting is at 4 pm

Thank you. I'm appreciate your explaining the process to me. I'm not sure I want to speak at this time. I do think I am going to send an email. I'm still praying for all of you!!!!

Email works great too!!

Thx for reaching out.



iMessage



< 200



Ronell >

community input/feedback

That covers the bases. We said we would. We did. But we cannot in good conscience have the board and the admin saddled with this right now.

On the same page

Expect dissension on the ddc, then, though. They've waited two years.

Look at us...agreeing 😊

There is already dissension. Sooo 🙄

I always agree with you more time than not. You have a backbone. That's all I ever look



iMessage





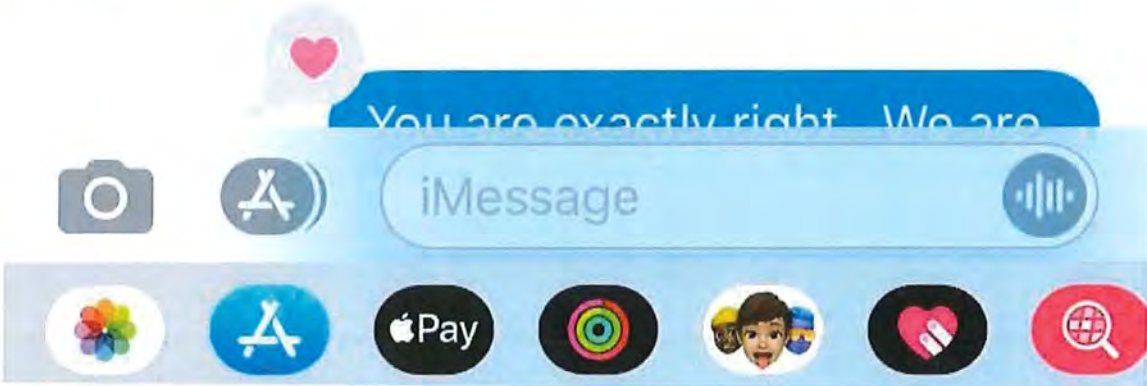
2 People >

dissension . If it took this first draft to raise awareness of a need in our community, it has already made a positive impact. We now have LOTS of people who can step up and create a plan that can unite us, rather than divide us. Regardless of the side one is on, a plan that creates this much division has room for improvement. I've been told that the definition of a good negotiation is when all parties leave dissatisfied, meaning everyone had to give a little.

I don't have Julie, Janet or Pam's contact info, or would have shared with them as well. Hang in there- and know you are appreciated.

KG

You are exactly right. We are





Todd >

Sun, Aug 2, 10:01 PM

I failed the DDC. That is abundantly clear

That isn't the way I see it.

This is a very important issue and plan and we need to give it the appropriate amount of time to understand and digest it.

It has excellent bones and ideas, I think most people in Southlake need to better understand what it is all about.

It was not ready to come to us

Mon, Aug 3, 1:45 PM

Having second thoughts after talking with Pam and Eric...May be game time decision



iMessage





Jenny >

Thu, Jul 30, 7:49 AM

Just checking. Can you let me know if you and the other board members received my email yesterday? Also I think I'd also like to speak but am concerned about the hecklers that showed up at the June 15 meeting. Will there be better controls on that at this board meetings? If not can my two minutes be extended to the extent I'm unable to talk? Lastly, where is the board meeting on Monday and what time will it be? Thank you. Hang in there. We'll be praying for you and all the board members. I know this is super hard on you. 🙏

Yes...we did. Meeting is virtual,



iMessage





Ronell >

board members to vote against CCAP. Could have been avoided.

Thu, Jul 30, 1:43 PM

Think the CCAP passes?

Based on all the emails I'm getting...I think vote is postponed until Board can study further

Are you in support?

Same. I have been in the phone non-stop with folks wanting to discuss that topic.

We are not hearing from DDC members....

They need to lend their voice in



iMessage





Sheri >

Tue, Jul 28, 9:50 AM

If we push to 3:30...can you do join or is 4 the earliest you are available?

I can totally try (and will move mountains to do so) what I don't know is what the dorm move-in schedule will look like.

So pushing to 3:30 is probably smart, and I'll try to get first in line with Alli.

Ok. Checking with Eric too. Stand by...

If you think 3:30 may be pushing it still...I have a quorum for 3 pm start. Eric is not available before 4. You can just join when you're free.



iMessage





John >

vote, we refused to even take a phone call from frank bliss - didn't want to create the perception that we were biased.

Again I know you are under a lot of pressure. But you have enough fish to fry here without this, and I think the community would be very interested in providing more feedback on the document.

Thanks for your service! Give me a call if I can be of any help.

Thanks John. I appreciate you reaching out and for your feedback. We are getting inundated with emails on both sides. We did have a meeting with SARC, but nothing has been changed in the DDC plan





2 People >

Fri, Jul 31, 1:05 PM

Barbara Yelton

Michelle, I can move up Exec session to immediately after Public Comments so you can talk to attorneys before DDC/CCAP presentation if that will help. B.

BY

Fri, Jul 31, 2:50 PM

No...We don't need to consult about CCAP. However...I hate to keep Sandi waiting all night. Maybe we should move up, but after Superintendent Report

Nevermind. I see you released

Barbara Yelton

I just released BoardBook to public but you can still change the order of the agenda during the meeting and move it up



iMessage



181



Todd >

I am assuming we will be around 100

Tuesday can't get here fast enough.

I'm sick to my stomach

Understandable

As much as I think postponing is good...I fear that postponing kills the plan

I don't think anyone wants to kill it (I don't think).

We need to get it on the calendar for a workshop ASAP and just keep moving it forward.



iMessage





Ronell >

now. I want the best candidate too, but I think our recruitment efforts could be improved

Also...I'm getting nervous that if nothing passes now, nothing will ever pass

I don't think so. Diversity is a great outcome but a poor goal. We agree. It's how we choose to get there. I know the value of diversity. I also realize the challenges of effectively addressing it.

You are correct. We are done.

When this is not voted on, it goes away forever.

I can't let that happen

My heart will hurt for this



iMessage



Tue, Jul 28, 10:51 AM

Hey...toying with the idea of having CCAP presented BEFORE public comments. What do you think? There are pros and cons to both.

Eric Ransom

I think it's better to go after, we can respond.

Pam Francis

I was also thinking after so we can respond to whatever is said. I'm happy to defend the CCAP since I'm very proud of it.

I'm proud too!!

Ok...thanks for feedback

Right now...we are thinking 4 pm start. Virtual



iMessage



182



2 People >

Tracey Gunnlaugsson is online and asked if she can speak at some point. She sent written comments on Saturday evening 6 pm noting she would try to attend. I should have included her in spreadsheet. Her email is

BY



When do we call her

Dave Faltys



She emailed Barbara and said she's ok if she doesn't speak at this time

Break at 6?

Dave Faltys



Sounds great to me. Thanks

Barbara Yelton

BY

Did we skip over Jen Velasco?



iMessage



182

BF

Brenda >

into CCAP. We are meeting with students tomorrow.

I mean Thursday

Is the CCAP to be acted on in full? Is it open to discussion?

At this time, it is unlikely we would change anything in CCAP based on the SARC demands

Open for discussion

Is there something you're concerned about

I am concerned about some things. I want to take the time to really digest what I've read before I speak out. There seems to be too much talking and not enough thinking going



iMessage





2 People >

iMessage
Fri, Jul 31, 8:23 AM

Kristin Gilpin

Good morning, sweet friends. Sure hope you're getting a pay increase for all the hard work you're doing for our community. ❤️ I'm reaching out about the DDC plan. When we created the DDC, we did so to make our community better- which we needed, and still need . Over the past two years, I feel as though the committee has had the best of intentions, but has had opportunity to be more strategic and targeted in our action planning process. Our DDC plan is creating division in the community. The plan "asis " can't be the best plan for our community, with this much discension. If it took this first



iMessage



184



2 People >

implement the plan is approved.

What do u think

David Almand

DA

Good!

Last sentence...editing to...that the full plan as presented is approved

I just think we need to clear this up at the get go

Accept the plan is completely misunderstood

Todd Carlton



I think clearing up what we are being asked to do is advisable. Not sure how many will hear it but worth the effort.

TC



iMessage



< 184



Dave >

Fri, Jul 31, 9:51 AM

Would you be ok with approving our cfo right before the budget workshop? Then he can be with us during the workshop and not sit through all the public comments to be approved.

That's fine.

Oh great. I think that'll be good. Thanks. You'll love him

Mon, Aug 3, 11:54 AM

Can you chat?

I'll call in just a sec

Mon, Aug 3, 1:25 PM



iMessage



< 182



2 People >

DA works

DA Maybe have Barbara poll



Yes...thinking 3-4 pm budget workshop and 4 pm start

David Almand

DA Virtual, yes?

Unfortunately yes

I would prefer in person, but don't think we can pull off

David Almand

DA Agree

Todd Carlton

I would love it to be in person too but we would catch all kinds of hell if we did.



iMessage





Floyd >

Mon, Aug 3, 11:10 AM

Hey Michelle, I know this season has been rough and I am really sorry about all of the hits you and the rest of the board have had to take from everyone over the last couple of months. I am praying for you guys for today and the big meeting and the decisions in front of y'all. I know that y'all are trying to take care of every single kid that is Dragon. I wish others would see it that way and trust y'all. I pray that you and the rest of the board receive encouragement and hope in the midst of so much anger and animosity.

Galatians 6:9 - "And let us not grow weary of doing good, for



iMessage





Frances >

Sun, Aug 2, 2:51 PM

Michele- this is Frances Scharli. I know you have a tough voting coming up tomorrow night. I would like to encourage you to table the vote on the CCAP. I sent you an email with some of my concerns. This plan needs to be reviewed line by line with the entire community. And the review needs to be conducted in a way that whoever is speaking is allowed to state their opinion and ask questions in a safe environment without repercussions of being labeled by those with opposing views. I do not believe that has happened.

As an educator I believe as it stands this plan will hurt far



iMessage





2 People >

iMessage
Mon, Aug 3, 2:12 PM

Bill Webb

Ladies, I am not going to bombard you with what I'm sure you are already being bombarded with. But I would like share by significant opposition to the diversity plan being presented today and very much hope the board will either delay it or send it back. One sea changing crisis at a time is enough for me. Let's get through covid. Thanks for all you do. Your doing God's work!



Sheri Mills



Noted. Thanks Bill

< 200



Ronell >

So, what would u do

Your sending mixed messages

I think I'm being consistent.

I either wouldn't submit it or I would make clear that the board won't be voting on it. The latter would hurt DDC folks, but it would potentially spare them from the harm that will come from the opprobrium.

If you have a few minutes, I call y'all on the phone.

I can talk, not "I call y'all" :)

About to sit down for dinner

Read 8/2/20

OK



iMessage



188



2 People >

Opening a chat feature would be good too



Also- can we see the person making comments? It is so hard not to see who is yelling

I asked about that, but since we have not done that before...I was advised not to change

I think a chat feature is a disaster.

Danny Gilpin



One minute is brutal...but four hours is insane

1.5 min

Danny Gilpin



Better!



iMessage





Heidi & Mark >

Sat, Aug 1, 9:27 PM

😂 I just read your email and I'm glad you laughed, I WAS a little hesitant but it kinda made me laugh too 😂😂🙌

I have read so many emails today...and that was just funny. And, at that point in the day...I needed to 😂😂. So I appreciate it. Rough ffew days. Totally understand and agree with concerns about micro-aggressions.

Delivered

I'm sure it has been. You can't make everyone happy, you're not a taco!! I don't envy your position but will be praying for all of you! 🙌



iMessage



182



2 People >

BY ~~the meeting and there is up~~
verbally if you want to.

Mon, Aug 3, 4:23 PM

Barbara Yelton

BY
Kandice Kapinos who is speaker 28 may be late joining the meeting and will let me know when she has joined. She thought it started at 5:30

Dave Faltys

BY
Ok. Thx

Barbara Yelton

BY
Glenn Story said he has figured out how to use his microphone now

Dave Faltys

BY
Ok

Barbara Yelton

BY
He is using Jenny story



iMessage





3 People >

Thu, Jul 30, 8:23 AM

Good morning....Julie...once I/we decide on time allotment for public comments on Monday, can a post be made so that folks know? We are going to get criticism either way...but at least they can't say, I didn't know. I will not be able to make the decision until we know the amount of speakers, so Barbara is unable to send with confirmation emails. Open to other ideas....

I'm already getting this question about amount of time...

Julie Thannum

Yes

communicating ahead is best





Ronell >

Wed, Jul 29, 9:53 AM

Hey there, You have two fans in the Smith household. Rachel awakened me at 4 AM to praise you. She's not easily pleased :) ... Thank you for having the courage of your convictions and for not being afraid to have a voice. As you know, people want to be heard.

4 am...oof. Thanks Ronell!! Nothing about this has been easy...but getting encouraging and supportive texts or calls from friends/neighbors in the community is what fuels my tank every day. Just was on a Zoom call with all administrators and got very emotional. We truly have an **AMAZING** team in Carroll ISD



iMessage





2 People >

iMessage
Mon, Aug 3, 4:40 PM

Lynda Warner



I am signed in as Kathy Lanier

Dave Faltys



Ok. Let me see if we can get you back on

Lynda Warner



Mon, Aug 3, 7:17 PM

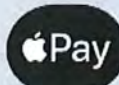
Lynda Warner



I applaud you guys for your stamina tonight.



iMessage





Ronell >

The equity audit has to get done so we can see what else we are dealing with. Maybe we recommend that and wait to implement more until we have those recommendations.

Law of Unintended Consequences. Their overzealousness killed any chance of real, constructive change in a timely fashion.

I think every aspect of our proposed plans will be picked apart and disavowed. The public rightly know that the DDC contains SARC members. That won't fly. But SARC owns this. For them to sit on the DDC and work for change and then work on another agenda killed this.



iMessage



< 200



Ronell >

the DDC. I think the process is misaligned.

That's what will happen tomorrow if this goes forward. Right? No vote or No.

There is option to postpone vote

But that will FEEL like a huge loss.

So, what would u do

Your sending mixed messages

I think I'm being consistent.

I either wouldn't submit it or I would make clear that the board won't be voting on it. The latter would hurt DDC folks, but



iMessage



< 188



2 People >

Danny Gilpin

I am not real sure what that statement means. I certainly wouldn't have interpreted "approval" as not approval of the plan and funding

DG

The confusion is that CCAP is not SARC

But we are not approving...we are being asked to accept

I know it semantics, but it's an important distinction

Sheri Mills

I understand it- and think it is valuable for people to understand the difference between approving and accepting. It sounds the same but it very different.



iMessage





Frances >

stands this plan will hurt far
more than it will
help. Respectfully-
Frances Scharli

Thanks Frances for reaching out. I'm still getting through all of my emails and have not seen yours yet. I hear your concerns and understand. This is all very hard.

Did you by chance listen to Pastor John's sermon today? I had not been tuning in lately, but made sure to listen today. It was a powerful one.

Anyway, I digress...I sit here with a very heavy heart as I truly believe I have an obligation to protect our students from hate and discrimination. But, I don't



iMessage





2 People >

aware of what is in the plan,
and then we can fight what is in
it. Send this petition to
everyone.

👉 SIGN PETITION HERE:

[https://
www.southlakefamilies.org/](https://www.southlakefamilies.org/)

Thankyou SO MUCH!
Please pass this text on to all
your friends,
family, conservatives that don't
want this in our schools 🏫

👉 And, if you want to email the
School district, see addresses
below 👇

🏫 School board email
addresses:

Michelle Moore - Place 1



iMessage





I'm thinking we do 1.5 min. It's a compromise

Since microphone turns on and off...it's manageable

I'm thinking of stating the following before public comments get started...

Finally, I know most of our speakers are here to comment about the Cultural Competence Action Plan, so I want to clarify some confusion before we get started. The District Diversity Council is presenting their plan and recommendations to the Board as any Advisory Committee to the Board would do after being delegated a task. Their task was to build out a Cultural Competence Action Plan. Today, they are asking the Board to accept the plan. By accepting the plan, the plan moves out of the DDC and is delegated to the Administration to review, consider and implement with oversight from the DDC and the Strategic Planning Committee that will be formed later this year or early next year. It does not mean that the plan "as is" is approved, and it does not mean funding to implement the plan is approved.

What do u think

David Almand



iMessage





Ronell >

I have not communicated those feelings, by the way, since CCAP was shared. BUT, there were co-chairs who certainly has ideas that I would not have supported. For example, the minority hiring. I am all for increasing it, but making it an explicit goal is problematic.

Fri, Jul 31, 5:23 PM

You and I see different on that one, but it may be a semantics thing. I think there are things we can do to attract talented minority candidates to our District that we are not doing now. I want the best candidate too, but I think our recruitment efforts could be improved

Also...I'm getting nervous that if nothing passes now, nothing



iMessage



183



2 People >

David Almand

I was thinking the same thing yesterday. Will people wear masks and social distance? Would we be violating a current directive?

DA

Todd Carlton

May be too many people on the road since it was announced as a virtual meeting?

TC

Julie is checking on directive

Sheri is out of town

David Almand

Plus we should be doing what we can to decrease spread between now and 24 August

DA

Not sure about others

David Almand



iMessage





Jennifer >

Fri, Jul 31, 9:43 PM

I have a question. Vote on Monday is not to implement CCAP. It's a vote to review it to see what can be?

It's to accept

No funding decisions on Mondsy

Sat, Aug 1, 9:21 AM

Is it to enact them? Seems to be a lot of concerns about micro aggression and following people. Trying to figure out how to respond

Yes and no. Just because we accept does not mean everything will get done.



iMessage





Inna >

be 'instructed on Gender Identity & LGBTQIA+) - The more VOTES/SIGNED NAMES we can get (Goal=>1000), the possibility of delaying the vote.

👉 Current School Cultural Plan:

<https://s29017.pcdn.co/wp-content/uploads/2020/07/Cultural-Competence-Action-Plan-DRAFT-July-9-2020.pdf>

👉 Right now the vote for the cultural diversity plan will probably be 6-1 pass. We need really get the school board's attention this weekend to delay the vote. (Specifically Lannen, Gilpin, Bryant) We don't have time to change the plan. Our best plan is to have them delay so more people can become



iMessage





Brenda >

I read your post. I don't want to ask my question on that forum because it only starts a fire storm. Is my understanding correct that the board will be voting to accept the CCAP? Will there be any public discussion Monday about the board approving or not approving? Does the board have to approve it because it was recommended by the DDC?

We do not have to accept. The vote will be Monday unless a Board member asks to table, etc. You are welcome to sign up for public comments on Monday. Form will go out tomorrow afternoon...I think

I think deadline to submit for public comments is 8 am on



iMessage





Carol >

Loving on you! Feels like we've stepped back forty-fifty years. I know this is so hard, but I suppose nothing good comes without growing pains. I'm just sorry that most of these people don't know your heart. Hang in there! 💕💕



Mon, Aug 3, 9:04 PM

Okay, now I am feeling for you more than ever. Kudos to you and Sherri for holding the Board accountable to at least vote, even if on a much watered down resolution. I know this is so hard, on so many levels, but please keep fighting the good fight!



iMessage





Angela >

too many kids coming forward with stories that make your toes curl. Each student should feel safe and cared for in our schools...and they don't. This work is hard, and clearly divisive. But, I guess if it was easy...we wouldn't have a nationwide problem. Sigh. I thought parents cared about football back when we were looking for a new coach, but the volume of emails today is unprecedented.

Delivered

Wow.

My boys stay pretty low profile and don't talk so I'm sure I don't know even 1% of it. I just see it as such a sad issue of lack of parenting.



iMessage



182



Brenda >

and not enough thinking going on right now. Thank you for answering my questions. What is the best way for me to express my view to the board and administration?

Email or public comments on Monday

Thanks.

BTW, I am praying fervently for God to give you guys great wisdom.

Thank you Brenda.

That means a lot!!

Wed, Jul 29, 8:21 PM

I read your post. I don't want to ask my question on that forum



iMessage



< 201



Angela >

I'm glad you emailed the Board. All Trustees need to hear concerns from our community. I appreciate you!! It's definitely rough right now...keeping a low profile 😊

Well... it's hard for us who don't know the full story. I just see this as "hurt people hurt people". I do trust all of you to do what's best knowing all the data.

I appreciate that. Our campus culture needs work. We have too many kids coming forward with stories that make your toes curl. Each student should feel safe and cared for in our schools...and they don't. This work is hard, and clearly divisive. But, I guess if it was





Inna >

President
Michelle.Moore@southlakecarroll.edu

Todd Carlton - Place 6
Vice President
todd.carlton@southlakecarroll.edu

David Almand - Place 7
Secretary
david.almand@southlakecarroll.edu

Danny Gilpin - Place 5
Secretary
danny.gilpin@southlakecarroll.edu

Eric Lannen - Place 2
Trustee
eric.lannen@southlakecarroll.edu



iMessage



< 201

AB

Angela >

How do we protect those who are overweight and get bullied? Or those who chose not to drink so they are ostracized? It's never ending. Thank you for all the work you do!!

Decided to go ahead and email you and rest of board.

I was just about to text you back

Thank you for reaching out. I definitely understand your concerns...it's just we need to do something. CCAP may not be perfect and may need to be revised, but we have to address the racism, hate and bigotry in our schools. Too many students have come forward.



iMessage





2 People >

Sheri Mills - Place 3
President
sheri.mills@southlakecarroll.edu

Matt Bryant - Place 4
Trustee
matt.bryant@southlakecarroll.edu

PLEASE PASS ON 😊

Sat, Aug 1, 1:03 PM

Danny Gilpin

The vote count continues. Recent email just received says that "3 trustees" are planning to vote yes. Cracks me up how people are making assumptions.

DG

Sheri Mills



I saw that on FB!



iMessage



< 204



Jenny >

Re email...I just have not had a chance to respond. Thank you for taking the time to reach out and share feedback.

Oh my Michelle. I'm so sorry you are having to go through this.

God, please give Michelle the strength to be your voice so she has the confidence to speak your words. Fill her with your Spirit so that you carry her through the day. Embrace her, so she knows she is not alone. Thank you dear God 🙏



Thanks Jenny. I really appreciate that. It's going to be a tough day. 🥰🥰

Read 7/30/20



Ronell >

meeting occurs. People hear that we discussed SARC and that there was a brouhaha afterward online, on Victor's page. They think DDC is sending the SARC demands to the board for approval. It snowballs from there. My phone was lit up the next morning; I'd talked to NO ONE the night before. You are right about hearing EVERYONE out. The issue becomes trust: people think DDC was discussing and considering SARC so everything else is tainted. The narrative is askew. Janet and Julie should never have brought the SARC demands for DDC to discuss, in my opinion. It now looks like we, DDC, have an agenda that helps SARC's cause. There will now be folks who threaten



iMessage





Ronell >

I'm not sure about counter crusade, but I do think that we'll need to revisit plan and make changes. I believe Trustees will recommend workshopping the plan and I would like DDC cochairs to present their piece of the plan. That will be public. Transparency is key right now. Plan will still be presented, but it's clear more work is needed. Voting No would be bowing down. Saying we need more time to review is responsible.

What do u think?

I mostly agree. It does and will seem like capitulation. We were the 63 chosen. We don't cater to the mob.



iMessage





Inna >

in the first link, Page 9,
"Strategy" 3.2" am- see first
link .. Also, "highly suggest"
teachers comply 😞
I didn't even KNOW about this
until last night when my
husband notified me of what
was going on. Please note, I am
ALL for loving people and
treating everyone with love and
respect, but please don't force
things on our young children...

So, Southlake school district
needs our help! If you don't live
in SL, it's okay- we can still help
because if it's passed there, it's
not far off from being passed in
other school districts 😞 Please
read & SIGN if you DISagree
with what they are trying to
pass regarding our children
(see 1st link- Allowina PK-12 to



iMessage





Jenny >

so that's not an issue. Depending on how many people sign up for public comments...I will make a decision, in consultation with the Superintendent and Board Officers, regarding the amount of time allotted. It will be the same for all speakers. And, virtually...microphone is turned on and then off when allotted time is reached. The reality is that we can't spend hours on public comments because we have to get to other agenda items and still be alert and focused.

4 pm start...virtual
I believe public comments form must be submitted by Monday morning at 8 am. Will be released this afternoon.



iMessage



188



2 People >

Admin is recommending 1 min because we are over 100 speakers. U guys ok with that?

I was thinking of keeping it to 2 min, but am open to 1

Sheri Mills

Sort of- I wish admin had listened to next to take Bill's advice that he gave when Highland Park in March; which was to get it all in writing. But too late now I guess.

We should be able to manage time somehow. 4 hours is too long. Plus it takes almost a minute between speakers.

Opening a chat feature would be good too

Also- can we see the person



iMessage





Floyd >

grow weary of doing good, for in due season we will reap, if we do not give up."

Keep up the good fight!

Oh Floyd...you have no idea how much you reaching out to me this morning means. I am struggling. Thank you for your encouragement. You are giving me strength and courage.

Delivered

I can't even begin to imagine the amount of weight that you are having to carry right now but I wanted you to know that you are loved and prayed for.

If there is anything that I can do for you or the family let me know. We love you guys



iMessage



< 201



Frances >

obligation to protect our students from hate and discrimination. But, I don't want to further divide our community. We should be coming together to solve this. Anyway...thanks again for your text.

I did listen to John today - I sure miss hearing him every week.

You do have a difficult decision my concern is the remedy being proposed may be worse than the current problem.

Good luck to you and the Board tomorrow.

Thank you!

Delivered



iMessage





2 People >

be 'instructed on Gender Identity & LGBTQIA+) - The more VOTES/SIGNED NAMES we can get (Goal=>1000), the possibility of delaying the vote.

👉 Current School Cultural Plan:

<https://s29017.pcdn.co/wp-content/uploads/2020/07/Cultural-Competence-Action-Plan-DRAFT-July-9-2020.pdf>

👉 Right now the vote for the cultural diversity plan will probably be 6-1 pass. We need really get the school board's attention this weekend to delay the vote. (Specifically Lannen, Gilpin, Bryant) We don't have time to change the plan. Our best plan is to have them delay so more people can become



iMessage



< 200



Ronell >

cannot in good conscience
have the board and the admin
saddled with this right now.

On the same page

Expect dissension on the ddc,
then, though. They've waited
two years.

Look at us...agreeing 😊

There is already dissension.
Sooo 🧚

I always agree with you more
time than not. You have a
backbone. That's all I ever look
for. Not consensus. A
backbone.

I think DDC would rather us
wait than have no plan passed

📷 🔄 iMessage 🎙️



Inna >

Eric Lannen - Place 2
Trustee
eric.lannen@southlakecarroll.edu

Sheri Mills - Place 3
President
sheri.mills@southlakecarroll.edu

Matt Bryant - Place 4
Trustee
matt.bryant@southlakecarroll.edu

PLEASE PASS ON 😊

Fri, Jul 31, 5:20 PM

Thanks for head's up. Yep...we are getting LOTS of emails. It's so frustrating. Guess they pegged me in the liberal camp. LOL!! I didn't even receive



iMessage





Inna >

Fri, Jul 31, 3:24 PM

Just FYI .

There's an anonymous email being circulating trying to put pressure on the school board to delay the vote.

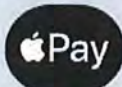
Here's the text

Hey there!

I don't know if you have seen this and I don't know where you stand on the issue, but because this is a quick vote (Monday the 🗳️ day) I'm trying to get the word out to as many people as possible. The Southlake school district is trying to pass a mandate-They are trying to FORCE "instructional material" (gender choices, LGBTQ etc on our kids as young as PRE-K)..... see attached photo, it is also found



iMessage



182



3 People >

Barbara Yelton

I haven't opened most them yet but I'm heading into office soon to start processing and will send you an email later today with a list by person's name/ topic. The three I did open were all on DDC/CCAP. Also forms from Maddy Heymann and Anika Shah.

BY

Sat, Aug 1, 11:53 AM

Have fun today Julie!!! And, thanks Barbara

Mon, Aug 3, 9:49 AM

Barbara...how many public comments during budget workshop?

Is 106 all for reg meeting?

Barbara Yelton



iMessage



EXHIBIT 5

From: THANNUM, JULIE <JULIE.THANNUM@southlakecarroll.edu>
Date: Thu, Aug 20, 2020 at 9:57 AM
Subject: Re: Freedom of Information Request
To: Kristine Kemp <kemp.kristine3@gmail.com>
Cc: FALTYS, DAVID <DAVID.FALTYS@southlakecarroll.edu>

Ms. Kemp,

According to the district's records retention schedule, which is based on the model retention policy set forth by Texas State Library and Archives Commission, routine communications that are no longer of administrative value (AV) are not required to be maintained for any specific time. If an individual has documents in their possession when an open records request comes in, they must promptly produce the records responsive to that request. However, individuals are not required to retain communications they consider to be no longer administratively valuable.

Trustee Sheri Mills received notice of your request and notified CISD that she does not have documents in her possession that are responsive to your request.

Julie Thannum, APR

Assistant Superintendent for Board & Community Relations

Carroll ISD

2400 N. Carroll Avenue

Southlake, TX 76092

817-949-7080 (0)

From: Kristine Kemp <kemp.kristine3@gmail.com>
Date: Thursday, August 20, 2020 at 9:10 AM
To: "julie.thannum@southlakecarroll.edu" <JULIE.THANNUM@southlakecarroll.edu>
Cc: David Faltys <DAVID.FALTYS@southlakecarroll.edu>
Subject: Re: Freedom of Information Request

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Ms. Thannum,

Thank you for sending Open Records Request information. However, Sheri Mill's text messages were not included. Is there a reason? Would you please also send those per my request?

Thank you,

Kristine Kemp

August 20, 2020

1701 Brumlow Avenue

Southlake, TX 76092

817-301-6841

On Wed, Aug 19, 2020 at 2:58 PM THANNUM, JULIE <JULIE.THANNUM@southlakecarroll.edu> wrote:

Ms. Kemp,

On August 4, 2020 you emailed Carroll ISD a request for records. In your request, you asked for the following:

"Copies of any and all text messages sent or received by Michelle Moore related to tonight's school board meeting. The period for which this information is sought is from July 27, 2020 - August 3, 2020 at 9:30pm. Copies of any and all text messages sent or received by Sheri Mills related to tonight's school board meeting. The period for which this information is sought is from July 27, 2020 - August 3, 2020 at 9:30pm. Copies of all notes, scripts, power point presentation, bullet points, materials, speech, and references used by Eric Ransom for his presentation at the August 3, 2020 school board meeting."

Please find attached to this email the documents CISD was provided responsive to your request. Please be advised that there are a couple of redactions (blacked out) in the documents. The redactions consist of some non-responsive information and one personal email of a member of the public. The exception under the Texas Public Information Act for the email redaction is noted below:

Section 552.137: Confidentiality of Certain E-mail Addresses

Pursuant to Texas Attorney General Open Record Decision 684 (2009), email addresses of members of the public have been redacted. According to Sec. 552.137. CONFIDENTIALITY OF CERTAIN E-MAIL ADDRESSES. (a) Except as otherwise provided by this section, an e-mail address of a member of the public that is provided for the purpose of communicating electronically with a governmental body is confidential and not subject to disclosure under this chapter. The District is permitted to withhold this information without seeking a determination from the Attorney General's Office.

Because these documents are being provided electronically, there is no charge for your request.

Should you have any questions about the processing of your request, please let me know.

Julie Thannum, APR

Assistant Superintendent for Board & Community Relations

Carroll ISD

2400 N. Carroll Avenue

Southlake, TX 76092

817-949-7080 (O)

From: Kristine Kemp <kemp.kristine3@gmail.com>

Date: Wednesday, August 5, 2020 at 1:59 PM

To: "julie.thannum@southlakecarroll.edu" <JULIE.THANNUM@southlakecarroll.edu>

Cc: David Faltys <DAVID.FALTYS@southlakecarroll.edu>

Subject: Re: Freedom of Information Request

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thank you for your response.

On Wed, Aug 5, 2020, 1:46 PM THANNUM, JULIE <JULIE.THANNUM@southlakecarroll.edu> wrote:

Ms. Kemp,

This email is to confirm receipt of your request for records received by Carroll ISD via email on Tuesday, August 4, 2020. I handle requests on behalf of the district and have copied the Superintendent on my response, which is standard operating procedure. Please be advised that Carroll ISD will be closed on Friday, August 7 when Summer Hours will end.

CISD is processing your request and seeking records from Trustees Michelle Moore and Sheri Mills and citizen DDC co-chair Eric Ransom. I will be in touch when the documents subject to your request are ready for release. If there is a charge associated with your request, I will let you know in writing. CISD's response will be within the guidelines and requirements set forth in the Texas Public Meeting Act (TPIA). The deadlines set forth in the TPIA are based on school business days rather than calendar days.

Should you have any questions about the processing of your request, please let me know.

Respectfully,

Julie Thannum, APR

Assistant Superintendent for Board & Community Relations

Carroll ISD

2400 N. Carroll Avenue

Southlake, TX 76092

817-949-7080 (O)

From: Kristine Kemp <kemp.kristine3@gmail.com>

Date: Monday, August 3, 2020 at 10:39 PM

To: "julie.thannum@southlakecarroll.edu" <JULIE.THANNUM@southlakecarroll.edu>

Subject: Freedom of Information Request

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Ms. Thannum:

Under all applicable Texas Open Records Laws and Freedom of Information Laws, this is a request for the following:

1. Copies of any and all text messages sent or received by Michelle Moore related to tonight's school board meeting. The period for which this information is sought is from July 27, 2020 - August 3, 2020 at 9:30pm.
2. Copies of any and all text messages sent or received by Sheri Mills related to tonight's school board meeting. The period for which this information is sought is from July 27, 2020 - August 3, 2020 at 9:30pm.
3. Copies of all notes, scripts, power point presentation, bullet points, materials, speech, and references used by Eric Ransom for his presentation at the August 3, 2020 school board meeting.

Thank you.

Sincerely,

Kristine Kemp

August 3, 2020

1710 Brumlow Avenue, Southlake, TX 76092

817-301-6841