

Minutes of Regular Meeting

The Board of Trustees

Duncanville ISD

A Regular Meeting of the Board of Trustees of Duncanville ISD was held Monday, March 18, 2024, 6:30 PM in the Duncanville ISD Education Plaza, 710 S. Cedar Ridge Drive, Duncanville, TX 75137.

1. CALL TO ORDER AT 6:30 PM

Vice President Dr. LaSonja Ivory called the meeting to order at 6:30 pm. This meeting was called under the Texas Government Code 551.045.

The following trustees were in attendance: Jacqueline Culton, Carla Fahey, Dr. LaSonja Ivory, Cassandra Phillips, Janice Savage-Martin, and Janet Veracruz. A quorum of the Board of Trustees was present, the meeting was duly called, and notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code chapter 553.

2. OPENING CEREMONIES

A. INVOCATION

Trustee Veracruz

B. PLEDGE TO US FLAG AND TEXAS FLAG

All Board Members

C. SUPERINTENDENT'S REPORT

Andrea Fields

1. UPDATE OF CURRENT DISTRICT EVENTS, INFORMATION, OPERATIONS, AND PROGRAMS

Andrea Fields

Mrs. Andrea Fields presented the Superintendent's Report. Good evening, madam vice president, board members, and ladies and gentlemen. Tonight, it's my pleasure to present the Superintendent's Report. It's been a very busy few weeks in Duncanville ISD since our last report in February. We continue to Write Success Stories One Student at a Time, and yes, our story continues.

First, we want to thank all for making the My Future. My Choice. Showcase a huge success. This year the showcase featured a western theme. We had over 600 families attend. The advanced academics and innovation team challenged each campus to garner the most participants. After carefully tallying the signatures, Central Elementary School was the winning campus with the most attendees. Congratulations and a big Yee-haw to Principal Parker and the team. Thank you, Ms. Thomas and team, for planning a great way to showcase all that Duncanville ISD has to offer.

Skills USA is the number one workforce development organization for students, and its primary goal is to empower students to become skilled professionals, career-ready leaders, and responsible community members. We were unstoppable at this year's competition, or as the 2024 theme stated, there were no limits for our student success, for our high school and middle school students walked away with bronze, silver, and gold medals from culinary arts, advertising, welding, photography, and

auto repair. Kudos to our teachers and leaders for their continued support of our students. Congratulations to our Skills USA student participants.

Mrs. Fields continued the presentation. Congratulations to our Duncanville ISD Communications team for winning 18, I said 18, 18 awards at the 2024 annual Texas School Public Relations Conference in February. First, they won first Best of Category, one award, 10 Gold Star Awards, and seven Silver Star Awards. A special thank you and a shout out to multimedia specialist Hillary Hopson for her video, The State Championship Football. That video won top honors in the video category from all, all entries from across the state. Congratulations, Hillary.

Mrs. Fields continued the presentation. The team earned six awards last year, 18 awards this year, and they've already set their sights on more submissions for next year, anticipating they will win even more as a part of this robust and competitive competition with the Texas School Public Relations Association. Congratulations again to the team. Thank you so much.

Mrs. Fields continued the presentation. Texas Thespians is pleased to recognize theater students who demonstrate high academic success in overall coursework through the Texas Theater Scholarship Distinction. Monyette Whitlock has received the Texas Theater Scholar Award for the 2023-2024 school year. Her academic and theatrical work met or exceeded the requirements for this award. To be designated as a Texas Theater Scholar, a student must, one, actively participate in theatrical programs during the school year, earn a minimal cumulative GPA of 3.0 or 4.0 scale for academic coursework, and exhibit behavior and good moral character, which brings honor to the campus theater department, the school and community. Congratulations, Monyette, for your exemplary performance on and off stage. We're delighted that you continue to promote excellence in theater education and that you are part of the Texas Thespian family. So, congratulations to Monyette on that great honor.

Mrs. Fields continued the presentation. I don't believe she's here tonight. All right. But we want to congratulate her. Is she here?

Speaker X commented. Him.

Mrs. Fields commented. Him. Oh, I am so sorry. I apologize for that. I didn't have a picture, so I apologize. Him. Thank you all. His students know I apologize, all right? All right.

Mrs. Fields continued the presentation. In line with our strategic plan for student academic success and having our scholars future ready, I'm pleased to announce several Duncanville High School students traveled to the state competition for the Texas Association of Future Teachers, fondly known as TAFE. Congratulations are in order again for two of our outstanding students. Grayson Peterman advanced to the national competition in Washington D.C in the category of lesson planning and delivery. We're also celebrating Destiny Keaton, who was awarded a scholarship to the University of North Texas. Their commitment and dedication to their program of study has prepared them for post-secondary opportunities in the field of education. We are Panther proud, and we hope Grayson and Destiny will return one day to join the Duncanville ISD teaching staff. Congratulations to these future educators.

Mrs. Fields continued the presentation. In just a moment, we will formally recognize the Pantherettes for bringing the state championship title back to Duncanville. This victory is a true testament to your hard work, dedication, and teamwork. When you are talented, have great leadership, and work hard to get better every day, you are in a position to be victorious. We applaud each of you, your parents, and the coaching staff. And as I stated, the night of the victory in San Antonio, Texas, the Pantherettes brought the championship back to where it rightfully belongs, and that's Duncanville, the City of Champions. Congratulations to the Pantherettes.

Mrs. Fields continued the presentation. Thank you, ladies and gentlemen. This concludes my report.

Vice President Dr. Ivory asked. Can we go back to that first?

Mrs. Fields continued the presentation. You want to go back? And I have something about that too. The opening picture there. I was going to say finally... I wasn't sure if it was at the end or not. Finally, we want to congratulate our board president, Mr. Coach Phil McNeely and the 1999 State Championship boys' basketball team for being recognized in San Antonio the weekend of March 8th through 9th. We're grateful to Coach even though he's not here and all the former players for the legacy of championships that they brought for our boys' basketball program and for Duncanville in general. So, congratulations to Coach Phil McNeely even in his absence. We're so proud of him and the 1999 State Championship team. Thank you, Dr. Ivory.

D. RECOGNITIONS/COMMENDATIONS

Connie Wallace

1. DONATIONS

Connie Wallace

Mrs. Connie Wallace presented Donations. Thank you. Good evening, Vice President Dr. Ivory, the Board of Trustees, and Interim Superintendent Mrs. Fields. What we have here on the screen are our donations that we've recently received, and as you can see, we have \$9,100 in cash donations and over \$7,600 in supply donations. Are there any questions about what we have received?

If you'll take special note, I did notice, and it could be others in the audience, but I did notice that the president of our Duncanville ISD Education Foundation, President Dr. Miner, is here in the building, and they recently made a \$7,500 donation to our district libraries. And I think that is worth us just pulling that out and acknowledging them for their continued support and contributions to Duncanville ISD. Thank you, Dr. Miner.

2. MADE WITH PRIDE

Connie Wallace

Connie Wallace presented Made with Pride Honorees. Next we have an opportunity to celebrate our Made with Pride in Duncanville. Each month we honor a student, staff member, and teacher who

goes above and beyond. They are chosen from nominations submitted by co-workers, classmates, or community members, and these individuals reflect the excellence and pride of our district, and they are Made with Pride in Duncanville. At this time, I would like to ask Mr. Washington, will you please join me at the podium?

Mr. Washington comes highly recommended by his peers and supervisors past and present. They wanted to let everybody know that Mr. Shaun Washington is a technology technician who is very instrumental in aiding campuses with a plethora of technology needs. He greets teachers and campus staff with a smile, and he's always ready to assist and ease their worries. Everybody isn't into technology like you might be. He has a unique way of empowering teachers to integrate technology into their lesson plans and create engaging lessons for the students. Mr. Washington goes the extra mile and is very patient. The team of educators that you work with have said on many occasions that you truly represent the district's core values, and for those reasons you are Made with Pride in Duncanville. Thank you.

Mrs. Wallace continued the presentation. Mr. Washington, do you have any family, friends, colleagues here? Will you guys please stand and be recognized? Thank you, and he has a host of friends in the tech room back in the back. Thank you.

Next, I'd like to invite Ms. Bables. Will you please join me at the podium? We practiced her name. Here is your certificate. We are super proud of you. So, this is Ms. Denise Bables, everyone, and she is a counselor at Bilhartz Elementary School. But before her current position, she was a fourth-grade teacher at Acton Elementary during the '22-'23 school year. And when former Acton colleague Teshia Lindsey first met you, she said that you were the first person to greet her with a warm and sweet smile, and she really appreciated that about you. And that you took her on as a mentee, even though you were juggling completing a master's degree and all that comes with being a mom of a high school daughter.

She said that you stand out because you were so helpful with lesson plans and grade book concerns, and you would even stay late to give her assistance. Teshia said the most stressful of situations don't ruffle your feathers. She says that instead, you have a cool and calm temperament, and that you can cool the temperature of any room and calm the staff with just your presence. That's powerful.

Those that you have helped have been paying it forward, and she wanted you to know that she's seen that teachers that you helped along the way, they are turning that right around and they are being eager and helping new teachers as well. They're giving to others because you modeled the way. And for these reasons, you are Made with Pride in Duncanville. Congratulations, Ms. Bables.

Mrs. Wallace continued the presentation. Do you have family or friends here with you celebrating? If you guys will stand and be recognized. All right. Congratulations.

And certainly, last but not least, we have Ms. Destiny Bryant. Destiny, where are you? Come on down. Here you go, Miss Bryant. This is Ms. Destiny Bryant, and she is a seventh grader at Kennemer Middle School, and she has attended Duncanville ISD since the first grade. Over her time as a student in the district, Destiny has joined multiple clubs and has been awarded for her many achievements throughout the years. Destiny is in the STEAM program at Kennemer, a member of the symphonic band, and a member of the cheerleading squad. This Kennemer student excels in extracurricular

activities, but also has her academics on lock. She has built genuine relationships with her peers, teachers, and staff in Duncanville ISD, and for these reasons you are Made with Pride in Duncanville. Congratulations.

Mrs. Wallace continued the presentation. Thank you. Will the parents, family, friends, if you guys will stand and be recognized. All right. Let's give them a round of applause.

At this time I'd like to invite you guys to take a look at the video that showcases our three honorees a little bit closer.

Video played here.

Mrs. Wallace asked. At this time, may I have our honorees, our Made with Pride honorees, Mrs. Fields and Dr. Ivory, if you guys will join us for a photograph at Hillary's direction and Jeff.

3. CHOIR AND BAND ALL STATE HONOREES

Mrs. Connie Wallace presented the Choir and Band All-State Honorees. At this time, I would like to congratulate eight amazing students that are listed here. We are recognizing them for their accomplishments in band and in choir. Mr. Teal and Ms. Smith, if you are here come on down. I am going to get you to help me out.

I want to read a little bit about the students. These students that you see their name placed here, these students performed with the Texas All-State Ensembles in San Antonio on Saturday, February the 10th. And these students are what we call All-State. This is the highest honor a Texas music student can receive. These musicians were chosen for this prestigious honor through a competitive process held this year across the state at district, region, and area levels.

Mr. Teal is the director of bands, and Ms. Smith is the director of choirs, and they are both members of the Texas Music Educators Association. So, at this time I'd like to invite those students to come on up, our four choir students, Zion, Aubriana, Lyric, Jeffrey, come on down. And if we can have our band students to come on down. Davarrion, Anry, Noah, and Mark. Thank you.

We just want to let you guys know that we are extremely proud of all that you have accomplished this school year. And it is also important to note that Mr. Berry, Mr. Berry, he is among an esteemed group that are being recognized this year. But Mr. Berry, this is your fourth time to be recognized for this honor. Is that correct?

This is historical because Jeffrey Berry is Duncanville ISD's first four-year All-State musician. Congratulations.

Mrs. Wallace continued the presentation. If I could have Dr. Ivory and Mrs. Fields to come down and take a photograph with them. And if I can have our directors join them and Mr. Doucet.

4. 2024 UIL 6A GIRLS BASKETBALL STATE CHAMPIONS

Mrs. Connie Wallace presented the 2024 UIL 6A Girls Basketball State Champions. And now for my final presentation, our basketball. The Duncanville High School girls' basketball team, they were laser focused on bringing the state's top title home to the City of Champions. The powerhouse Pantherettes faced Humble Summer Creek on March 1st, and took on South Grand Prairie on March 2nd, to clinch the 2024 UIL 6A State Champion title. Duncanville High School Girls Basketball Program, they have an extensive legacy of success and prominence. This was their 27th appearance at the state competition, and their 12th State Championship win. So, Head girls' basketball Coach Neiman Ford has 20 years... Is it 20 years or over 20 years?

Coach Neiman Ford replied. Nobody counting, it's too much.

Ms. Wallace continued the presentation. Okay. He said we'll go with 20. He has 20 years of coaching experience, with this as his first time ever at the helm of a girls' basketball team.

Coach Ford replied. First time head coach and first-time girls' professional coach.

Mrs. Wallace continued the presentation. And to get to do all that leading the Pantherettes. Amazing. Congratulations. So, I know that you're over the moon about the win, but I'd like for you to take a moment to share with the board and our school community a few highlights from this season and what you're most proud of.

Coach Ford added to the presentation. Good evening. I want to thank everyone for having us here. It was a great opportunity and to be honored here and we appreciate everything. I want to thank the board. Without you guys, we don't have the opportunity to go play the schedule we play, so I appreciate y'all giving us those opportunities and providing us with those assets and resources. I want to thank the parents and the players. Without them, none of this is possible. I want to thank my coaching staff. They do an excellent job of preparing us day in and day out for the task ahead. This year's highlights, this team was special for obvious reasons, but the girls showed a level of resilience, a level of Duncanville pride, a championship mentality, a will to win that I've never seen in a team before. And we did it without a girl over 5'10". Every game we were undersized, but it's not the size of the fighting dog it's the size of the dog in the fight.

They did an excellent job. This year we won the Sandra Meadows Classic hosted by Mr. Steve Martin. Great, one of the best tournaments in the country. We beat a couple of state champions from other states along the way. We also were co-district champs, regional champs, and also, we went on to win the state championship with the state MVP Mariah. She did an excellent job. I only had two seniors, Mariah Clayton and Chloe Mann. They did a great job leading us the whole year. Without those young ladies' leadership, perseverance, we couldn't have been here today. So, we really appreciate them and once again, I thank you all for the opportunity y'all give us.

Mrs. Wallace continued the presentation. The week of the championship game, we hosted a press conference and I believe we had almost every major media outlet there to cover this phenomenal team. And when I got a chance to watch the footage back in some of the broadcast, I don't know if it was Chloe or if it was Mariah, but one of them talked about the banners that are hanging at Sandra Meadows and how they wanted to bring one home. And so, to commemorate this wonderful victory,

we would like for each of your players to take home a banner for them to place at home so they can always remember that they are the home of the state champions. So, if I can have our team and coaches to please come on down.

Go ahead and come on down and then we're going to invite our Dr. Ivory and Ms. Fields, please come on down and join this photograph.

Trustee Savage-Martin stated. While they're getting ready, I'd like to say that I am too am a graduate of Duncanville High School and it was on the Duncanville Pantherettes many moons ago. So, I want you to think about after you go out into the world and do your thing, think about coming back to Duncanville and serving on the school board. I believe I'm the first, so we need another one to follow up. I was in choir, and I was also in the band. Not very good in band, but I was in choir too.

Coach Ford added to the presentation. Also, before I forget, we finished in the top 10 in the country. So, congratulations to the ladies. We were not ranked in the nation going into it. For us to go from unranked to top 10 is really impressive in the work that they put in. I tell people all the time, that doesn't happen without you guys by signing off, allowing us to go play out of state, play all these different teams and we appreciate y'all. We really do.

Video played here.

Vice President Dr. Ivory commented. Congratulations to everyone that was acknowledged tonight. Thank you, Ms. Wallace. We will now go into closed session.

3. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.

The board went into Closed Session at 7:08 p.m.

A. CONSULTATION WITH THE BOARD ATTORNEY (§551.071)

Private Consultation with the Boards' attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the Board, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act.

B. PURCHASE, EXCHANGE, LEASE, OR VALUE OF REAL PROPERTY (§551.072)

C. PERSONNEL (§551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Evaluations, Extensions, Leaves of Absences, Non-Renewals and Proposals for Non-Renewals, Renewals, Reassignments, Retirements, and Settlements

1. CONSIDER CONTRACT RECOMMENDATIONS FOR SENIOR LEADERSHIP TEAM

Kathleen Brown

2. APPOINTMENT OF THE DIRECTOR OF PURCHASING

Kathleen Brown

4. RECONVENE IN OPEN SESSION AT 8:31PM

5. TAKE ACTION ON ITEMS DISCUSSED IN CLOSED SESSION

Trustee Fahey made a motion to recommend the contract for the Purchasing Director. Trustee Phillips seconded the motion. Motion passes 6-0.

Mrs. Kathleen Brown introduced Ms. Alicia Campbell, the new Director of Purchasing. Good evening, Madam Vice President, Interim superintendent, Mrs. Fields and Board of Trustees. It is my pleasure to welcome this evening Ms. Alicia Campbell. Ms. Campbell, if you will join me here at the podium.

Ms. Campbell brings over 18 years of experience to her new role as the Director of Purchasing for Duncanville ISD. She is a graduate of the University of Las Vegas and is also a certified Texas School Business Specialist. She has served as an account manager, a buyer for a neighboring school district, and most recently as the coordinator of purchasing in Carroll Independent School District. Ms. Campbell is driven and hardworking and she is focused on excellence in processes and customer service to meet the needs of students. She's determined to use her knowledge, skills, and abilities to make a difference here in Duncanville ISD. So, please join me in welcoming Ms. Campbell to the Duncanville ISD family. Thank you so much.

Vice President Dr. Ivory stated. Welcome Ms. Campbell

Trustee Veracruz made a motion that the board moves to approve the recommendation of the Interim Superintendent as presented to offer the one-year term administrator contract to the listed professional staff members. Trustee Fahey seconded the motion. Motion passes 6-0.

Trustee Phillips made a motion that the board approve the recommendation of the Interim Superintendent as presented to offer the one-year term professional contract to the listed professional staff member. Trustee Savage-Martin seconded the motion. Motion passes 6-0.

Trustee Culton made a motion that the board approve the recommendation of the Interim Superintendent as presented to offer the one-year non-certified contract to the listed professional staff members. Trustee Phillips seconded the motion. Motion passes 6-0.

6. COMMUNICATION FROM CITIZENS TO DISCUSS PENDING AGENDA ITEMS BEFORE THE BOARD

There was no communication from citizens to discuss pending agenda items.

7. CONSIDER APPROVAL OF CONSENT AGENDA ITEMS (ALL ITEMS MAY BE ACTED UPON AT THE SAME TIME BY THE BOARD OF TRUSTEES)

Trustee Savage-Martin made a motion to move Action Agenda items 8D and 8F to the Consent Agenda; Trustee Fahey seconded the motion. Motion passes. 6-0.

A. MEETING MINUTES - FEBRUARY 12, 2024

Jody Lofton

B. MEETING MINUTES - FEBRUARY 22, 2024

Jody Lofton

C. BUDGET AMENDMENTS

Todd Garrison

D. FINANCIAL REPORTS

Todd Garrison

E. PURCHASE OVER \$50,000 - REGION 10 EFFECTIVE SCHOOLS FRAMEWORK (ESF) AND TEXAS INSTRUCTIONAL LEADERSHIP ACADEMY

Dr. Jaretha Jordan

Trustee Savage-Martin made a motion to approve the Consent Agenda as amended; Trustee Phillips seconded the motion. Motion passes 6-0.

8. CONSIDER APPROVAL OF ACTION AGENDA ITEMS

A. CANCELLATION OF THE SCHOOL BOARD ELECTION FOR MAY 4, 2024, TO ELECT TRUSTEES FOR PLACES 6 AND 7

Todd Garrison

Mr. Todd Garrison presented the Cancellation of the School Board Election for May 4, 2024, to Elect Trustees for Places 6 and 7. Good evening, Madam Vice President, Dr. Ivory, Board of Trustees and Interim Superintendent Mrs. Fields. I'm pleased to announce that we have an opportunity for a cancellation of the board election as we have both places six and seven running unopposed and our board remaining intact.

Trustee Savage-Martin asked. How much money does that save us?

Mr. Garrison Replied. I would say probably 10,000. I was going to mention that you're saving us money. It's a part of our cost-saving plan. Probably about \$10,000. Five to 10,000.

Vice President Dr. Ivory stated. Just in case the community or anybody that will view this do not know the trustees that hold places six and seven, will you guys raise your hand or stand? Thank you so much.

Trustee Savage-Martin made a motion to approve the order cancelling the May 4, 2024 School Board of Trustees election as presented. Trustee Phillips seconded the motion. Motion passes 6-0.

B. APPROVAL OF BOND MANAGER MASTER AND WORK AUTHORIZATION AGREEMENTS

Dr. Karin Holacka

Dr. Karin Holacka presented the Approval of Bond Manager Master and Work Authorization Agreements. Good evening, Madam Vice President, trustees, and Mrs. Fields. Last month we

introduced to you our selections for bond manager and architects to support our district with executing the voter approved projects associated with our bond election. Each firm was selected following a comprehensive evaluation and interview process. Tonight, we're ready to move forward with finalizing our agreements with the bond manager, Lockwood Andrews and Newnan. The LAN team has been in consultation with the district for the past few weeks, determining the scope of their support and evaluating the needs of the district regarding bond management. The district is proposing we fully utilize the services offered by LAN to ensure we are maximizing the use of our dollars, and the projects are executed with quality.

The agreements provided this evening have been reviewed and negotiated by our attorneys with Thompson and Horton and include a master agreement and a work authorization agreement. Once the bond manager agreements are executed, then we will finalize project assignments and negotiate agreements with WRA and Huckabee. These are our selected architects. Therefore, the administration recommends that the board approve the 34-month master and work authorization agreements with Lockwood Andrews and Newman, Inc in the amount specified on page eight, section 2.1, 0.1 of the work authorization agreement. I'm happy to answer any questions you may have.

Trustee Phillips made a motion to approve the master and work authorization agreements with Lockwood Andrews Newman Incorporated in the amount specified. Trustee Savage-Martin seconded the motion. Motion passes 6-0.

C. TEACHER INCENTIVE ALLOTMENT FUNDING PLAN
Dr. Karin Holacka

Dr. Karin Holacka presented the Teacher Incentive Allotment Funding Plan. Good evening again, Madam Vice President, Trustees and Mrs. Fields, I am excited to share with you our plans to submit a grant application to the Texas Education Agency for participating in the Teacher Incentive Allotment program.

As part of the grant requirements, the Board of Trustees is required to adopt the spending plan portion of the overall local designation system plan. This evening, we will provide a general overview of our plan with a focus placed on the spending plan. You have a one pager at your place this evening that outlines our spending plan. The overall comprehensive plan is available on our district website for public viewing.

Let's start with a general understanding of the Teacher Incentive Allotment program. The Teacher Incentive Allotment or TIA was passed during the 86 legislative session as a part of House Bill 3 as a means for providing additional funding to recruit and retain effective teachers in the classroom. Specifically, the focus was on teachers who serve in high need areas and rural school districts. The teacher incentive allotment is not intended to be a program that compensates all teachers and will not replace our current compensation plan. It will focus on teachers who are in high need areas and who meet our district eligibility requirements.

When considering whether or not our district should apply to participate in the TIA program, we first

considered our purpose and our goals. Per our strategic plan we know that recruiting and retaining high quality teachers is a need and a target for our district. In addition, we want to continue to provide additional compensation opportunities for our high performing teachers. The TIA program supports us with all three of these goals and allows us to ensure we have champions in the classroom. Our district is eligible to apply for cohort G in the TIA program. I'll walk you through the state timeline for this cohort. The grant application is due this April, April 15th to be exact. And if accepted, we will spend next year capturing data. Our data will then need to be calibrated by the state in order to receive system approval. During this year, we will also be creating and delivering training to prepare teachers and leaders for the TIA program.

Our initial group of teachers will be able to earn designations during the '25 '26 school year. Once approved training will be an ongoing part of the TIA process and will include required annual compliance training, embedded coaching, and t-tests and growth measure, professional development and resources. T-TESS is our evaluation system. So, before I turn the presentation over to Dr. Jordan, I want you to be aware of the steps the district has taken to ensure teachers have had a voice in the process and an opportunity to engage in the pre-planning work. We started in December with a teacher and leader survey that allowed us to get an initial look at the interest of our teachers. We did have a majority of the respondents show support for us to engage in this effort, which fostered the development of the planning committee. Our district's planning committee consisted of 30 members.

60% of these members are current Duncanville ISD classroom teachers and represent all levels and programs. Their names are listed on the district's TIA website. This committee has met three times to develop and refine our local designation system. These members will continue to serve for the next two years to provide guidance to district leadership in the development and refinement of our plan. In addition to the planning committee, we conducted focus groups at each campus and over 85 teachers participated in the feedback opportunity. The feedback was collected and reviewed by our planning committee. We have also engaged in administrative training. We've trained principals, assistant principals and district leaders to ensure they understood the proposed plan and had an opportunity to ask questions and give feedback. The administrators then shared the comprehensive plan with their campuses the week prior to spring break with an opportunity to provide additional feedback via our online feedback form, which again is on the district website. With that, I'll now turn it over to Dr. Jordan to dive further into our local designation system.

Dr. Jaretha Jordan added to the presentation. Good evening. Dr. Holacka provided you with an overview. I just want to dig a little deeper into what teacher incentive allotment will look like for us in Duncanville. There's two pathways for a teacher to earn a designation. The first pathway is through the local designation system. I'll share a little bit of information with you about that. A teacher will be identified as recognized, exemplary or master. And then the second way for them to earn a pathway could be a national board certification. If in our multi-year rollout plan, they do not have the opportunity that first or second year, they could go through the national board certification. So, there's a way for teachers to be designated pretty quickly. Who's eligible for teacher incentive allotment? This is a hot ticket question that most want to know. For us, it is full-time teachers with a valid standard Texas teacher certification for the content areas that we are rolling out.

They must be the teacher of record in our system. So that's our Skyward system where we house our teacher data information for at least 90 days for 100% of the day. For us, most of our teachers are

full-time teachers, but they have to be the teacher of record for 90 days and they must teach 50% of the day in academic courses. We have some teachers in an eight-period day who may teach only two academic courses and the remainder of their courses might be PE or athletics. So, they would not be eligible for teacher incentive allotment. Dr. Holacka started to talk about T-TESS. That is our evaluation system, the Texas Teacher Evaluation System of Support. So, to earn that designation, 70% of their designation score will come from student growth. For us, that is using our MAP data. MAP is our universal screener. It is normed nationwide. It accounts for students' gaps and deficits and it's adaptive.

It's based on where you are. So, 70% of their score will come from MAP, and then the other 30% of their score will come from teacher observations, for us T-TESS, specifically looking at three domains, we're looking at domain two, which is instruction. Our goal is to ensure that our students grow, so we want to focus on instruction. And then domain three, which is the learning environment. That's for most of us, classroom management and student engagement. And then we're also looking at domain four, professional practices and responsibilities. What are the teachers doing to build their own capacity? So again, 70% from their MAP scores and then 30% from their teacher T-TESS evaluation.

Every teacher will have one 45-minute observation at least, and then three 15-minute walkthroughs. And for us as a district, we will calibrate this process. So, it's not what we're already doing. We will be working through standardized calibration. Every T-TESS evaluator that you approve will go through this calibration process before they are allowed to evaluate the teachers in this model.

We have a phase in plan. One thing that is very important to us in Duncanville is really focusing in on quality, not necessarily quantity. And so, this plan will take us multiple years to roll out. So '23 '24 is really our application year. '24 '25, we are starting our data collection year, and we will move into having our K through eight reading and math teachers as well as our K through six bilingual reading and math teachers, English 1 and 2 and algebra 1 teachers start to become eligible for the teacher incentive allotment. And then as you can see in front of you, phase two, phase three, phase four and phase five, we're rolling in another set of teachers. What I want to point out, which is very important, NWEA MAP data is normed. So, it's a way for us to be able to account for growth in a very equitable way. As we move into some of the other subject areas where we don't have a MAP assessment, the district will have to develop an assessment and get approval by the state. So, we're having some of those content areas like social studies or CTE later to give us time to develop those assessments and have them approved so that we can make sure that everything's aligned for all of our students. I am now going to turn it over to Kathleen Brown and she's going to share our funding plan with you.

Mrs. Kathleen Brown added to the presentation. Thank you, Dr. Jordan. This has been the hottest topic of all, the money piece, and so we'll be taking a look at the funding plan. So, it's important for us to start with the fact that the funding for this plan, of course, flows from the state to the district. And like Dr. Jordan mentioned, teachers can be designated in three areas. They can be recognized, they can be exemplary, or they can be a master teacher. But the state has guidelines on how those funds are to be spent. Part of the statute is that 90% of the funds generated by a designated teacher has to be spent on compensation for the teachers at that campus. And so, we cannot get all the money and put it in one pot at the district level and then disperse it. It is spent at the campus where that designated teacher is teaching. The district is also not allowed to spend more than 10% of the teacher incentive allotment funds at the district level. Those funds can be used to support rollout, professional

development, other initiatives as it relates to the teacher incentive allotment. The teacher incentive allotment, Dr. Holacka mentioned, it's not a merit pay system, and so we are continuing to talk to our staff about that to make sure that they have a good understanding that it will not replace our current pay structure. Teachers who receive funds from the teacher incentive allotment are going to receive those funds in the form of stipends, and those stipends will be TRS eligible.

How much funding is received is based on the campus socioeconomic need, and it varies by district. So, what that looks like at one district and campus may look very different in our district and campus. It's not comparing apples to apples; it is definitely apples to oranges as we speak with others in other districts. It's important that when we're looking at this, we're looking at Duncanville and Duncanville ISD on its own.

You can see the bands of pay here on the slide. Duncanville ISD designation averages would range between \$5,725 up to \$21,082. But it's important that we note that that is recalculated every year based on the measures that the state has in place.

When we look at our funding plan as a district, and we're going to specifically focus on phase one this evening, in phase one, our teachers who earn a designation will receive 70% of the funds allotted, and all other certified teachers in good standing who meet that minimum requirement, and for us, that's a campus-based full-time teacher or librarian that has a valid standard certification and they have an evaluation that is proficient or higher. The state requires that we have a measure in place. And so, 70% of the funds would go to that designated teacher, the one who earned the designation; 20% would go to non-eligible teachers on that campus; and then the other 10% is for program support at the district level.

You have a handout in front of you with the spending plan. I'll have you to note that through the various phases, you will notice that the allotment to designated teachers continues to go up over the various phases, and there's a reduction in the allotment that non-eligible teachers or librarians are able to receive. The reason for that is because through each phase, additional teachers become eligible to reach a designation, and so that's why you will see that increase and you will see the decrease in the allotment that's spread out. The allotment at the district level, however, will remain the same at 10%. That's the maximum amount that we're able to keep at the district level.

So how will these funds be spent? What will that look like? When will payments be received? The payments in our district, our main goals are recruitment and retention. When we look at our funding plan for our districts, it's important that our plan matches what our needs are as a district. For us, that's the recruitment and retention of quality. We believe that the timeline that is outlined here aligns with that. There will be two payments spread over two checks in the summer to support us retaining those champion teachers.

The district will receive funds in April. In May, that end-of-the-year growth data would be calculated, and the first payment to those individuals would be in June, and it would be 30%. That is a point that we talked a lot about as a committee and received feedback on. The reason for that is because this is a retention tool, and so we want individuals to receive that first payment, but also to stick and stay with the district where they've received that designation. The second payment would be in August, when we're already back in school, and it would be the majority of the funding, 70%. That is definitely strategic and a part of our plan. The deadline for us to spend all those funds is August 31st. One, it's to

support the retention of quality teachers. The standard, state, and federal deductions will apply, but they are also TRS eligible as it relates to their salary calculations. It's also important for us to note when these designations are going to be earned. We are looking at our winter class roster submission. If you're not here during that time, then you're not eligible to receive a designation.

Then if teachers move, we've had lots of conversation about that, and that is also outlined on the document that you have. If a teacher leaves the district, what happens? If a teacher is promoted in the district and they are a designated teacher, what happens? So, we want to be very specific and very clear about what happens with funding as it relates to designated teachers.

Earlier, Dr. Jordan talked to you about those national board-certified teachers as well. Our national board-certified teachers for our district will be treated as our recognized teachers. And so, the funding plan, everything is the same. It will be in the category of those who are recognized.

With that information, we do want you to know that the board will approve the expenditure of TIA funds every year as a part of the budget process. We'll be bringing that to you. And so, we are recommending that the board approve the district's Teacher Incentive Allotment Funding Plan this evening. And it would be our pleasure to answer any questions you all have at this time.

Dr. Ivory states. Thank all three of you. Do I have a motion to approve the Teacher Incentive Allotment Funding Plan following state requirements?

Trustee Savage-Martin made a motion to approve the Teacher Incentive Allotment Funding Plan following state requirements. Trustee Culton seconded the motion. Motion passes 6-0.

D. OVER \$50K PURCHASE OF INTERCOM REPLACEMENTS

Mari Zamora

Moved to Consent Agenda.

E. REQUEST FOR PROPOSAL (RFP) 23-24.005 BYRD MS ROOF

Mari Zamora

Mrs. Mari Zamora presented the Request for Proposal (RFP) 23-24.005 Byrd MS Roof. Good evening, Vice President Dr. Ivory, Ms. Fields, Board of Trustees. As recommended by the 2023 Bond Committee, replacement of roofs were a priority, and Byrd Middle School is on the top of that priority list. Byrd Middle School requires a full replacement, and the goal is to have it completed this summer. The district therefore solicited proposals to obtain vendors. The Request for Proposal 23-24.005, Byrd Middle School Roof Package, was developed in conjunction with our roof consultant, Armco Industries. The request for proposal, RFP, was released February 5th, 2024. A pre-bid meeting was held February 14, 2024, to go over the specs and the details of the replacement, as well as do an onsite visit on the Byrd roof itself. Twelve vendors attended this meeting. The completed RFP responses were received prior to the closing at 10:00 AM on February 26th, and we received eight completed responses.

The responses were then evaluated and ranked based on cost of project, bidders' qualifications, bidders' reputation with the district and the industry, bidders' experience, and best suited to meet the district needs. As highlighted in the RFP bid tab total, which is on page 107, Tri-Lam Roofing & Waterproofing, Inc.'s proposal was ranked highest. In addition, handed to you is the agreement from our roofing consultant, Armco Industries. Duncanville ISD has successfully used Armco for over 20 years. The agreement covers the entire process from evaluation, drawings, bid support, and construction observations. The agreement is for 7% of the roofing construction contract.

Byrd Middle School Roof Replacement Project will be funded with bond reimbursement funds. Therefore, we're recommending the board approve Tri-Lam Roofing & Waterproofing, Inc. for the full replacement of the Byrd Middle School roof at a cost of \$2,679,000. That includes \$175,000 in general contingency funds. We also recommend the approval of Armco Industries' Roofing Consultant Agreement for 7% of the roofing construction contract, which totals \$187,530. Please let me know if there's any questions, and Mr. Joe Peterka, Director of Maintenance, can answer for us. Also, Javier Flores from Armco is here as well to answer any questions.

Vice President Dr. Ivory asked. The last two amounts that you mentioned, are they included in the \$2,679,000?

Mrs. Zamora replied. No. The second amount... So let me go back. The \$2,679,000, that does include the contingency funds of \$175,000. The Armco contract is separate. That one's \$187,530, which is 7% of the \$2.6 million.

Trustee Savage-Martin asked. I have one question first. And you may have said, but this is part of the bond?

Mrs. Zamora replied. Yes, it is.

Trustee Savage-Martin made a motion to approve the award, RFSCP 23-24.005, to Tri-Lam Roofing & Waterproofing, Inc. at the cost of \$2,679,000? Trustee Veracruz seconded the motion. Motion passes 6-0.

F. INSTRUCTIONAL MATERIALS (IM) - PROCLAMATION 2024 (SCIENCE TEXTBOOK ADOPTION)
Dr. Jaretha Jordan

Moved to Consent Agenda.

G. 4H PARTNERSHIP - TEEN TO TEACHERS
Dr. Jaretha Jordan

Dr. Jaretha Jordan presented 4-H Partnership – Teen to Teachers. Madam Vice President, trustees, Interim Superintendent Mrs. Fields, I am excited to bring to you a partnership with Dallas County for 4-H opportunities for our students. A partnership with Dallas County 4-H program is for our students who are ages 5 through 18. Everything will be funded by Dallas County and Texas A&M, and all curriculum will be provided by 4-H.

We are focusing on three new programs, or three programs, they're not all new, that will be coming to us. It's the Better Living for Texans. That will provide nutrition education to our parents, our families, but it also will bring opportunities for raised bed gardens at Smith Elementary. Then we have the Eggs to Chick program that our students had last year where they get to watch those little cute eggs hatch into chicks. And then we have a new program that I'm going to share with you, which is Teens as Teachers. So again, this partnership provides several extracurricular activities, not only for our students, but for our families and the communities.

Our Teens as Teachers Grant is a new opportunity for us. We are the first district who will be able to pilot this grant. This grant provides Duncanville ISD an opportunity for one student. Again, it's a pilot. They're trying to see how well it will go, and then we will grow it. But one student at Duncanville High School will be able to apply to be a facilitator teacher for camp this summer. The selected individual will go through an interview process, they will go through training as if they are an educator, and then they will be focusing again on four programs, teaching our youngest students through gardening, STEM, mental health, and then Soccer for Success. It's a two-year grant, and so the students selected will get to be the teacher for this year and for next year. If approved tonight, we will begin the application process at Duncanville High School. The student that's selected will not only receive a membership through 4-H, but they will be eligible for scholarships for post-secondary.

A part of this grant requires us to have adjunct staff members, and so I want to spend just a little bit of time with you explaining what that is for Duncanville. For the student to be selected, he or she will have to go off campus for some off-site training. For us to receive or count the student present here in Duncanville and receive funding, they can be under the supervision of an adjunct staff member. So, the adjunct staff member must have a bachelor's degree, they have to participate in TRS, they have to remain an employee through Texas A&M. They will receive no compensation, salary, benefits, or anything from Duncanville ISD, and they shall direct all the activities when the student is in their presence.

But again, it keeps us protected for attendance wise and gives us funding and allows for the student to go off-site and receive the training Success for Soccer, gardening, going to their facilities. And so, a part of the grant is we are asking approval for that list that was provided to you of the adjunct staff members to be considered adjunct, and the student selected to be able to go off-site with those individuals.

That's quick. I apologize. But the recommendation is for us to approve the resolution to be sanctioned as an extracurricular activity for the Eggs to Chick, the Better Living, and the Teens as Teachers program, and to approve the adjunct faculty agreement between Duncanville ISD and 4-H Dallas County. Thank you.

Trustee Fahey commented and asked. This sounds like a wonderful program. I think we've needed something like this for a long time. Is Smith the only elementary campus to participate? And is it because they already have their little butterfly garden, or is that the reason why they're the only ones?

Dr. Jordan replied. They're not the only ones to participate. It is because they are the environmental science campus. But we will have the opportunity for other campuses to participate as well.

Trustee Phillips asked. Thank you, Madam Vice President. Dr. Jordan, how was Duncanville selected to participate in the pilot program?

Dr. Jordan replied. Pam Thomas, our Director of Advanced Academics, has a partnership through Dallas County, and so we've been actively seeking out funding sources to give our students some experiences. She went to a community meeting and met with them and applied as an interested entity. And so, of the, I believe, 27 districts, Duncanville was the only district selected.

Trustee Phillips asked. What's her name?

Dr. Jordan replied. Pamela Thomas.

Vice President Dr. Ivory asked. Was she our former collegiate principal?

Dr. Jordan replied. Yes, ma'am.

Vice President Dr. Ivory asked. Do the students for The teens to Teachers, do they have to be a part of TAFE?

Dr. Jordan replied. They do not have to be a part of TAFE. What Pamela Thomas and I discussed is they would have first priority, but it's also open to whoever has availability this summer to teach the camps. And so, we will open it up to them first, and then offer it to others.

Trustee Veracruz commented. I'm super excited about this. Thank you for this.

Trustee Veracruz made a motion to approve the resolution for the 4-H organization to be sanctioned as an extracurricular activity, and the approval of the adjunct faculty agreement between Duncanville ISD and 4-H Dallas County. Trustee Culton seconded the motion. Motion passes 6-0.

H. CONSIDER APPROVAL OF 2024-2025 ACADEMIC CALENDAR Dr. Jaretha Jordan

Dr. Jaretha Jordan presented Consider Approval of 2024-2025 Academic Calendar. Madam Vice President, I am honored to share with you all the recommendation for the 24-25 academic calendar. One of the first priorities is to make sure that our calendar has 75,600 minutes, which really equates to 168 instructional days. In the past several years, we've had many more days built into our calendar, and so the committee wanted to continue with that tradition. We also wanted to have at least three teacher workdays embedded into the calendar, and to make sure that our teachers had a 187-day work calendar to align with their contracts. The committee met, and some of their priorities were to have professional development or workday after winter break. This year, we started the teachers came back the same day as the students.

They also requested to have spring break aligned with Dallas College. That is very significant for us for a couple of reasons. One, when we are not aligned with Dallas College, we have to find a place for our

students and/or students need to be transported, and we're not in school. The second part is based on our outcomes-based measures, or we call it OBM. Our students must be supervised when they are at Dallas College. So, if the principal and assistant principal are not on contract, if they're off for spring break, they would need to come in to accompany our students over to Dallas College. And so, it is imperative for us to make sure that we take care of our students, the youngest to the oldest, that we have our spring breaks aligned.

You'll notice that the calendar presented has spring break a little later, but that's just to make sure that we are aligned with Dallas College. And I believe our surrounding districts are all doing the same. Then to continue with fall break. We loved having PD days embedded throughout the year for our teachers. So again, those were our priorities.

You have in front of you Calendar Options, A, B, and C. Some of the bigger differences is the first day of school, one has a Monday start, Calendar B has a Wednesday start, and then C has a Tuesday start. All the calendars have us ending before Memorial Day. Some of the calendars have a shorter fall break just so that we can embed in everything that was a priority. At least 16 or 15 days of professional development are embedded into each calendar, and they all exceed our minimum minutes of instruction.

Briefly, just highlights of A, B, and C. A, there's a one week fall break. Spring break is not the same as Dallas College. It does include five professional development days, and then the semester days for students and teachers are there for you. Calendar Option B, there's only three days for fall break. Again, that's all based on just building in professional development throughout the year, and so we had to shorten fall break. We also have spring break the same as Dallas College, and there are six PD days embedded throughout the year. And then Calendar Option C has one week for fall break. It has bad weather days included, just in case we have more ice or snow, and then it has six professional development days throughout the year.

We administered a survey. This feedback is very important. We had the survey... Yes, ma'am?

Vice President Dr. Ivory asked. Did C align with Dallas College? I didn't hear you mention that.

Dr. Jordan replied. Yes, C did align with spring break.

Dr. Jordan continued the presentation. We administered a survey to get stakeholder feedback. The survey was open for two weeks, in English and in Spanish, and went to four groups of stakeholders. This year, we had 1,681 responses.

First, how are you a member of the Duncanville ISD family? So 38% staff members, 20% students, almost 40% are parents or guardians, and then 2.3% community members. As you can see, the majority of our feedback came from our parents. And then we had them select a calendar that best met their needs, and they thought best met the academic needs of Duncanville. Calendar C with 51% was the calendar that was selected. So, it's my recommendation that the board adopts Calendar C as the 24-25 academic calendar.

Trustee Fahey asked. How can I tell on the second graph how many of the 51.3% who want option C

are students, are teachers, are parents?

Dr. Jordan replied. On the second graph? I don't have that on the graph for you, but I can get it for you.

Trustee Fahey commented. See, I think that's real important because I understand it has the majority, but I'd like to know who those people are.

Dr. Jordan replied. Yes. I can get a breakdown for you. I can tell you that it was a good mix of parents, students, and teachers that voted for Calendar C. A healthy mix, almost an equal split. But I can get the breakdown for you.

Trustee Fahey asked. Can you tell me the majority of what the teachers wanted?

Dr. Jordan replied. I can. The teachers were split. The majority of the teachers still voted for Calendar Option C. Their next calendar option that they picked as teachers was A. But still, the majority of them voted for C.

Trustee Fahey asked. And then what about parents?

Dr. Jordan replied. It was the same with the parents.

Trustee Fahey commented. Okay, then I can figure out students after that.

Dr. Jordan replied. Yes

Trustee Culton asked. Thank you very much. I have a question regarding the total number of instructional minutes for Calendar C. Calendar C is less than the Calendar A and B options, it appears, by one day. Can you speak to that?

Dr. Jordan replied. I can. Calendar Option C has fewer instructional days for a couple of different reasons. One, we have a Tuesday start, so we're not starting at the beginning of the week. We also have a one week fall break. That would shorten us versus, I believe, Calendar Option B has three days fall break, so that's where you gain a day. And then Calendar Option C has a few more professional development days embedded in the calendar. So, what we did with only having two extra days is we embedded in bad weather days. So technically with the two bad weather days and the two extra days, we have four days built into our calendar.

Trustee Culton asked. I just have a question regarding the benefit of the extra 450 minutes. Can you speak to that?

Dr. Jordan replied. I can. Something that we talked about with the committee is really prioritizing. Three years ago, we had a 180-day student calendar because our students were coming back from COVID, and we wanted to make sure that we were working really hard to close the learning gap. What we've recently discovered is with our teaching force, how it is, we have certified teachers, non-

certified teachers. Really, our priority is building the capacity in the adults. Even if we have students here for 180 days, if quality tier one instruction is not what it needs to be, then students are not receiving what they need. So this year, we really wanted to focus on building the capacity of the teachers so that when the students are in the seat, they are receiving the best instruction possible. So, as we started to look at our calendars and started to think about our needs, our highest priority was professional learning for the adults.

Trustee Culton asked. What would it do to our calendar if they started with Calendar C, started on Monday as opposed to Tuesday?

Dr. Jordan replied. It would give us one extra day, so we would go up to 171. We would have three days built into our calendar plus the two bad weather days. Because the teachers are already working that Monday, it just gives us one extra day built into our calendar.

Trustee Culton asked. I noticed Calendar C has two bad weather days and the other options have one. Can you speak to that?

Dr. Jordan replied. When you look at Calendar Option B, it has one bad weather day built in. It's where you see a red is where we would have a bad weather day. Any of those can become bad weather days for us. But for Calendar Option B, we already had four days built into the calendar, so we wouldn't necessarily need to bring students in on a holiday. Whereas we didn't have as many built into C, so we might need to remove a holiday. And then also in Calendar Option C, we'll bring them in on a holiday. So not remove it, but they might have to come to school on a holiday. But Calendar Option C, if you notice, February 14th is not a holiday, it is a day where students are out. But if we need them to make it up, they can come in without really inconveniencing the community and parents by them missing Good Friday or missing Thanksgiving, or missing something that is a holiday and significant in their family. C allowed us the opportunity to collect a day back because we're giving them a day that's not a national holiday.

Vice President Dr. Ivory asked. Am I correct in that Calendar C, the students start on Tuesday, but the teachers are there on Monday?

Dr. Jordan replied. Yes

Vice President Dr. Ivory asked. If we started school on Monday, that would take a teacher workday away from them. Is that correct?

Trustee Fahey made a motion to approve Calendar C as presented for the 2024-25 academic school year? Trustee Veracruz seconded the motion. Motion passes 6-0.

Trustee Culton commented. In the future, if we could reconsider the total number of instructional minutes and the priority to provide time for professional development as well. Because our district needs... Our students need as much time in the classroom as possible. While I am probably going to approve this item, I just don't want to go on record as approving the calendar that provides for less

time in the classroom for the students overall. Thank you.

Vice President Dr. Ivory commented. I wanted to say thank you to Trustee Culton. I appreciate the focus on instructional minutes. I do understand that our district is trying to find ways to support our teachers because our focus is retention and recruiting and it is a hard balance, but I do appreciate the academic instructional time focus.

9. INFORMATION/DISCUSSION AGENDA

A. INSTRUCTIONAL MATERIALS (IM) - PROCLAMATION 2024 (CTE TEXTBOOK ADOPTION)

Dr. Jaretha Jordan

Dr. Jaretha Jordan presented Instructional Material (IM) - Proclamation 2024 (CTE Textbook Adoption). Madam Vice President, trustees, Mrs. Fields. I would like to share with you Proclamation 2024 as it relates to our career in technical education. Thank you for approving the science textbook adoption earlier. This is the same process that we went through for science. We are now reviewing for our CTE courses, and so Proclamation 2024 happens when we need to call for new instructional materials. Some of our CTE courses, specifically our STEM classes, science, technology, engineering and math, our education and training, our health science and our technology apps courses are up for textbook adoption. We convened a committee, a team that consisted of 21 individuals, and as you will see on the screen, it's 21 staff members and it's staff members because our resources are open to the public. So, parents, community, family members can come up as well. The 21 staff members had the opportunity to review all the publishers that were approved by the state.

We had all the resources and materials open at the teaching and learning center for the community public to view. And then we will finalize at the end of this month a recommendation of which publisher or publishers we would like to go with, and I will bring it back to you next month. There are some non-negotiables for us, specifically for CTE. It has to align with all of our CTE classes. So, we'll have a publisher that says we can meet everything for STEM health science technology apps, but we may not, so we may have to split. And it's important for us to adopt someone who gives our students connection and exposure even from software programs. And so that is a priority for us, and we will use a rubric as we begin to review. We have four publishers that have been approved and four publishers that will be presenting to the team.

G-W Publisher, ICEV, SAVVAS, which you saw in our science as well, and then eDynamicLearning. All four are currently presenting to the team, and then we'll be setting up the resources for us to view at the Teaching and Learning Center. Here's the timeline for you. Very similar to science. We're just one month behind. I will be bringing to you next month a recommendation from the team to adopt a set of materials or a couple of sets of materials depending on our needs. That concludes my presentation for you. I'm happy to answer any questions that you have at this time.

Vice President Dr. Ivory asked. Is part of the non-negotiable, is it consumables versus online access and supplementals for our students? Is that a high priority for us?

Dr. Jordan replied. It is a high priority and it is cost related as well. So, making sure our students have access to it when they're not in class, and then making sure for this eight-year adoption that as a

district we are not responsible financially for resources that were not included in the adoption. That is a part of our rubric that we will use.

Vice President Dr. Ivory commented. Thank you so much Dr. Jordan.

B. GenZ PROGRAM

Pamela Brown

Ms. Pamela Brown presented GenZ Program. Good evening, Madam, Vice President, Board of Trustees and Interim Superintendent Mrs. Fields. I will be presenting the Advising Generation Z Memorandum of Understanding to you today.

What is Advising GenZ? GenZ or Generation Z is a curriculum that addresses specific student infractions and creates an effective restorative tool for student behavior management and achievement. This partnership would provide campuses with ready-made restorative consequences that could potentially support in-school suspension or ISS classrooms solidifying ISS as an essential part of Duncanville's overall behavior management program. It is currently used by several surrounding districts, as you can see in the slide, in addition to local county court systems to assign interventions to youth.

Currently, there is no curriculum for students in-school suspension or ISS. Gen Z offers a learning platform that includes lessons, diversion videos and facilitation guides to help students address their behavior, learn from their mistakes, and focus on college or career readiness. After students in ISS finish the work assigned by their classroom teachers, they can use GenZ as a platform to help meet behavioral goals and expectations. We plan to pilot this at the middle school ISS classrooms and the two alternative campuses.

GenZ is a confidential program and they are FERPA compliant. There are parental permission slips embedded within the program where the parents would have to give permission for their students to participate with the online learning platform. Students are given different unique ID numbers to mask their identity, so we would know who the students are, but GenZ would not.

The program is free to Duncanville ISD for one year. We are only responsible for providing general discipline information and demographic data about the learning platform. Continued funding is based upon our use and data, and so there is the opportunity that we could get this free in the future. Training will take place this summer for pilot campuses and meetings will be held throughout the year to monitor progress and usage of the platform. Are there any questions? Yes, ma'am.

Trustee Fahey asked. Thank you. Currently, do we have any classrooms in elementary or intermediate for ISS?

Ms. Brown replied. Intermediate campuses do have ISS.

Trustee Fahey asked. Have we thought of any for elementary?

Ms. Brown replied. Our elementary campuses do not have, currently have ISS classrooms. Some may,

they may have something they call, but it's not official ISS. A makeshift ISS, so to speak, but not officially, no.

Vice President Dr. Ivory asked. But we do have elementary students that go to Summit?

Mrs. Brown replied. Yes.

Vice President Dr. Ivory asked: And so, they would use it at Summit if we have elementary age students at Summit, correct?

Ms. Brown replied. Yes, correct. That is correct.

Trustee Fahey asked. All grades? PK, K?

Ms. Brown replied. Well, we're piloting it just at the middle school campuses in [inaudible 01:37:25]-

Trustee Fahey asked. I know but, Summit.

Ms. Brown replied. Oh, well, yes. Well, it has to be certain criteria. It's very rare that a pre-K or a kinder student, there are age limits and offenses. But for students that are assigned to Summit, they could use the platform.

Trustee Culton asked. Dr. Brown, There's currently no type of instruction in discipline, for lack of a better term at Summit and the other-

Ms. Brown replied. No, Summit has certified teachers and they're receiving instruction. This would just be an additional tool for students that are assigned to Summit for various behavioral offenses to hopefully help them make wiser decisions in the future. But no, Summit has certified teachers. They're receiving instruction. This would just be an additional tool.

Trustee Culton asked. They're receiving instruction based upon the classwork, right?

Ms. Brown replied. Yes.

Trustee Culton asked. But this is adding something new?

Ms. Brown replied. Yes. This would be an addition to focus on the behavior.

Trustee Culton asked. And it's something that does not currently exist?

Ms. Brown replied. Currently. We have a program called Safe Schools, but this is different. Those are more online modules. This is a different platform that would be targeted toward those students, and it would be more specific. So no, we do not currently have anything like Generation Z.

Trustee Culton asked. What is the track record?

Ms. Brown replied. So, there was positive feedback. Ms. Hudson, our Director of Restorative Practices and Student Management, reached out to several of the districts that currently use this and they loved it. They had no complaints. I know she spoke with someone in Crowley. They really gave kudos. They highly recommended the program, especially with it being at no cost. I think it's grant funded. And so pretty much if the district has good usage and platform, we may have the opportunity to use it again as with some of the other districts for free. But she received positive reviews, so she did reference checks with several other districts.

Trustee Culton asked. So, they monitor changed behavior?

Ms. Brown replied. I don't know that they monitor changed behavior, but I know that they provide modules, the lessons, the diversion videos, even some things where parents can participate. They even have, I don't want to call them webinars. There are live sessions where even parents and students can attend them in the evenings together. So, it's to curtail the behavior, but they will collect some data at the end. Ms. Hudson may better, may be [inaudible 01:40:13] you can ask, yeah. She can better answer the question about how they will monitor the data.

Ms. Hudson added to the presentation. Hello, good evening. There are set times, four different times throughout the school year, that all school districts and county officials get together and meet. And we talk about the impact that this program has. And so, this is the first year that Crowley ISD, DeSoto ISD, those school districts that you saw. This was the first year that it went into school districts, but it's been in the county court system prior to that. And so yes, we are monitoring and tracking through those cohorts that we have four times a year.

Trustee Culton commented. Well, I appreciate you all bringing this program to try and help the students that need help in this area.

Vice President Dr. Ivory: Since it's free the first year, I'm wondering why wouldn't we introduce it at the high school? Can anybody answer that?

Ms. Hudson replied. Yes ma'am. The reason why we wanted to pilot it at the middle school, ISS, as you well know, Dr. Ivory, the high school is massive. And so, I do want to truly ensure the fidelity of this program being implemented in the district before we expand it to somewhere as great as Duncanville High School. And so that's why we chose the middle schools to start in their ISS.

Vice President Dr. Ivory asked. But currently the high school has nothing. And it seems like even if this data would, even though we're piloting and we don't have a consistent track record, this would be better than doing a whole other school year with nothing at the high school. There's nothing. And so, I'm wondering Ms. Fields, if we could revisit not having that at the high school?

Ms. Hudson replied. That is something that we could discuss and revisit. Yes, ma'am.

Trustee Savage-Martin commented. But you wouldn't want to set up the program for failure.

Ms. Hudson added. So, I will address as well that because we are piloting at the summit also, those students who have access to the program at the Summit, they don't lose access once they go back to DHS. Once you have access, you have access. So that's one population of students. But I do understand your concern and that it's definitely something that we can consider Dr. Ivory.

Trustee Savage-Martin commented. Well, I was just her thought of not presenting it to the high school because there are so many students there. You could be setting the program up for failure. Possibly too, they might look at the numbers and want to charge us.

Vice President Dr. Ivory: Well, if the first year is free, the first year is free.

Janice Savage-Martin: Well.

Vice President Ivory commented. And I'm just coming from, there's absolutely no curriculum at the high school currently. When students go there, it's so subjective what they do. If teachers send work at all and to have something in place is better than not.

That was just my... And then my second question is do we have a set of measurements, what do we want to measure rolling this out the first year, what are we going to look for? Can our staff create this is what we will bring to the board after a year and not just we don't have any complaints, it's good, but if we know ahead of time what it is that we want to measure and then we look for that?

Tijuana Hudson states. Yes ma'am. There are some data points that I'm already putting in place for that and we will definitely, we don't ever want to present anything to you all that we cannot come back and say this is the benefit and the impact that this program has had on the students in our district.

Vice President Ivory: Thank you. Because it didn't sound like the other district that talked to you really spoke about data points. So I'm just wondering if we know ahead of time, not we, the board. We, the district. What we're looking for.

Pam Brown speaks. I was going to say we're currently in the process. We were actually talking about developing a tool today to talk about how do we determine if the behavior has changed other than the number of referrals. So we were actually having that discussion today and that is in development.

Tijuana Hudson states. And I'll also let you know because we have not yet been, this MOU has not yet been in place. I have not been privy to those meetings that do discuss the actual data. So as soon as that happens, I'll be privy to those data points.

Vice President Ivory: Any additional questions? Trustee Fahey?

Trustee Fahey: Yes. I just forgot. We don't currently have an ISS curriculum. So what we're doing now,

just using the teachers, the work pages or whatever. Would the new ISS curriculum replace the teacher assignment or in addition to it?

Pam Brown answered: This will be completed after they finish their classroom assignment, so they'll still be required to complete their assignments. This is just an addition to.

Trustee Fahey: And then if we should approve this later, it would be added to our code of conduct. Would it become part of that in some form or fashion?

Pam Brown: It would not become part of our code of conduct, but we do have a list of restorative tools. We have a discipline matrix, consequences where we recommend various options and it would be put into that document as another tool for a restorative discipline.

Trustee Fahey: Okay, thank you.

Vice President Ivory: Any additional questions or comments? Thank you so much.

Pam Brown: Okay, thank you.

Vice President Ivory: We'll move to information discussion, agenda C, budget update, Mr. Garrison. We're almost done.

C. BUDGET UPDATE Todd Garrison

Mr. Garrison presents. We're almost there. Good evening. Again, Madam Vice President Board of Trustees and Mrs. Fields, I'm pleased to have the opportunity to provide the budget planning update for this month. This is a slide you're all familiar with or we're all familiar with and I won't go through slide-by-slide, but if you'll go to the middle row, I would say we're hovering between those last three and really progressing towards the fourth there. We have not set the enrollment projections or set the staffing projections based on enrollment, but we're refining those. We've looked at those and are looking at those in more detail. We actually have meetings this week to further make sure that our projections are as good as they can be and also prioritizing the budget assumptions and functions. We've received back, I think all but three of the campus budgets at this point. Starting to get contact to have meetings set up with lots of questions from departments and meetings set up.

So we're really making good progress in those areas. I want to give an update on where we stand currently on our general fund revenues. As you can see there, all of our revenue sources are listed. There are local, state and federal and the percentages of the budget, so the budgeted amounts there. We budgeted a total of just over \$127 million. We've collected roughly \$90 million, that's about 70%, and so I feel good about that. We really need to hold strong. One of the biggest factors as far as meeting those projections will be maintaining our attendance rate, especially later in the year. And that's always a challenge for every district as we get into the spring and summer or closer to summer.

From there, I want to look at our fund balance. It's a real positive for our financials for the district. So our fund balance at the end of last fiscal year was just over \$64 million, a reserve of 21. A reserve is set by the auditors.

There's an amount that's set by them that is designated as reserved, A committed fund balance. We need to maintain just under \$32 million and that's three months operating. So we just take what our annual expenses are divided by 12. It comes up with a number. We're required to maintain a minimum of three months fund balance in there. So that's where we come up with the \$11 million in our available fund balance of what we would call available spending fund balance. I've included the ESSER funds even though that that's something that we don't typically and we don't approve at the board level for budget purposes, but I think it's important because of the factor that it has on our general fund budget. So all the way back to ESSER I, a little over \$4 million was designated in ESSER I funds. Those have been expended ESSER II, same. Just under \$12 million in ESSER II. That was expended at the conclusion of this past year.

Those had to be... The grant period closes of September of last year, just as ESSER III will close out of the September of this year. So ESSER III started out about \$25 million. We have a balance of \$9.8 million and of that is about \$7.7 million of our payroll sits in that fund and those are funds that won't be available for the coming year as we budget for '24-'25. If I can, I'm going to ask for a little bit of grace and I'm going to skip this slide and come back to this because I think the flow will be better if we look at the next two slides and come back to that. So on the next one we'll talk a little bit about budget influences and we're going to start under the legislative changes. And when I say changes, I use changes loosely because there weren't a lot of changes made. A lot of promises made, not a lot of changes.

There was consideration for funding on enrollment instead of ADA did not change. Our basic allotment, as you know, the legislators are sitting on the largest fund balance they've ever had. No change in basic allotment and no change in salary increase. Although as a district and as a board, we've approved salary increases for our current year for teachers and a number of staff members as well. They put the property, the property value adjustments, they had the a hundred thousand dollars homestead exemption that went in. We're seeing a little bit of a decline in enrollment and we do try to target at 92%, but anything less than that really affects our revenue stream coming down. And so going into next year, we already know that our projections at this time is that our enrollment will be lower in '24-'25 than our current year. That will equate to less revenue.

A hundred thousand homestead exemption will stay in place. I'll know more about the property value increase. We actually have a webinar next week with that entity that'll give us a little bit of an idea of what we're going to do. We'll get some preliminary values within the coming weeks and then we'll get our certified estimated values at the end of April 25th. And so I'll have a better idea of that, but that's my estimate right now where I think we end up with that and then we'll have further tax rate compression. So, the trend is still not good because we're showing a little bit of a decline in enrollment. Then you go down to expenditure and we are seeing, as you know, as we all know both personally and professionally, massive inflation. Utilities and insurance in particular hit very hard for the district and those are big figures for us as well as health insurance increases.

So those are things that are going to affect our budget for next year, none of which is in a positive

direction. So you've seen this slide before as well, but I've updated this with some more current numbers as we, again, I've talked about we're refining our enrollment projections and when we do that, we use the demographers report. We look at our current enrollment and then our student services and PEIMS looks at what we call our roll up, but what we anticipate who graduates and as we roll up the classes. And right now it's looking at, on a projected funding enrollment of 11,385, so a loss of about 128 students for the coming year. That equates to about a million dollars in loss in revenue for the district. That's about what those come up with. So after looking at those, then we'll go back and look at our trends and I think that'll help identify where these things are in our budget.

So all the way back to '22-'23, you can see... And I wish if I had this to do over again, I would change the expenditures to red so you could distinguish because you got the revenue and expenditures are pretty close to each other, and then you've got ESSER funds there. So you had a pretty close to balanced budget, wasn't far out. As you know, we've adopted roughly just over \$5 million deficit budget for our current budget, but that's being offset. One of the things I want to point out is it's being offset with ESSER, but the other thing is looking at the expenditures from '22 to '23 to '23-'24 is about a \$10 million increase, \$10 million increase in expenditures. We are not getting a \$10 million increase in our revenue, which is showing our budget deficit. So when you go into '24-'25 and you look at declining enrollment, no increase or anything from the state, there's no doubt that we'll operate with less revenue, but it's going to be very difficult to not have increases.

And so we're working at taking multiple steps. We've decreased campus budgets by 5%, department budgets by 10%. We're refining staffing ratios, we're doing some things, but it's going to take... That's the gap we're going to have to close as you see there, that budget deficit of what we're going to have to do because again, we don't have the ability to control our revenue. The only thing we can do is control our expenditures. And so this is going to be the tall task and the tall order that we're going to work through. And this is not going to happen in the next four weeks or next three months. This is going to be a strategic process, a group effort, a combined effort and being very strategic about what we're looking at to do to get the budget balanced. Obviously the \$15 million is more than what we really have in our expendable fund balance.

I'm not terribly concerned, but that's not a trend we can continue. We've got to move this down and start ticking this back the other direction so that we'll be in good shape. Especially with knowing this year we're not in a legislative session and we're not going to see any relief. This is not something I would see. I don't anticipate any changes for our current year. I do think that, and I won't belabor the point, but we're not the only ones in this situation. It doesn't make this situation better, but we are... There are other districts in this as well. And so I think going into a legislative session, there's going to be a lot of pressure put on the state to help rectify some of these issues. And so with that, I'll go to our budget deadlines. Everything on the list that has a check mark are things that we've completed.

Again, I've already received the majority of our campus budgets back, making great progress on our department budgets. We've mentioned that we're soon to receive our preliminary estimated values. We'll be doing a budget workshop that'll get more in detail on this, April 8th. I think that's three weeks from now. And then the following week we'll have another update at the board, at our regular board meeting. By the end of that month, we'll have our certified estimated values in and then that'll really heat up into our May meeting where we do more workshops and really refine our budget

before we do our postings and notices. And I'll be happy to answer any questions you might have.

Vice President Ivory asked. Any questions? Trustee Colton.

Trustee Culton asked a question. Good evening, Dr. Brown. I have a question regarding the ESSER III funds, I believe... Okay, currently there is a balance of nine point, basically \$8 million.

Mr. Garrison: Yes ma'am.

Trustee Culton asked. And seven of that is allocated for payroll. The gap between the two, is it allocated for something?

Mr. Garrison:

It is somewhat allocated. It's something I've worked with Dr. Jordan, should I [inaudible 01:56:59]. So I don't want to speak, I don't try to stay out of that academic side as much as I can, but there are ESSER requirements and I wasn't here when this was done and so I try to be careful and if I need to be corrected, please feel free to jump in. But there are requirements with ESSER that have to do with closing achievement gaps, professional development and things of that nature. And there are some of those funds that have been earmarked for expenditures. Then that's the gap. And that's a great question because that is the gap in that and something we've communicated about so that we've earmarked the payroll and the other is required spending. Yes ma'am.

Trustee Culton asked. And what is the deadline for spending that money?

Mr. Garrison answered. The grant ends September 31st, but we have until December of the next year to actually spend it. Everything has to be encumbered. We can't change it and do new things. But if it's something that we already have on the books, and again, payroll is not one of those things that will have to end, but if it's a program or something of that nature, then we will be able to spend that out at this time. Now, it's not uncommon for them to provide updates as we get to the end of the year and they see schools have substantial amounts of money and they'll say, okay, well we need to... You can do extended period of pay down, but they won't release new funds. Very unlikely led to amend our grant.

Trustee Culton. Okay. But the payroll portion has to be expended by September?

Mr. Garrison answered. Yes, ma'am.

Trustee Culton questioned. Of this year, right?

Mr. Garrison answered. Of this current year. Yes, ma'am.

Trustee Culton states. Okay, thank you.

10. COMMUNICATIONS FROM CITIZENS

ADJOURNMENT AT 9:51 PM

Vice President Ivory asked. Any additional questions? We will now move. There are no communications from citizens. Being that there are no further items to discuss, this meeting is adjourned

A handwritten signature in cursive script that reads "Andrea Fields". The signature is written in dark ink and is positioned above a horizontal line.

Andrea Fields
Interim Superintendent of Schools

Board President

Board Secretary