

Minutes of Regular Meeting The Board of Trustees Duncanville ISD

A Regular Meeting of the Board of Trustees of Duncanville ISD was held Tuesday, January 21, 2025, at 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

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

Let the record show that a quorum of the Board of Trustees is present, that the meeting has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act. Texas Government Code Chapter 551.

The following trustees were in attendance: Jacqueline Culton, Carla Fahey, Dr. LaSonja Flowers, Phil McNeely, Cassandra Phillips, and Janice Savage-Martin. A quorum of the Board of Trustees was present, the meeting was duly called, and the notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

2. OPENING CEREMONIES

A. INVOCATION

Mrs. Andrea Fields

B. PLEDGE TO US FLAG AND TEXAS FLAG

Board Members

C. SUPERINTENDENT'S REPORT

Dr. T. Lamar Goree

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

Dr. T. Lamar Goree

Dr. Goree presented the Superintendent's Report. Thank you very much, Madam President, and a good evening to everyone assembled here today. Madam President and Board, before we go through the Superintendent's report, I do want to take a moment to acknowledge the amazing culinary art students that are to my right. Y'all wave at the audience there.

A couple of slides into my Superintendent's presentation, I will speak about the importance of this month as this is Board Recognition Month, and tonight, our culinary arts students prepared an incredible meal that was titled Breakfast for Dinner, and they prepared the meal, and we certainly enjoyed the meal. They are so incredibly talented, and it's just exciting to see such wonderful talents

grow and be fed within our school system.

At this time, I'd like to prepare to go through our Superintendent's report for tonight. I'd like to start off tonight by celebrating our Board of Trustees, and as I stated earlier, this month is set aside as National School Board Appreciation Month. In January of each year, we honor school board members for their work, leadership, and commitment to improving public schools. Our school board is made up of dedicated individuals who tirelessly serve the Duncanville ISD community as volunteers. They oversee the operations of our schools and work to ensure that students are getting a high-quality education. School Board Recognition Month is an opportunity to show trustees how much we appreciate their work, their leadership, and their commitment to improving our schools. Thank you for leading with impact. Let's give our board members another round of applause.

One of our big targets for this year is to improve our average daily attendance, and we set a goal of 93%. Now, what I want to remind the Board and everyone listening is that attendance truly does matter. In addition to school systems being funded based on average daily attendance, the most important thing is that we know that students who attend school will see that as a positive impact, and they will reach their academic goals, and it will help them to achieve their wildest dreams. During the fall semester of this year, we had 7,928 students that attended school 90% of the time. Let's give a round of applause to that.

This has certainly been a focus of our school system, and we're so thankful for everyone's contribution to seeing this improvement. For the month of December, we did have the opportunity to celebrate three campuses that had the highest average daily attendance for the school year thus far. It is my pleasure to say congratulations to Kennemer Middle School, Bilhartz Elementary School, and Brandenburg Intermediate School. You see there their percentages are indicated there, but we do look to continue to present this information to the Board as well as to continue to see improvements across all our campuses in the school district.

Congratulations are an order to the Duncanville High School. Duncanville ISD has earned the Texas Thespian Premier Community for the Theatre Education Award. This program recognizes and honors school districts that provide their theatre programs with the resources to achieve at and above the standards. Theatre education provides several social benefits, including teamwork skills, how to give and receive constructive criticism, problem solving, trust, cooperation and collaboration. Additionally, theatre education has helped students to develop a sense of strong self, builds empathy and understanding among their peers, and broadens their knowledge of the world around them while preparing them for future careers. Congratulations to the Duncanville Theatre Program.

Well, it's time for the 89th Texas Legislature, and as you know, the governing body of the work that we do every day for children is controlled a lot by our legislature. The 89th session officially opened on Tuesday, January 14th at 12 Noon PM. Some very interesting facts is that so far, there have been 2,714 total bills filed. Of those, 555 public education bills have been filed, 66 bills related to property taxes, 59 bills related to school governance, 44 bills related to school finance. The staff is certainly committed, board members, to continuing to keep you informed as we go through this legislative session.

And certainly, last but not least, the Duncanville Sparklers are excited to compete again this year in the Special Olympics cheering event. We aim to bring home the gold this year. The competition is free and starts at six o'clock PM. We'd love each of you to join us and cheer them on. We certainly appreciate

our community for their continued support of the Duncanville Sparklers. You see the date of that event is January 24th, 2005, 6:00, and that will be at the Kay Bailey Hutchinson Convention Center in downtown Dallas. And again, the event is free.

I'd like to take this opportunity to begin the conversation around something that we'll speak about later tonight, and that's Building the Future: Raising Champions. Thank you again I'd say to the Duncanville ISD community for their support of the 2023 bond. Implementing a bond is a process, and we want to keep you informed and continue to get your input. As a reminder, Bond 23 in 2023 will enable us to renovate all campuses, reconfigure elementary schools from Pre-K-4 to Pre-K-5 schools, and middle schools will become 6-7-8 campuses. Additionally, the Build the Future: Raising Champions campaign includes an opportunity for us to rezone our school into true feeder patterns that matriculate at Duncanville High School. During this informational portion of the meeting tonight, you will hear more about the campaign that we're beginning around building the future as we raise champions.

And the last closing slide of the night really is a focus on the same picture that we opened the presentation with. And this is a picture of the people who had the honor of being inducted into the Duncanville Hall of Honors.

Last week, we inducted the newest members into the Academic Hall of Honors. This is one of the ways that we celebrate excellence while saluting the contributions of those who advance the advancement of athletics in Duncanville ISD. This year, our honorees were Barbara and Gary Blevins, Bob Daniel, Scott Fahey, Reginald Samples, and David Sykes. Again, congratulations to all our new inductees.

That does conclude our Superintendent's report for today's meeting. Thank you, Madam President.

President Dr. Flowers stated. In the spirit of Board Appreciation Month, I'd like to take this time to honor and appreciate all our board members. Thank you for your service and your support and for allowing me to lead as me. I know that can be challenging but thank you so much for all of your individual support and collective support. I'm glad to work with all of you.

D. RECOGNITIONS/COMMENDATIONS

Connie Wallace

1. DONATIONS

Connie Wallace

Ms. Connie Wallace presented Donations. Good evening, President Flowers, Board of Trustees, and Dr. Goree. At this time, I am showcasing our many donations that we received recently. Just to highlight a few of them, our PTSA continues to support our high school. This time they focused on our youth and government program. We had several donations to our Panther Pantry, and we also had a very significant donation, and many of you were able to be a part of that presentation back in December. There was a partnership between Hibbett, Nike and one of our former Panthers, Mr. Anthony Black, who now plays for Orlando Magic. Not only did they bless our boys' basketball program and our girls' basketball program with \$25,000 each, but they also are planning to offer scholarships to our students as well as internships for our students. This is a major blessing, and we are so proud and excited to partner with them, and we are grateful to all our donors who continue to support us here in Duncanville

ISD. Are there any questions about the donations that you see?

In the spirit of thanking those who have contributed to Duncanville ISD, we are really fortunate that every year, you guys, our board, you step up and you make it happen for our kids. You guys have stressed the importance by having this as our 7th Annual Student Coat Drive. This is a list of some of the donors, and I doubt if my number is accurate, because if memory serves me correctly, after I captured a number of over \$2,000, I think we were still getting checks rolling in. We are grateful to everyone in our community for continuing to support your effort, but it speaks volumes to your leadership and how they know that you guys are here and invested in our children. So, thank you to every one of you for hosting this annual coat drive and to our community for their continued support.

2. BOARD APPRECIATION CELEBRATION

Ms. Connie Wallace presented Board Appreciation Celebration. At this time, just we want to continue celebrating our board. It is National Board Appreciation Month, and we know that our board is committed to excellence, and Duncanville ISD is proud that you guys help us make sure that we provide our students with rich opportunities to engage, which means that any given day, we are able to go to a campus, go to an event in the community, and your faces are there. You are present, you are in the place, and our students see you in action. And so, we are really grateful for that.

But tonight, we have the pleasure of bringing some entertainment to you. You don't have to go anywhere. We have two of our student groups that are going to perform for you. At this time, I'd like to invite our DHS Saxophone Ensemble up. They have some music they're going to play for you. Come on down, guys. And they are under the leadership of Mr. Mark Teal. He can't be here tonight, but I am about to give you a new name, Dr. Doucet. Well, he's not quite Doctor yet maybe, but under the leadership of Mr. Doucet this evening, but Mark Teal is their director. Let's turn our ears and hearts over to them and listen in, and they will be followed by the Central Ballet Folklorico.

Madeline Mendoza:

Okay. Hi, my name is Madeline Mendoza. This is Rosemary White, Crescent Pendleton and [inaudible 00:15:16], and we're part of the Duncanville High School Saxophone Ensemble. And today, we're going to be playing selections from La La Land the musical/movie for y'all today.

DHS Saxophone Ensemble performed.

Ms. Wallace continued with the presentation. Thank you so much. Let's give them one more round of applause. That was amazing. I don't think I knew you could do so much with just saxophones. At this time, our Ballet Folklorico students from Central Elementary School. Come on in, guys. We are ready for you. While they are getting situated, we will be passing out some gifts for our board members. So, we'll turn our attention over to Mr. Corral and our Central Ballet Folklorico. An important point to note is that this group is over 70 students strong. So, this is just a small sample of students that they've brought out here tonight.

Central Elementary Folklorico performed.

Ms. Wallace continued with the presentation. Outstanding, outstanding. I believe our Ballet Folklorico students have family here in the building, and some of our saxophone players may have family here as well. If you are a family member of any of these students that performed tonight, please stand and be recognized, because we know that you make sacrifices for them to be in this ensemble. Thank you.

Gifts were presented to board members.

Video played.

President Dr. Flowers commented. You're welcome. We thank you guys for allowing us to serve and for all your votes, because we are here because you elected us. These seats belong to the people. They don't belong to us. So, thank you for the confidence that you showed throughout the year and especially during January. We appreciate you all. Thank you so much.

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

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

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

The board went into closed session at 6:58 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

5. RECONVENE IN OPEN SESSION AT 7:32 PM

6. TAKE ACTION ON ITEMS DISCUSSED IN CLOSED SESSION

There was no action taken on items discussed in closed session.

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

Trustee McNeely made a motion to approve the consent agenda; Trustee Savage-Martin seconded the motion. Motion passes 6-0.

A. MEETING MINUTES - DECEMBER 11, 2024

Jody Lofton

B. MEETING MINUTES - DECEMBER 16, 2024

Jody Lofton

C. BUDGET AMENDMENTS

Brandy Mayo

D. FINANCIAL REPORTS

Brandy Mayo

E. CONSIDER APPROVAL OF THE REQUEST TO THE TEXAS

EDUCATION AGENCY FOR A LOW ATTENDANCE WAIVER

Tellauance Graham

8. CONSIDER APPROVAL OF ACTION AGENDA ITEMS

A. TO CALL THE SCHOOL BOARD ELECTION FOR MAY 3, 2024, TO ELECT TRUSTEES FOR PLACES 1, 2 and 3

Brandy Mayo

Ms. Brandy Mayo presented To Call the School Board Election for May 3, 2024, to Elect Trustees for Place 1, 2, and 3. Good evening. Dr. Flowers, Board of Trustees and Dr. Goree. I'm here to present the call to the school board election for May 3rd, 2025, to elect trustees for places one, two, and three, as Dr. Flowers just mentioned. The election order has been prepared officially declaring the election date and establishing the absentee voting period, and you have them at your chair. They're in a paper clip. You can see there the order election for review, which will need to be signed tonight so we can submit the order to the Dallas County Elections. In addition to that, there is a resolution for the district explaining the dates and who will be the responsible party, and we'll also need your approval for that. And in addition, there is a draft contract for the election. So, there's no action on that, but it is for your review for the draft contract. The Elections Office is still taking changes to the contract, and they will not be complete until after January 29th. And once that contract's complete, they'll share it with the district so we can move forward.

Trustee Fahey made a motion that the trustee election be called as presented in the election order, establishing the trustee election for May 3rd, 2025, and early voting for April 22nd, 2025 through April 29th, 2025, with the Dallas County Election Board conducting the election in all precincts and the board president or designee be authorized to sign on behalf of the board of trustees; Trustee Phillips seconded the motion.

Trustee Savage-Martin commented. I just noticed, I don't know what the outcome of this, but I believe it was last week, it could have been week before the city council was going to look to revise the voting locations, reduce it would be a better word. I don't know if y'all got that information.

Ms. Mayo replied. We got the information, the draft information, very late on Friday afternoon. So, the early voting, and the voting sites are still under review. On the bottom of the order for election, it says, "Subject to change." We're still waiting for the election office to make those final locations. Once we receive that, then we can update the posting for the correct-

Trustee Savage-Martin commented. I was thinking that we ought to give our information to the city

council, because we may have a school that's not suited to having people in it because in that area, they could go to other places or whatever. One place I'm thinking of is Byrd, but that may be the best location in the world, so I'm not the person to speak. But if we have locations that the principal thinks would be better suited not to have it there, we ought to let them know, because there are too many in Duncanville. It's too easy to vote at the central location, for example. We ought to give our input is what I'm saying.

Ms. Mayo replied. Excellent. Yeah, and we still have that opportunity, so we can take this list, and review that, and share that information out. Thank you so much.

President Dr. Flowers commented. I wonder, do we have a record of the total numbers that usually use the facilities for voting, if we have a history of that, that will help with what Trustee Savage-Martin is saying, if we have low numbers.

Trustee Savage-Martin commented. Right, because the city doesn't know. We know. We know what campus is convenient and which is not.

Ms. Mayo replied. They should, we can speak with the elections office, so it's a matter of public record to know how many people voted at each voting location. So, we can combine that information with the recommendation of the district.

Trustee Savage-Martin commented. For example, like Olish, on your campus, they do it at the gym. And that's separate from anything else, so I would think that would be convenient, but you would be the best person to say that. Thank you.

Ms. Mayo replied. We can take that under advisement for future elections as well. Thank you.

Motion passes 6-0.

B. DUAL CREDIT WAIVER
Tellauance Graham

Mr. Tellauance Graham presented the Dual Credit Waiver. Greetings to Dr. Flowers, Dr. Goree, and all trustees. Today, I'm requesting board approval to submit a waiver to the Texas Education Agency for Duncanville High School Collegiate Academy. This waiver is crucial for aligning our high school schedule with Dallas College's calendar and ensuring full state funding for our students in the dual credit program.

The Duncanville High School Collegiate Academy allows 9th and 10th grade students to attend Duncanville High School, while our 11th and 12th grade students take dual credit courses at Dallas College Mountain View, the program helps students earn both high school and college credits, preparing them for future success. The current challenge with the program is taking attendance for our 11th and 12th grade students on Friday when they don't have any required classes at Duncanville High School. Second is space. Finding space for our 11th and 12th grade students to meet on Fridays is a challenge. In the past, these students were allowed to meet on Fridays at Mountain View College, but

that was eliminated by the college.

The Texas Education Code requires 75,600 minutes per year. Dallas College operates on a Monday through Thursday schedule, which results in fewer than the 75,600 required instructional minutes. Currently, students still need to attend Duncanville High School on Friday, even though they have completed the required hours at Mountain View to fulfill the 75,600 instructional minutes.

We are requesting to submit a waiver to allow dual credit course hours at Mountain View College to count toward the required instructional minutes. This will help align the high school schedule with the college's schedule or calendar, ensuring the students remain full-time for ADA funding purposes. If the waiver is granted, students will attend Mountain View College Monday through Thursday, sign in and out to track attendance, and use Fridays as a flex day for the required coursework, academic support, or extracurricular activities. This ensures they stay on track for graduation and college readiness. We're recommending that the board approve the submission of the waiver request to the Texas Agency to ensure students continue to receive full funding while benefiting from the dual college program. Do you have any questions at this time?

Trustee Savage-Martin made a motion to approve the submission of the waiver to the Texas Education Agency to align with Duncanville ISD's instructional calendar for dual credit students at Mountain View College, with the state's attendance accounting requirements; Trustee McNeely seconded the motion.

Trustee Savage-Martin asked. Is this usual, or is this unique?

Mr. Graham replied. There are several districts around this area that use this same format in order to get the students ADA while they're out on Fridays.

Trustee Savage-Martin asked. And is it only Mountain View?

Mr. Graham replied. All the community colleges in Dallas County allowed this.

Trustee Savage-Martin commented. Yeah, I mean, we're kind at their mercy, so they need to recognize this for sure. Thank you.

Trustee Phillips asked. Has this been communicated to the parents that the students are going to be out of school on Fridays, and what was the feedback if you did?

Mr. Graham replied. That's a great question. Dr. Staats has prepared a presentation for the parents about this. Students and parents will receive this particular presentation about what's required for students to be out on Friday. Every student will not be out on Friday if they're not progressing at the way that they should. If they need extra help with academic support or if they're participating in any extracurricular activity, they will be required to attend on Fridays. At the beginning of the year, students will receive a document to take to their parents, and the parents will get notice if they want that child to be home on Fridays as well. So, they'll get that choice.

Trustee Phillips commented. Thank you for that. I think, as a parent, I think it would be beneficial to

communicate it to the parents before we vote on them, before we make a decision. I mean, that's just my thought process. As a parent, I'm just speaking

Dr. Goree added. If I can add to Mr. Graham is that too, we were somewhat put our back against the wall, because at one point, Mountain View would provide us with space there on Fridays, where students could go there and could be supervised, whereas that's no longer the option. One thing I'll say too, and I'll reiterate what Mr. Graham spoke to, is that it's critically important that we look at this from, how do we create the best management of time for students who are in many situations are very advanced? In that respect, when those children are struggling, we must make sure that we have opportunities on the high school where we require them to come to the high school. And I agree with you, Trustee Phillips, that we've got to make sure the parents are very involved in the decision, especially if they're not going to be at school. So, we're going to have to go beyond the call of duty to make sure that parents know where they are and are accountable for that.

Trustee Phillips asked. When did this come about, though? When was the decision made to ... When did Dallas College say, "We're not going to have school on Friday."?

Mr. Graham replied. That started this year, I believe. And I know that this current year, the team has been working with other districts that implemented this in the past to ensure that we did it with fidelity. So again, since we've had that particular issue, we wanted to make sure that we provided an opportunity for those students and parents.

Trustee Culton asked. When were we told by Mountain View that space would not be available? Because I guess that is what is causing you all to bring the action to the board, right?

Mr. Graham replied. Yes.

Trustee Culton asked. Did we use to have a dedicated space where they could go, where there would be staff from the high school with them?

Dr. Goree commented and asked. Right. Dr. Nix, do you have some information on that? I'm going to let you phone a friend, because I do know Dr. Nix and I have had a conversation about this.

Dr. Sam Nix replied. Thank you for the question. You're absolutely right. Two years ago ... Well, actually, before that. When we partnered with Dallas College, we had a dedicated gym space that we used where we had lunch, we had our assistant principal, who at the time was Ms. Lee. She would monitor the students, the scholars there.

In addition to that, Trustee Culton, whenever they didn't have class, that was where they were supposed to be. And we just had an agreement with Dallas College. Since that time, Dallas College, it was Mountain View. Then what they did was they consolidated as Dallas College now. So, they were no longer Mountain View. It was Dallas College as an entity. The president changed, the administration at the college changed. And so, we were told two years ago, Dr. Staats has been the principal since that time, two years ago, that we would no longer have the space to house our kids, to feed our children, to

have when they're not in class, that they can go there and study, and things of that nature.

So over two years, we've been working with the high school to bus those kids back to the high school, find places to put them, find ways to support them. And we're talking about a couple of hundred kids that are not in school. So, we were told two years ago. And even as early as this year, the number of classroom space that we were provided and given has been reduced. And that's not a negative thing, that's just what they're doing to all the districts. It's not just germane to Duncanville.

With the space that we were provided, all the amenities that we had that were given to us have been reduced. So now, we're in a situation where those scholars must come back to Duncanville High School, but they're not in class. They're not taking classes because they don't have a class at the high school to take. So, they're either in the e-seminar room, where we just kind of pack them in there, which means the high school can't access it because we're using it for the collegiate space or things of that nature. So hopefully, that answers your question about the timeline.

Trustee Culton asked. So, they're at school on Fridays, and they're in, you say, a seminar room?

Dr. Nix replied. Yes, the majority of our 11th and 12th grade students are in the east seminar room. Yeah, east seminar room.

Trustee Culton asked. And then what are they doing?

Dr. Nix replied. Dr. Staats, you want to come and talk. I'm going to ask Dr. Staats to come up, because as the principal, she knows the day-to-day operations what's happening. I want to make sure you have accurate information.

Dr. Staats added to the presentation. Currently, yes, we house our 11th graders primarily in the east seminar because we have 105 of them. And then we have 77 seniors. And so oftentimes, we have to put them up in our pack area, which is our open area in the collegiate. And so, they do report to collegiate on Fridays. We have designated study hall timeframes for them. We try to work with some of our elementary schools to figure out community service opportunities and different things. We have colleges that come and talk to them, so we are trying to utilize that time wisely. But technically, we are not meeting the needs for funding purposes on Fridays because they are not actually attending instructional classes on Fridays. Where in the past when they went to the Dallas College Mountain View campus, and we had that designated space, they were then allowed to attend office hours of professors, utilize the writing labs, utilize the tutoring center over at Dallas College. So that was why it was very beneficial over there. And so, we've tried to just put in a designated study hall time on Fridays here.

Trustee Culton commented and asked. That makes sense. Well, we have to do this in order to receive credit, it sounds like to me, because while they're here, they're not getting that credit on Fridays, right?

Dr. Staats replied. Correct. Because they've already attended their classes Monday through Thursday at Dallas College.

Trustee Culton asked. And we cannot offer professors hours and all the other things that could be offered at the community college. And so, is there no way that those services can be provided?

Dr. Staats replied. Not on our campus.

Trustee Culton asked. I mean not on our campus, but even at Dallas College?

Dr. Staats replied. Right. The only thing that Dallas College does have available is virtual tutors, they can sign up for sessions, but that can always be available to them.

Trustee Culton asked. Have we talked to the students about what we're talking about tonight?

Dr. Staats replied. No, we have not communicated with parents or students yet. Mainly it was talking about the funding process for ADA and attendance accounting to ensure that that was an approval process before we could then communicate to parents that this would be a communication plan in place. We do have a communication plan in place if this were to be approved, and how to move forward there.

Mr. Graham added. And just remember that this is just an option for the parents. If they choose to have students come on Friday, the students can come to school on Friday.

Dr. Goree added. One thing I will say is I did have an opportunity to talk to some students about this and what I will say is that generally speaking, it goes to effectively managing your time and that transition into the true collegiate experience when you have that option of, "Okay, Friday I'm not going to independent study, I'm going to do something different." So, it would be provided an option. And I do agree that it's optional. So, families can still say, "No. Dr. Flowers, you're going to school." Okay?

Trustee Phillips commented. I have a better understanding now. I was under the impression that 11th and 12th graders were not going to be in school on Friday. And that's where the concern came in for me, because I wanted to make sure that before we make decisions about our parents' children, that they know what's going on. Absolutely. So, thank y'all for explaining and clearing it up. And I do appreciate that there are extracurriculars that they can engage in, like Dr. Goree just mentioned, and Ms. Staats and Dr. Graham. So, thank you for clearing all that up because I was really like, "Wait a minute, they're not going to be in school on Friday? What's going to happen?" Thank you.

President Dr. Flowers commented and asked. I would like to know what is the plan. We apply for a waiver. And so, the waiver, we're asking the state to allow them to not ... They won't be at Dallas College accumulating credit and hours. However, on Fridays, I would like for us to know what the system is though it shouldn't change from Friday to Friday with different kids, and to just know what that's going to look like. And being on a high school campus, that could be chaotic to not know how many kids are going to show up. So, what does that system look like? How will you select the students that are coming onto campus? Is that the parent's permission? Is that for the month, for the whole year? Are parents saying, "They're coming this Friday but not next Friday."? I'd like to know what's going to happen if this waiver is granted. Just for accountability purposes, where our 11th and 12th graders are on Fridays.

Mr. Graham replied. I'll talk about the waiver, then I'll let Dr. Staats talk about the actual process. Of course, with the waiver, since the students are only at school Monday through Thursday, we're asking the state to say, "Yes, it's okay for them to stay home on Friday," because they have completed their college courses, which is comparable to the amount of time or the academic rigor that takes place on a school campus. So, we are allowing them not to have to have 75,600 minutes. So that's what the waiver is doing for us.

President Dr. Flowers asked. Just for clarity, the waiver, we're asking the state to give us permission for our students to not have school on Fridays?

Mr. Graham replied. Yes, that's what we're asking.

President Dr. Flowers commented. I think that's the problem. Thank you for reinstating that. We are asking the state to give them permission to not have class on Fridays.

Mr. Graham replied. That's correct. You'll get funding. You'll get complete funding for that.

President Dr. Flowers commented and asked. Yes, I'm not really concerned about the funding piece because you guys explained that really well that it's not taking away ADA. I'm just thinking about accountability and where our kids are on Fridays with this newfound freedom. What's the system, what's expectation?

Dr. Staats replied. Correct so that's we would put a system in place for that. I have spoken with other districts that do this as well, where the parents would then notify at the very beginning of the year with a form indicating what their preference for their child would be on that Friday. Is the child going to use our transportation, attend school fully? We would have the list of students that would be there every single Friday. There would be time periods where you could change your option. So, say at midterm, "You know what, my son or daughter now drives, and I would like them to stay at home." So, we'd have designated time frames where they could change that option.

The other thing that we would look at as well is their academic standing at Dallas College. So, any student that is on probation or probation 2 would be required to come on Fridays for that mandatory study hall and receive that academic support. But if a scholar is in good standing, on chancellor's honor roll, provost honor roll, they've obviously shown that they can do the workload and are able to manage their time wisely.

President Dr. Flowers commented and asked. See my concern is if we have a waiver, and the kids do not have to be at school on Fridays, how do you tell kids, "But you have to be here this particular Friday." How do we communicate that? Do we get parents to sign a contract, or the students? I'd like to know what that piece is going to look like before we ask the state to say it's okay for our students not to attend school on Fridays.

Mr. Graham replied. As we stated, the waiver is for us, the district, stating that we have the authority to do this. Students still must abide by our expectations. And as Dr. Staats laid out, the expectation is for every student to accomplish the goals that is set. That is good standing at Dallas College, that's meeting

the ACT/SAT requirements that she has set, whatever requirements that she has set. If they are not meeting those requirements at the beginning of the year, you have signed that you will have to come to school on Friday in order to gain the information you need to meet those particular requirements. So, we still have the authority to make them come to school on Fridays.

Trustee Savage-Martin asked. Have the other districts received their waiver from TEA?

Mr. Graham replied. Yes. In order for you to do this, you had to have a waiver.

Trustee McNeely asked. How long would it take to get to know if this waiver's approved?

Mr. Graham replied. That's a great question, and I can find out when I leave here and get that information back to you. I'm sure it's ... Normally waivers take a few weeks before they are approved. That's just a ballpark.

Trustee Culton asked. What is the timeframe? I mean, what is the period of time related to the waiver? The effective date, and the effective period for this?

Mr. Graham replied. The waiver, once it is initiated and completed through TEA, they're going to give you an effective date on that particular waiver. So, if we complete this waiver, and we say we want to start it on April the 26th, and it's approved on that particular day, for that particular day, then we can start it on that day.

Trustee Culton asked. What is the effective date that we're looking at?

Dr. Goree replied. I don't think we've really defined exactly what that effective date would be since we don't have definitive information around the waiver dates. But from the voice of the board, we'll assure you that before we begin that you will see the parent meetings, you will see those communications in place, you will see ... And we have some of these things, but you'll see a more formal version of what that will look like at the implementation stage, and what it will look like as students are matriculating through the school year. And it could be next year that we do this and just get our waiver part taken care of now.

Trustee Culton commented. Because according to what I'm understanding, they're coming here on Fridays, but they're not receiving credit, currently, for that.

Dr. Goree replied. We are receiving credit. But I do believe, if you were to walk into the, if you look at some of our students in this program, and some of our highest-functioning students. And I do believe if you walk through those spaces, you will not see this as an effective use of their time. It is a babysitting service for someone who could be offering so much more, if given a little bit of flexibility. And let me fully agree with, the parent must play a critical role in this. But I think you will see that there's better use of their time.

Trustee Culton asked. How would this impact staff if most of the students' parents decided that they

don't need to be here on Friday? I mean, how many staff members are involved in the Friday activity?

Dr. Staats replied. We have two paraprofessionals as well as one pathway to college teacher.

Dr. Goree added. It is not an academic moment for children. I mean, other than what they're creating on their own.

Motion passes 4-2.

C. LASO CYCLE 3 STRONG FOUNDATIONS GRANT TO USE SustainED AS THE APPROVED PROVIDER

Dr. Sam Nix

Dr. Sam Nix presented LASO Cycle 3 Strong Foundations Grant to Use SustainED as the Approved Provider. Good afternoon, Madam, Dr. President, members of the board, and Dr. Goree. And I'd like to just take a moment to just also thank the board for this board appreciation month. Your governance, your support, your leadership, just very much appreciated. So, thank you so much, Board.

Thank you for the opportunity to present our district recommendation for selecting the approved provider for our LASO Cycle 3 Strong Foundations Grant. As a reminder, LASO stands for learning acceleration support opportunities, and this is the third time that we're going through the process of selecting a service provider. My presentation will outline the requirements of the grant, the critical need for implementation of year three, and why SustainED stands out as the ideal partner for this initiative.

The LASO Cycle 3 Strong Foundation Grant prioritizes the effective implementation of high-quality instructional materials, that's also referred to as HQIM, H-Q-I-M, to drive academic success. To meet the Texas Education Agency's guidelines, districts are required to select an approved provider that offers comprehensive curriculum expertise; tailored support for curriculum customization; frequent and targeted coaching to both principals, campus leaders, and teachers; a collaborative approach to building a long-term capacity among the educators and administrators; and a proven track record of success.

As we transition into year three of our HQIM or highly qualified instructional material implementation, the district's focus shifts towards refinement and customization, specifically these are the things that we're looking for. We're looking for a collaborative hand-in-hand relationship with our partner. We're looking for a customized curriculum. And what we're looking for is making sure that we have strong academic achievements and results. We've got to do better. We've got to continue to improve. We're looking for expertise when to the curriculum. We're looking for a team that's going to work with our teachers and our principals. We're looking for a team that's going to be flexible and frequent. That they're going to be here, that they're going to be dedicated and committed to our district, our teachers, our campus. We're looking for a partner that's going to be steeped in coaching and understanding how to coach and has a track record of what it looks like to coach to success. And lastly, that track record that we talked about is what we're looking for in a partner.

After evaluating multiple providers, SustainED emerges as the most aligned with our district's needs and TEA's highly qualified instructional material guidelines, and here's why. First, SustainED specializes in tailoring highly qualified instructional materials for districts with diverse demographics, ensuring a

robust academic outcome. Their team of experienced educators provides direct coaching to teachers and to administrators with a proven track record. Their support frequency, SupportED, of all the service providers that we looked at, their touch points to campuses ... TEA says, "Here's how many times you have to work with campuses-" And we've worked with service providers who does just that. They almost double the touch points than other service providers, meaning they're committed to working with our teachers, being in the classrooms, being there weekly supporting us, and that's almost unheard of with the support providers that we have options to look at. Collaborative. They have been such a collaborative partner even thus far in the process through the application process, helping us to understand what the timeline's going to look like for implementation, even being here tonight to support this presentation. And then most impactfully is their track record of success. When we looked at these different service providers, all of them do great things. I'm sure they provide great opportunities and great support to districts but SustainedED stood out for these particular reasons.

Number one, 100% of school partners in 2023 and 2024 increased the quality of their teaching staff by increasing the percentage of high-performing teachers through coaching and development. With SustainedED, 100% of their leaders coaches were retained in school leadership. With SustainedED, most school partners outpaced both district and state outcomes in reading, math, and science, even in first year of highly qualified instructional materials, implementation, and or even with novice leadership.

100% of leaders in all district partnerships working with SustainedED for adopting and implementing highly qualified instructional materials would highly recommend SustainedED for partners with implementation of the curriculum. So, based on these factors and based on our comparison of service providers, we would like to formally recommend SustainedED as the approved provider for planning and implementing our highly qualified instructional materials under the LASO 3 Strong Foundations Grant.

As mentioned, we have a representation from SustainedED here to answer any specific questions that you may have about their particular company or the service that they could provide. And it would be my pleasure to answer any questions that you may have at this time.

Trustee Savage-Martin made a motion to approve SustainedED as the approved provider for the LASO Cycle 3 Strong Foundations Grant; Trustee Fahey seconded the motion.

Trustee Savage-Martin commented. As I was perusing your evaluation, I agree with you. I think that's really good. I focused on the former district and school leaders and teachers from Texas. I think that's a good utilization.

Dr. Nix replied. Very good. Thank you.

Trustee Culton asked. Would you elaborate on that particular statement, former district and school leaders and teachers from Texas? I mean, would you provide additional information on that item?

Dr. Nix replied. Yes ma'am. In terms of the survey results and the retention results of the partners that they have worked with, you would...

Trustee Culton commented and asked. Yes. That is another question. What kind of results have they achieved? I know you gave some, and then also who are their other clients and how long have they

been in this line of business? I guess I see your evaluation table and I'm wondering is this the selection criteria that was used that brought them to the top? And I was just wondering if there were other items that were considered. And yeah, we have high stakes here. We've really got to see progress in our academics. And yeah, I'm just asking for additional information.

Dr. Goree replied. Thank you so much for the questions. Dr. Nix, I'm going to let you phone a friend also. We do have some people here from SustainED, and we're going to invite them to the podium, and I do think they could do a wonderful job of providing answers to some of those questions. And of course, with any questions that they don't answer, we will make sure we get you those answers.

Mr. Jacob Stainbrook added to the presentation. Thank you for the questions. Thank you for allowing us to be here to answer questions. With regards to the former district school leaders and teachers, as Dr. Nix said, we have worked with many districts.

Dr. Goree commented. If you don't mind, just introduce yourself to the board please.

Mr. Stainbrook replied. Oh, I'm so sorry. Hi, I'm Jacob Stainbrook. I'm the CEO of SustainED Leaders. Prior to co-founding this organization, I've been a principal supervisor, a principal, assistant principal, teacher, all in Title I schools. I've turned around many schools in each one of those different roles. I also have been a professor at SMU for the last six years where I teach instructional leadership. So, I'm teaching graduate students the science of reading, the science of math, the science of learning how to implement HQIM, high quality instructional materials, to get strong results for diverse students. As was mentioned, all our team members are former teachers and leaders in Texas who have experience implementing high quality instructional materials and implementing that curriculum in very diverse schools and diverse districts.

Trustee Culton asked. What districts have y'all turned around?

Mr. Stainbrook replied. We have worked with Dallas ISD and worked with a subset of schools there. The schools we've worked with accelerated from F ratings, projected F ratings to C ratings, projected C ratings to projected A ratings. What we have found when we're implementing HQIM is that it really does require customization to meet the diverse learning needs of our students. And so, the curriculum is on grade level, and when we have students who may be below grade level, there's really important customizations and adjustments that need to be made. Because each one of us on our team has experience leading schools, we have experience coaching and developing teachers. And so, when we come into schools, we are working side by side with leaders, side by side with teachers. We're modeling lessons, we're providing coaching feedback. We're modeling PLC meetings. We really take a high touch customized approach to be able to have strong outcomes.

Trustee Culton commented. Tell us about the team that would be working here at Duncanville.

Mr. Stainbrook replied. They would be former principals, former assistant principals who have led the implementation of the high-quality instructional material. We know that Bluebonnet Math was based on Eureka, so we have team members who have worked with the Great Minds Eureka curriculum for as

much as a decade, even before it was formally adopted by TEA. We also have team members who have led the implementation of Amplify, which is now the foundation for the Bluebonnet reading curriculum. And so, our team is going to be a combination of school leaders, again former principals will also have instructional experts for the curriculum, and collectively they will provide a comprehensive high touch support to all the schools here in Duncanville.

Trustee Culton asked. Will you have to staff up?

Mr. Stainbrook replied. We currently have the team to be able to support, yeah, the work we're doing at Duncanville. As we move forward and if we were to take on future districts, then there would be of course staffing, but we have identified the team that would be supporting Duncanville.

Trustee Culton asked. And how long have y'all been doing this in this lineup?

Mr. Stainbrook replied. As an organization, we launched three years ago and we've been doing it ever since the first LASO Cycle. So, we've been working now for three years. We've supported districts all over the state, again prior to that, and the individuals on our team and the individuals that we hire, each one of us has extensive experience prior to coming to our organization in teaching the curriculum, leading the implementation of it, leading school improvement, most importantly, to be able to get strong student outcomes.

Trustee Culton asked. How long would it take for us to see results here?

Mr. Stainbrook replied. Our goal is one year. We are deeply committed to seeing that impact, so our goal is that within that year that we support next year, that we will see meaningful, measurable progress in student outcomes. That's our commitment, and I think again, as Dr. Nix said, that's one of the things that makes us unique. We are a deeply impact-driven organization. We know that in order to achieve impact, we have to do more frequent touch points, we have to do higher touch support. And so those are things that we commit to with our district partners. We also are an education non-profit based here in North Texas. And so, we are not in this for money, we're in this for impact. We love the work we do, we're passionate about the education of our kids, and so that drives us to, again, go above and beyond in terms of how we conduct the work.

Trustee Fahey asked. This would be a question for Dr. Nix. Does the LASO grant cover the entire cost?

Dr. Nix replied. Yes, the LASO grant covers the entire cost. And just as a point to make sure we reiterate, we have to select a service provider who we choose to go with is up to us, but this is a requirement of the LASO grant.

Trustee Fahey asked. Do any of the other qualifiers exceed the grant or were these limited to what would the grant cover?

Dr. Nix replied No, the grant will cover any service provider that we choose.

Trustee Fahey asked. Any?

Dr. Nix replied. Yes.

Trustee Fahey asked. At any cost?

Dr. Nix replied. Well, it's not that they charge us it's when we get the grant, there's a portion of the grant that goes to the service provider and a portion of the grant that goes to the district regardless of the service provider that we choose.

Trustee Fahey commented. Well, I was thinking if they set 50 people here as compared to 10, I was just-

Dr. Nix replied. But that's a great point, Trustee Fahey, because that's one of the things Trustee Culton was talking about, what's their impact? What are the selection criteria? That's one of the things that we looked at and when we were looking at SustainED and they're saying, "No, we are going to increase the number of touch points. We're going to exceed what's required of us, we're going to exceed..." The first question I had was how much is that going to cost us? And they were saying, "No, that's no additional charge. We understand that to have the impact that we need to have" according to them, "When we were working with Arlington, when we work with Irving, we work with Dallas, things of that nature, we saw the gains when we increased the number of touch points, when we were actually involved, being flexible, being intentional about what that looks like." So that's one of the reasons that we looked at SustainED.

Trustee Savage-Martin commented. Just one point. I think y'all did make a good recommendation and I liked the SMU part.

President Dr. Flowers: I have a question for SustainED. You know the demographics of our community and our staff. Would you say that you have a diverse staff?

Mr. Stainbrook replied. Absolutely. Yes. I would say our staff is very diverse in terms of, and it matches the demographics and matches the diversity of the community here in Duncanville. And then in the district we've worked with, we've worked in districts that have very similar demographics, also have very similar profile of teachers. We know that districts now have high percentages of uncertified teachers. So, we've done work coaching and supporting these young leaders, high numbers of uncertified teachers who are trying to implement this on-grade level curriculum that presents very unique challenges. As Dr. Nix mentioned, we'd very much take a coaching support, not a compliance based approach to supporting schools in implementing the curriculum so that we see very real impact and we see the student learning growth in both reading and math.

President Dr. Flowers asked. My last question for you is, how many of our schools are you prepared to support?

Mr. Stainbrook replied. All of them that are in the grant. So, all nine elementary schools.

Speaker 11 added to the presentation. With the consolidation that's on track, I think the intermediate will be supported. We would support all nine elementary schools through the LASO grant.

President Dr. Flowers commented and asked. All nine elementary. And Dr. Nix, is this slated to begin?

Dr. Nix replied. The timeline for this is when we select a service provider, if we move forward today, we will be informed by late February, and early March of whether or not we get the grant. We then will enter into a planning phase with our service provider, and that will be from March to June. Starting in June, we start our actual planning for implementation over the summer. Once we start planning for implementation, we start looking at master schedules. We start collaborating with the Chief of Schools, principals, things of that nature for implementation purposes. Then we start from August to December with implementation coaching, things of that nature. So, this all starts ramping up pretty quickly about March.

Trustee Culton asked. Dr. Nix, will a contract be brought back to us after the grant is awarded?

Dr. Nix replied. Absolutely.

Motion passes 5-1.

D. CONSIDER APPROVAL OF THE RESOLUTION OF THE BOARD REGARDING WAGE PAYMENTS DURING SCHOOL CLOSINGS (INCLUDING PREMIUM PAY)

Pam Brown

Ms. Pam Brown presented Consider Approval of the Resolution of the Board Regarding Wage Payments During School Closings (Including Premium Pay). Good evening, Madam President, board of trustees and Dr. Goree. I'm here to present the resolution of the board regarding the wage payments for employees that happened with the inclement weather that we just experienced.

Per board policy DEA local, during an emergency closure, all employees will continue to be paid unless otherwise noted. And following that closure, the board will adopt a resolution to pay the employees or to establish the parameters for the payment. With the recent school closures, we are now bringing that resolution to you at this time. Per the policy, all regular employees and per the resolution, all regular employees that were instructed not to report to work due to the snow days or the inclement weather, whether they're salaried or non-salary, exempt or non-exempt, they would still be continued to be paid for those days without having to make them up.

This just helps to boost morale and ensure that there's no loss in payment and it just provides fair and equal treatment for all employees. With any non-exempt staff who were required to work in this, always very minimum, they are paid at a rate of 1.5 times the rate or time and a half worked up to 40 hours and anything outside of that, then they would receive the appropriate overtime, which is time and a half of the time and a half. But that was minimal, and we only had a few select employees that had to report to work that Saturday to check on different things to make sure that we were ready for that Monday morning, and they were in the operations department.

All other nonexempt employees who were required to work, if somebody was asked to do something

from home or to log in, then they're just paid their regular rate per the board resolution that would be paying all employees for the days when the district was closed. Are there any questions?

Trustee Phillips made a motion to approve board resolution regarding wage payments during emergency school closing which includes premium pay; Trustee Culton seconded the motion.

Trustee Savage-Martin commented. The recommended motion includes premium pay and I didn't hear you talk about that.

Ms. Brown replied. Yes, ma'am. That's the rate of a time and a half for any employees that were, employees are paid the regular rate, which is just their normal hourly rate. But for any employees that were called in, then they're paid at time and a half.

Trustee Savage-Martin commented. So that's what you're calling premium pay.

Ms. Brown replied. That's what the premium pay is. I'm sorry. Yes, ma'am.

Motion passes 6-0.

E. APPROVAL OF EDUCATION SPECIFICATIONS (ED SPEC) FOR SMITH EARLY LEARNING ACADEMY
Andrea Fields

Ms. Andrea Fields presented Approval of Education Specifications (Ed Spec) for Smith Early Learning Academy). Dr. Flowers, board of trustees and Dr. Goree and our waiting audience. As always is my great pleasure to come to you each month to talk about the exciting things that are happening with our bond program and tonight is no different. Tonight, the first thing we want to do is to present to you for your approval the educational specifications for what we're calling Smith Early Learning Academy for our youngest scholars in Duncanville, our pre-K 3-year-old scholars. So, tonight you have in your board book, I believe, the actual educational specifications before you. We are so delighted also to have with us tonight from Huckabee Architects, Ms. Julie Williams, who's one of the planners, and then Ms. Idaliza Camacho, who is our principal architect for this project.

They're both here tonight really to walk you through what you have. We also have it on the screen, but we also put it in your board book. And as you know, board and as I will yield the floor to them in just a moment. Of course, with our long-range plan and part of the bond, we conducted that back in the summer of 2023. And of course, our awesome community voted to approve the bond package of \$170 million.

With that, as we have worked through the bond, you may be familiar, we did this very same thing with the Career Technical Education Center at Duncanville High School. The specifications by law by code that we must have in place. And you can imagine there's probably some similarities to the CTE building, but because we are going to have our youngest scholars in this renovated building, there are some other specifications that we want you to approve. So, with that, I'm going to ask, I think Ms. Williams is going to come or they both may come at this time, and then we'll be ready to answer any questions you may

have.

Ms. Julie Williams added to the presentation. Good evening, Madam President and Dr. Goree, members of the board. I get really emotional about this project, so excuse me if it shows. Duncanville is very special in my heart. And this particular project, when we started discussing it a year and a half ago, it was like, oh my gosh, Duncanville is going to experience something they've never had before.

So, in this specification, what we've done is we've identified its intent and purpose of the actual learning facility, which is a transformation from the Smith Elementary School to an early learning academy. The early learning academy is going to house our youngest scholars, being our pre-K3. This will give them the opportunity to be able to experience learning from a different perspective where it's providing background knowledge in multiple layers. So not only is the facility itself going to be an educational tool that they will learn to interact with, but also the curriculum that'll be provided will be a major part of the design and the facilitation of teaching and learning.

Within the educational specification, there were requirements that we are to address, which talks about the overall square footage, the amount of square footage that is dedicated to teaching and learning, the amount of spaces that are identified specifically as learning environments, and then any other types of environments that will be engaged in teaching and learning that may not be at 100%. What those could be is labs or collaboration areas or what we have in this particular facility are experiences. We also must identify how we're going to be able to load or how many occupants will be per each classroom for a designated period of time and then the overall capacity for the campus itself. So, within the educational specifications, we have identified all that information in a broken-down manner that you can read through. The first page is an executive summary.

The second page identifies the folks that were involved in the planning. There are several folks that are here this evening that were instrumental in giving us guidance from the very beginning all the way through. And then our architectural team, as well as our program manager partners. We have the district overview, which gives us the direction of the district's mission, vision, and values of what they want us to incorporate, as well as the project statement for this project. We have identified the information that is required of who the scholars will be, the time of day of the operational hours, the amount of square footage that is identified for teaching and learning as well as the overall square footage, and then the level of flexibility.

On this page, we also address our safety and security requirements, as well as what we call inclusive design. And the team gave us very strong directions that this is going to be a very inclusive environment that all scholars will have access to teaching and learning at multiple layers and ways.

And the final piece of it is your capacity and utilization. We have identified that there's going to be 18 occupants per classroom. We also have four classrooms that are going to be designated for special education. And they have access to everything that our streamlined students will have. So, it isn't them and us, everything is very integrated. But the special requirements that our scholars with extended learning will also have that support system in place as well. Are there any questions? I have to restrain myself because I get really excited about this project.

Trustee Savage-Martin made a motion to approve the educational specifications for the Smith Early Learning Academy as outlined in Texas Administration Code Title 19, Part 2, chapter 61, Subchapter

CC; Trustee Fahey seconded the motion.

Trustee Savage-Martin commented and asked. I'm not going to explain to you how my brain works, but you'll see how it works because when I read the agenda, I went to the Marc Smith Teaching and Learning Center, I think is what we call it. And then here, once I got right, I heard teaching and learning. Am I the only one who might be in the room that gets confused, but of people? Am I the only one who thought about that?

Ms. Fields replied. I don't know how to necessarily answer that with the exception of the fact that we will be bringing to you board the actual if this talking about the name of the building, the actual name of the building, because Smith Elementary is named after Clint Q. Smith. And so, we plan to keep that just for the sake of this presentation saying Smith, we're not going to change it. I know we've got the Dr. Marc Smith Teaching and Learning Center. We're going to bring names. We're just using this because we had to have something for the design Smith Early Learning Academy.

Trustee Savage-Martin commented. Perfect. That's how it works.

Ms. Fields replied. Those are the two different individuals these buildings will continue to be named after. Are there other questions?

President Dr. Flowers asked. The four rooms that are identified for special education, are those rooms differentiated in any type of way?

Ms. Fields replied. There may be. We have partnered with our special education department, and they've been involved in the design work and the discussions because, and you're going to hear a little bit more about this building in a presentation we're going to do a little later on. We're really excited about it. But the building is going to have five neighborhoods. And so those classes will be engaged in the neighborhoods. So, they'll have their non-disabled peers, they'll be a part of it.

If we have students who perhaps need maybe a lift or something like that, the spaces will be adequate for us to have it because they are going to be a part of their neighborhood. They'll have partnered teachers where they'll have collaboration with perhaps a special education teacher or early childhood teachers, and then along with their general ED peers. So, if they need some accommodation physically, the design will take care of that. But the rooms, the spaces will be adequate. They'll have plenty of space, even if we have students who are in wheelchairs, because that's part of this whole width of specifications that we make sure that is handicap accessible, et cetera.

President Dr. Flowers commented. Okay, that's what I was asking.

Motion passes 6-0.

F. REVIEW AND APPROVAL OF LEVEL OF COMPLIANCE STATEMENT FOR SMITH EARLY
LEARNING ACADEMY
Andrea Fields

Ms. Andrea Fields presented Review and Approval of Level of Compliance for Smith Early Learning Academy. And this is of course, you have it board in front of you. I do not believe it is going to be on the screen, but you have the statement there of compliance that needs to be signed, and we're asking for your approval that we'll be able to submit this along with the approval that you've granted us for the specification. This is basically a piece of paperwork that we have to have signed and approved by you.

Trustee McNeely made a motion to approve the level of compliance statement for the Smith Early Learning Academy renovations as per the Texas Administrative Code TAC Title 19, Part 2, chapter 61, Subchapter CC; Trustee Savage-Martin seconded the motion. Motion passes 6-0.

G. APPROVAL OF COMPETITIVE SEALED PROPOSALS - DUNCANVILLE ISD_RFP #24-25.002_MULTI-CAMPUS RENOVATIONS (ALEXANDER ES, BILHARTZ ES, FAIRMEADOWS ES, HYMAN ES, & MERRIFIELD ES
Andrea Fields

Ms. Andrea Fields presented Approval of Competitive Sealed Proposals – Duncanville ISD_RFP #24-25.002_Multi Campus Renovations (Alexander ES, Bilhartz ES, Fairmeadows ES, Hyman ES, and Merrifield ES). Again, thank you, Dr. Flowers and board members and Dr. Goree. Again, it's becoming reality. And I think that's the joy that we're feeling and sensing as we work each week or every other week or almost every day now with our partners. I want to give a special thank you to LAN for their direction and support and guidance as we fulfill the dream that we have for these projects.

By way of background, of course, the district solicited proposals on November the 19, 2024 for multi-campus renovations and for Alexander, Bilhartz, Fairmeadows, Hyman and Merrifield Elementaries. This was advertised, as we always do, in the daily commercial record, which is the publication that many craftsmen and contractors review to see what kind of proposals are out there that they could submit for. And we had a pre-bid meeting that LAN along with some of our staff participated in. And I will tell you there were six contractors that attended the pre-bid meeting.

Of course, they review the scope of the projects, etc. with them, and as a result we received three proposals, still proposals, for this work. And this is the renovation work there that we will begin very, very shortly. Of course, on December 2nd, they went over the scope as I shared. Then the bid closed at 2:00 P.M. on December 19, 2024 and three general contractors submitted competitive seal proposals for us, one being Northridge Construction Group, Integrity Contractors and JB and Company LLC. We received those, the bids closed, and our internal team, which included Ms. Mai Zamora, Mr. Joe Peterka, Ms. Brandy Mayo, our CFO, and Dr. Brian Brown and myself, we were requested to rate and score based on a rubric that was provided to us by LAN. We scored singularly and then we sent our individual scores, and they were compiled by LAN. You have in front of you the rubric, the point values for each one of those items that we scored and the total amount in which they submitted that they could do the projects for. And so, you have that in front of you. I won't go into a lot of details. I'm sure you have already reviewed that.

At this time, the total project budget was \$7.7 million and tonight we are asking for approval for Northridge Construction Group who offered a proposal amount of \$6.263,500 for the construction of the projects. And Northridge may be familiar to you because they bid on a seal proposal, competitive

proposal one, and they were granted that, and they've already begun working in our district. And because they came under budget by almost \$1.5 million, based on their relationship with us, based on, of course the cost, we're trying to make sure we get the best value for the money for our projects. And so that is our recommendation. Mr. Kamar Hawk is here tonight from LAN if you have any specific detailed questions that I cannot answer about the projects or the process, and so that is our recommendation tonight. Any questions you may have?

Trustee Savage-Martin made a motion to consider and take possible action to negotiate and enter into an agreement with Northridge Construction Group for the multi-campus renovations of Alexander, Bilhartz, Fairmeadows, Hyman and Merrifield; Trustee Culton seconded the motion. Motion passes 6-0.

9. INFORMATION/DISCUSSION AGENDA

A. BUILDING THE FUTURE, RAISING CHAMPIONS

Dr. T. Lamar Goree

Dr. Goree presented Building the Future, Raising Champions. Thank you very much, Madam President and Board members. Today I'm very excited to come and speak about something that I become more passionate about every day. Over the last eight months, I've had the opportunity of traveling throughout this district, and whether visiting with board members, visiting with teachers, visiting with parents, with members of Education Foundation, Rotary Club members, one thing for sure is that everybody in this community without a doubt wants what's in the best interest of children and they want to see our children grow and matriculate and achieve whatever they can dream of. They want to see them achieve that.

When we talk about this conversation about being a champion, and I was visiting with some of you earlier about, I realized as a new superintendent that this is not something that just began five years ago when we won a state championship. This is not something that just began 10 years ago even when we may have won a basketball championship, but this is something that has been a culture of this community for more than 50 years easily that I can measure. And it's certainly my work every day and certainly the work of my staff to do everything we can to continue to cultivate that championship spirit.

But most importantly, we want to make sure that every child has an opportunity to grow through our system and to have the opportunity to become a champion. In that respect, I was very fortunate as a superintendent, and I'm so thankful to the community, for passing \$170 million bond. It's not every superintendent that has the luxury of coming into a system and having that much money at their disposal as they talk about what does the future look like for this school system. I think so often when we talk about bond dollars, it's easy to get caught up in the money, it's easy to get caught up in the construction, but what I want to do is begin a two-year conversation, a campaign around how do we make sure that the bond dollars are not just about buildings, that it's not just about construction, but most importantly it's about utilizing these dollars to raise champions.

It's about building the future of what this district will look like, and I do believe a 24-month window will give us a head start on where we want to be in the future. So, in that respect, over the next 24 months, you will hear this saying, you'll hear presentations, and a lot of them will be around things as it relates

to our bond. What I can tell you about tonight is we're really excited to talk to you a little bit about reconfiguration of our current grade structure and how we feel that's going to lead to a better future outcome for children. We're going to talk about the renovation of buildings, and tonight we're also going to talk about the rezoning of attendance boundaries that will require an action of the Board in February. In fact, that's probably the only thing that we'll talk about tonight that will be an action item in February.

But I also want you to know that as we go into the coming months, we're going to talk about human capital as well as our cost containment and how all of this work is built around building the future and raising up champions. Ultimately, our goal is to make sure that we provide a championship learning opportunity for every child every day so that they can excel at whatever they choose to do. I'm not going to read the bullet points to you because the bullet points are just an overview of some of the things that you can expect to hear as our presenters come tonight.

We'll begin with the reconfiguration and the whys behind that. That's going to come from Dr. Goodman. We're then going to move to renovation, which will come from Ms. Fields. And finally, Mr. Graham will come and speak to us about rezoning and provide us with some information as timelines for what we need to do as far as our rezoning as we move forward. Madam President, with your pleasure, we'll pause at each section so that the questions can be fresh, since it is a lengthy presentation. Well, you do have a copy of the presentation in front of you, so please feel free to follow along and write those questions, and certainly we'll be available to answer those questions. At this time, I'd like to invite Dr. Goodman who will begin our presentation with reconfiguration.

Dr. Winnifred Goodman added to the presentation. Good evening, President Dr. Flowers, Board and Dr. Goree, thank you for allowing me to share with you the why and how of our plan to reconfigure schools while we build the future and raise champions. Research indicates that maximizing the number of school transitions a student experiences can positively impact their academic achievements, social-emotional well-being and overall sense of belonging. When students remain in one school for longer periods, they experience continuity in curriculum and teaching models leading to better academic performance. Additionally, their families feel more connected and really engage with the educators more in that building, leading to stronger school and community relationships. By reconfiguring our grade bands, we will have the opportunity to better align our resources, including our curriculum and our human capital. Curriculum materials are typically designed to match our new reconfiguration structure, meaning that K-5 or elementary curriculum is sold together and there's a different curriculum used for sixth through eighth grades, which are considered secondary.

Currently, we have intermediate campus teachers and leaders who are navigating needing knowledge and skills in both sets of materials. The repositioning of grades five and six into elementary and middle grade bands will allow us to better align those resources. Another example of how this shift will impact our campuses can be seen in how we currently serve our emergent bilingual students and how we will service them in the future. The change will allow us to service our fifth graders as an elementary dual language model and our sixth graders as a secondary English as a second language program, which requires a different certification. What this could do for us is assist us in our staffing in that area, which is already a very challenging field area. One thing that families often mention to us is they're wanting their students to be together for longer at the same campus.

By decreasing transitions, we will increase the opportunities for siblings to be together. Each elementary campus will continue to have a signature or choice focus, a choice program, allowing our students to have exposure and access to varied programs. This plan will also allow us to keep traditional neighborhood schools allowing students to continue attending schools that are near their homes. A bonus to our reconfiguration plan is that as we continue to align our resources, we will be better equipped to reduce duplications of materials and programs, which will allow us to operate in a more financially sound manner. And I'll go ahead and let you know that further in the presentation, you will see a different graphic of this that will reiterate these changes. As you see on the screen. All pre-K through eighth grade campuses will be reconfigured in some form or fashion.

We will reposition our current intermediate grade levels by moving fifth grade to elementary and sixth grade to middle schools, creating a model for pre-K through fifth grade as elementary campuses and sixth through eighth grade as middle schools. Although all campuses will be reconfigured in some manner, as you see on the screen, the campuses that are highlighted gold, those campuses will undergo major configuration shifts. Central will become an elementary standalone choice program for kindergarten through fifth grade students. Daniel and Harden will transition from serving fifth and sixth grade students into being an elementary campus serving pre-K through fifth grade students. Smith will become our early learning academy, as you just heard, and it will serve as our pre-K 3 students as well as our early childhood programs for children with special needs. Finally, as with Daniel and Hardin, Brandenburg will transition from being a fifth and sixth grade campus to becoming a standalone middle school choice program, which essentially could feed students from our Central Academy.

Next, you'll hear from Mrs. Andre Fields regarding campus renovations. And as we go throughout this presentation this evening, you will get more details regarding how the campus reconfiguration will be implemented. But before I transition, I would like to answer any questions specific to reconfiguration of our grade bands.

President Dr. Flowers commented. Thank you so much for mentioning the research because it does highly highlight students that are in schools for two years, whether it's middle school or just fifth and sixth. Their grades plummet, the emotional stability because the transition is so swift, and there's not as much buy-in from parents or students or teachers because the kids are not going to be there that long. So, thank you for mentioning that and I'm proud that we're moving in that direction.

Ms. Andrea Fields added to the presentation. Thank you, Dr. Goodman. Again, as I said earlier, I'm excited to present this portion regarding renovations. Board, you just approved the competitive seal package number two, and the campuses are there. We're thankful again to our community for their support in this wonderful effort for our scholars. And I just wanted to highlight some things regarding these multi-campus renovations. This is some, this is not everything, but most of the renovations here in refresh will receive new flooring, paint some new roofs. As you know, Byrd's already gotten a new roof already and some will have roof replacements. HVAC replacements. Alexander has already received their new rooftop units because we took care of that I think over Thanksgiving or Christmas, I can't recall now. Of course, ADA-compliant ramps and handrails. We have need for that on some of our campuses. And even in the previous bond, we did do some restrooms refresh and upgrades.

We still have some others for handicapped accessibility that we need to work on. And then part of this, we'll have some refresh of exterior landscaping. A note about that when we get to Kennemer, we want

to do something outside where those planters are to try to kind of make that have a bit more curb appeal. We've been talking about that. So, this work will begin this spring and it's almost spring. The work will begin on this renovation project in the spring and completed prior to school starting of 2026.

And of course, you've heard the excitement about Smith Early Learning Academy, which is to open August of 2026, and you're going to see a little bit more detail about these campuses Central. You just heard Dr. Goodman talk about Central Elementary Academy is going to be a Fine Arts Academy. Brandenburg, and we are anticipating this campus to open in August of 2027 to give us time for the transition from our possibly fifth graders going into sixth, seventh, and eighth grade. And of course, Duncanville High School's Career Technology Building, which will open in August of 2026.

I want talk about Central, specifically the historic Central Elementary, the work. We're excited about this project because of course we know the history behind Central Elementary. You see there, Board, what the allocation is for this project, \$20 plus million dollars. We anticipate the work to begin this summer with the substantial completion of 2026.

I want to say this on mic, we are maintaining the front facade of the campus, and that's a picture of it there in a black and white photo. This building will get a new roof. We will complete renovations, so the inside includes classrooms. One of the things that we've been talking about, we met last Thursday about the auditorium. The way they're going to reconfigure it; we should gain about 50 seats in that auditorium. Even though it's small, it won't be like a Shine or an Alexander, but the way it will be reconfigured, we'll be able to get about 50 additional seats there. Because this campus has already secured the changing education through the grant, through the arts, excuse me, grant from the Kennedy Center, they've already begun a little fine arts work there. They already have a piano lab and we are going to have a dedicated space for them.

They didn't want to have to share their space with the piano lab. And you saw the Ballet Folklorica sample size, I'll say tonight that, we are working on the floor for them so they can practice not only for them, but other genres of dance will be available. We're going to have a new kiln there for them for the fine arts and a production lab where I think they're already producing their announcements every day. So, we wanted to try to highlight and have space for that. They'll get new signage. And the one thing we are doing is relocating the main entry point with a new secure vestibule. And it's going to really be looking at the building, going to be to the west side, close to the cafeteria. That's where the public and families will enter, instead of those historic doors on the front because we want a larger space where we're going to put the secure vestibule with the staff there to greet our families and our scholars.

Brandenburg, as we've already talked about, and Dr. Goodman has mentioned this will be a middle school academy. And we're giving a little bit more time to Brandenburg because we want to make sure it's done right, and we want to make sure we have the program right for Brandenburg as a middle school academy focusing on fine arts. I'm so thankful to Mr. Douce for his input in both of these campuses really because we want this to be state-of-the-art choice for our families so that they know we have something special in Duncanville. With Brandenburg, we're going to keep Grace Brandenburg, the name there, and we're going to maintain the facade. There's some work that needs to be done. Y'all know they have those, I call them cross ties, I don't know what they're called, planters out there. We're going to remove those to give that school some more curb appeal, repair the existing roof. They don't need a new roof, but they do need some work done, some repair there. Finish the guardrails, handrails.

And of course, they too will get a total renovation, including their classrooms. Because this school is going to become an eighth-grade campus, they must have dedicated science labs. And so, we'll be putting those in place. The plans that are going forth have science labs there. Refresh to their auditorium. They're going to have production space. This campus is going to have a lot going on with drama, dance, and choir. Mr. Douce helped us with all the instruments. He's working on the lockers for the instruments. They need a new kiln. They have one, but they're going to get a new one. And then they're going to install a new black box there for the theater at Brandenburg. Makeup room, dressing rooms. We look forward to the work that's going to be done at Brandenburg Middle Academy.

We're thankful again for the work and all the partners and input from the school leadership and staff members. And then lastly, of course, everybody, I know Ms. Williams talked about how excited she is about the Smith Early Learning Academy. And I want to highlight that we've been working on this project for months. And the early childhood staff members have been a part of the conversation. So, we came collectively together to create this statement about what we want to see at Smith Early Learning. You have it there in the goal at the top, a place where the students develop into lifelong learners through exploration. I think you heard them talk about the experiential classrooms for play, because they're three, learning and child-centered, colorful, safe environment. We want this to be very print and literacy-rich, cultivating excitement and welcoming to all learners. We are really excited about this project. If you have ever visited the Jan Drew Cole School in Mansfield, it won't be quite like that. But we did visit several pre-K early learning centers across the Metroplex, and we have some great ideas about that. We'll maintain the facade, complete renovations. They're going to have 18 classrooms and nine experiential classrooms. And I want to make sure that I say this. I talked about the neighborhoods earlier in the themes, and this also aligns with TEA's pre-K guidelines for students. All our early childhood experts have been a part of this conversation. The neighborhoods, we chose trees aligning with the four seasons. And so, when you go there, you'll see the different neighborhoods will have. One neighborhood's going to have the same season twice because there are four seasons and five neighborhoods, but that's okay.

Use of primary colors, trees. And this building will have a lot of interaction. The library will not be central. It's going to be kind of a deployed library within the classrooms. They'll have space, they'll have a lot of reading nooks, textures on the wall. You're going to see trees everywhere. It's going to have trees where they can hide inside, all those fun things. And the wayfinding will be trees, so it'll be if you're in the red neighborhood, you'll follow on the floor, the walls, et cetera, and new signage. We are extremely, extremely excited about this. It lines up with our Frog Street curriculum that we use. And so, with that, I think I am done. I'm going to turn it over to Mr. Graham, unless you have some questions for me. Yes, ma'am?

Trustee Fahey asked. Ms. Fields, with Smith being as large as it is now, but the enrolment is down, that's only going to be a school, a campus for three-year-olds, right? The four-year-olds are going to be elementary. How many three-year-olds are we expecting? I really didn't think we had that many.

Ms. Fields replied. Well, according to the statistics, we have to turn down some three-year-olds because we don't have the space on the regular campuses. So, the capacity, and I'm going off the school can hold 300 plus students, 18 classrooms, but we limit pre-K3 to 18 students. We want the class sizes to be smaller. My math whiz people back here probably already got the 18 times. Oh, how many?

324. So, we have pre-K3 out in the regular classrooms, along with our early childhood special education students. We have them. We want to bring them aboard and we want to compete with the neighborhood daycares.

Trustee Fahey asked. Well, are these half day or full day three-year-olds?

Ms. Fields replied. All day long. And so that's another choice that we have, a recruiting tool for our staff members because you can bring your child to this wonderful, enriching program and it's going to be beautiful. You are all going to be very proud.

Mr. Tellauance Graham added to the presentation. Greetings once again to the board and Dr. Flowers, Dr. Goree. Ms. Fields got me excited about this building, so I do appreciate that. But now we've come to a time, and we've arrived at the most exciting part of the night. It's time to talk about the rezoning plan. And of course, this is the last and final plan that we'll talk about tonight as we build the future and raise champions. By realigning our attendance zone, we ensure better access and opportunities for all students in Duncanville ISD.

Rezoning in Duncanville ISD is about making the most of our 28 square mile district, which already boasts 18 school buildings and 19 schools, but wisely using all of the 16,000 seats that we currently have, we have about 72% filled at this time, our goal is to optimize resource allocation, balance student population, and of course, enhance our educational opportunities for all students.

The process. We began analyzing the latest demographic data and capacity studies. This helped us gain a clear understanding of both our current student population and enrollment trends. Our operations team then confirmed our facility capacities, making sure each campus can effectively serve our students. This setup ensures that our planning remains accurate and efficient. We then met with our special education departments and our pre-K departments to address the unique learning requirements of these students. By considering their needs early on, we can provide the best possible support and accommodation.

Our innovation teams created choice programs tailored to the new feeder patterns. The student services and counseling departments have collaborated to develop transfer protocols and course plans. This ensures a smooth transition for any student who may need to change schools and adjust their coursework during the rezoning process. Our HR department is evaluating staff allocations. They'll be moving and reallocating employees wherever necessary to support our new campus configuration. And some people that are left off are our PIEMS department, our transportation department, they probably have the hardest job if this plan is approved. As we looked at our committee, in October of 2024, a committee of about 30 members, including staff, parents, students, and community leaders, began meeting to discuss rezoning. Seven committee meetings were held in total, which Templeton Demographics provided mapping and data review of the proposed changes.

We have been using Templeton Review for the last four years to do our demographic studies. The resulting plan was presented to the senior leadership team on December 10, 2024. Now, what is the impact of rezoning in Duncanville ISD? While approximately 900 students will experience attendance zone changes, this shift will lead to a more efficient transportation plan, ensuring students spend less time commuting and more time learning. Additionally, each school will benefit from a clear feeder

pattern and new attendance zones, creating stronger school communities and improving our educational continuity.

Now, what do the current boundaries in Duncanville look like? As you look at the map of our current elementary boundaries, you'll notice several arrows pointing to what we call islands. These are areas where students attend campuses far from the closest school, causing inefficient transportation routes and enrollment challenges. While a large island is clearly visible on the chart, there are a few smaller ones that are not shown on the chart. Next, you'll see Central and Smith Elementary. As Dr. Goodman mentioned, both campuses will be reconfigured and go offline next year.

Our next slide is the proposed elementary boundaries. You can see these boundaries remove those islands of students, resulting in more efficient transportation routes, clearer projections for campus enrollment, an important change that both Hardin and Daniel have now been designated as elementary campuses. Additionally, most attendance zones have been reshaped to ensure better access and equity for every school and student.

Next, we evaluated multiple plans to confirm each campus meets our capacity and utilization goals. If you look at the enrollment numbers, you'll notice many campuses currently show available space. However, these figures only include the students that live within those current attendance zones. Historical data tells us that out-of-school district transfers and choice program students will boost the enrollment, bringing most of the campuses to over 80% utilization.

Next, you will see our current middle school and intermediate school zones. As previously mentioned, the intermediate schools will be reconfigured, eliminating the additional transition for students. Also note the current size of our middle school boundaries, which will be a key in the plans for our new boundaries.

Our next slide shows the proposed middle school boundaries. Here you can see what they look like. While the shape and size of each boundary have significantly changed, we've worked hard to keep most students in their current attendance zones. In fact, only around 900 students will be directly affected by these changes. Notice that Reed Middle School now extends to the northernmost part of the district while Byrd Middle School has gained that area previously belonging to Reed Zone in the south. And just like you saw with the elementary capacity, there is still potential room for more students at the middle school level. These figures only include students who live within the proposed attendance zones. However, based on historical data, we will anticipate higher enrollment once out of school district transfers and choice program students are factored in.

And now our new feeder patterns. I'm pleased to share with you the possible feeder patterns for Duncanville ISD. First, we have the Byrd feeder pattern, which will encompass Daniel Elementary, Hastings Elementary, Alexander, and Bilhartz. The Kennemer feeder pattern will encompass Hyman, Acton and Bilhartz. The Reed Pattern will have Merrifield, Hardin and Fairmeadows Elementary. Of course, as Ms. Fields discussed, we do have new campuses that will open in 2026. First, Smith Early Learning Academy will open in 2026-2027, along with Central Academy, which will open in 2026-2027. The following year, Brandenburg Middle School Academy will open and of course they all feed to our flagship high school, Duncanville.

Next is our transfer options. Whenever you do or move attendance zones, of course students must be

given options. All the students that are impacted will be automatically enrolled into their new home campus initially. Students who are eligible, however, that are in the fourth, fifth, and eighth grade can apply to remain at their current campus. They will receive a rezoning application. If those students have siblings that would like to remain at the campus as well that are not in those grades, they will fill out a sibling rezoning application. The application links will go live if approved on February 24, 2025.

Next is the impact on our transportation department. Currently, we have four tiers in our transportation department. Again, by removing the intermediate tier, we will only have three tiers of bus routes, creating more efficiencies in our transportation department. Transportation will be provided for our choice students that are in-district, our eligible bus riders that live two miles away from the school and our special education if qualified through NR. Transportation will not be provided for students impacted by rezoning who apply to remain at their original campus. And finally, as we look at the plan going forward. If this plan is approved and starting after that particular day, we will have a general communication plan for our district. Several community meetings will be scheduled. A website will be developed with information and FAQs.

Of course, we'll have our parent communication, a letter to our current students with the option to stay. Those are students that are currently in the third, fourth and seventh grade. And of course we will send out student transfer communication. Those are students that are LOE, the limited open enrollment students and our inter-district transfer students. Those will receive that. We will clarify the transfer criteria for those particular students. At this time, that is the end of the presentation. And what questions do we have?

Trustee Fahey commented and asked. Currently, the way the plans are set up and the map of elementary school does not include Central because that won't be open until the next school year. Will the zones be changed then because Central's not even listed on this current elementary- It's Choice school, the arts and all, but it's still an elementary school.

Mr. Graham replied. Yes. That is a wonderful question and something that I did not mention in our feeder pattern slide. When Central and Brandenburg open, those schools will not have an attendance zone. That is their full-choice campuses, which means that any student from across the district can attend those campuses and they will receive transportation. Across the community

Trustee Fahey commented. The past, it just seems like most of the kiddos who'll be going to Central will probably be those who live close by. Okay. Enough fuss about that. The proposed middle school boundaries, looking at them from transportation and mileage, it just looks like Byrd's, I don't know. I don't like the southern boundary of Reed, and then the west boundary of Byrd, I don't know. It looks strange to me. And I'm sure demographics and not transportation and gasoline probably entered into this, but it just looks weird to me.

Mr. Graham replied. A few things went into creating those boundaries. Of course, first you looked at the number of students at capacity of the campus. We wanted to make sure there was an equal amount of students at each campus, which means that you had to change and take away and add to certain campuses. Kennemer, we took away some of the boundaries for Kennemer and made it a little bit smaller, but of course, Reed and Byrd got a little bit bigger. Next, we looked at transportation and

efficiencies that are involved in creating those boundaries. Again, you want as many students that live close to the campus that can walk as possible within that two-mile radius. And then you start looking at, okay, let's see what type of efficient transportation routes we can create for those students. And of course, we're always looking at the school capacity thirdly. You're looking at how much space is actually on the campus to determine how many students we can fit into that campus.

Trustee Fahey commented and asked. I just think it looks weird. One last question about our lovely portables. It looks like most of our campuses will not have 100%. I mean it looks like we're going to have some empty space. Can we start ridding Duncanville ISD of some portables?

Ms. Fields replied. Oh, no, we need them. No, we're going to need the portable buildings and we'll be bringing that information to you shortly because as you know, we're renovating the ninth-grade wing at Duncanville High School. While we're doing that, we're going to have to move students. That's a lot of students. All the portable buildings that we have that are in good shape and can be moved, we'll only have to rent a few. I know that will be at the high school. I won't go into a lot of detail, but all those will be moved once we finish the CTE building and the students are in the renovation, they move back, we hope to bring a proposal to you that we can sell those.

Trustee Fahey commented. I would love to see Smith, and Brandenburg gone. Some of them are, to me, distractions.

Ms. Fields replied. We're going to use them because they're ours. But after we finish the project, we hope, fingers crossed, that we will be able to dispose of those. We're going to leave Panther Pantry alone. We won't be moving those two. But the others, there are enough portables in our district to support that. Yes, ma'am. I understand we want to try to move our students inside the buildings.

Trustee Fahey commented. You think about storms and just the environment, and they're ugly.

Trustee Culton commented and asked. Thank you very much. I appreciate the presentation. Getting to Trustee Fahey's question, I know we have a map showing proposed elementary boundaries, but for those schools that are going to be district-wide, could they just not be added to this map just in the corner or something? Schools district-wide so we know that they're in the mix.

Mr. Graham replied. We can definitely do that. We didn't do that this time because we wanted to show the major changes that will happen next year, but we can definitely add that. Yes, ma'am.

Trustee Culton asked. How did school performance play into the district, I mean the school boundaries, if anything?

Mr. Graham replied. School performance didn't play much into the decision on the boundaries, but we did look at the numbers of students that are in special education or any other type of program to determine if there's equity across the district on the campuses. That is something we looked at.

Trustee Culton commented. I was wondering about those; I believe it's five schools and somebody can

correct me.

President Dr. Flowers commented. Yes. The schools that were in program improvement,

Dr. Goree replied. You are correct.

Trustee Culton commented and asked. Then I saw where there's a committee of 30 individuals that provided input into the process. I'm just wondering about additional parental and student comments on redrawing the lines and all of that. Did we do a survey and the communications plan that we're going to roll out, what does that look like and where are these meetings going to be conducted and how will the parents and students be notified? Because that's a big part of what we're doing.

Dr. Goree replied. I'm going to let Mr. Graham provide you with a lot of that information because he's worked directly on that. One thing I will tell you is that we did have a robust committee that did work through this. One thing too, and I am really excited. My first time working with, of course, district has worked with the Templeton Group for the last four years around your demographic study. I think even when you create those maps that look odd, they have a real good knowledge of the community. And two, they're factoring in growth and future growth and how do we balance the attendance zones in a fashion that we don't have to come back to this conversation because this is not one of our favorite things to talk about as a system. Nevertheless, what I will say is that we did have an additional parent meeting last week. We do look even in the next month.

Why we thought it important that we present this as information a month before you vote on this is that there will give the community an opportunity to express their feelings around that. And there will be meetings. We will have at least one more public meeting even before we get to your vote in February around the attendance zone. I'll let Mr. Graham come back with some more around the specifics around communications if there's anything else.

One thing I will tell you though too, even when we talk about the two-year campaign around building the future, raising champions, there will be a complete communication guide for everything that we do over the next 24 months. And that will be very scripted. We have a principal toolkit around that and there'll be a parent toolkit. We've talked about the website; we've talked about frequently asked questions. We're going to build this entire campaign around making sure that we engage as many stakeholders as possible as we build the future for our students.

Trustee Culton asked. How will transportation be impacted? I know it translates into fewer students needing transportation, I assume. Can you elaborate on that?

Mr. Graham replied. A few things. First of all, the tiers. As we stated, the first thing that will happen is you reconfigure the intermediate schools, therefore you don't need that tier. It goes from four tiers to three tiers. Now hopefully we have more students that live closer to their campuses now, not going all the way across the district. That will decrease the amount of transportation we need for certain students, which now the buses, since sometimes we need a few more bus drivers at times, we'll say it in that manner. It allows us to use the bus drivers we have more efficiently and get to those students.

Trustee Culton asked. Can you elaborate on numbers or just estimates?

Mr. Graham replied. As far as number of students that are riding buses?

Trustee Culton commented and asked. Yes, that will be, yes. What is the impact?

Mr. Graham replied. We don't currently have that information, but we will get that information to you.

President Dr. Flowers commented. While there are less than 10% of the students that are impacted by the, based on the numbers somebody else gave, 800 and something and we have 12,000 students. We have about 8% of our students that are impacted.

Dr. Goree replied. What you're describing was one of our main goals with this. Was for this to impact as few families as possible. And please know we went back time and time again to look at if we move this street, how many kids can we take off that list? We did look at impacting as few families as possible. Really excited to go to a three-tier system versus four for our buses with those different start times. And we're working through that. I think that's going to help too. But we will work to get that answer to the transportation part around that.

Trustee Fahey commented. Thank you. I will say that between my first tenure on the board and then this one, I was the chairman of a rezoning committee when we built Hyman and Billhartz. And community really had a great impact. I remember two big meetings and I thought I was going to be stoned out of town or whatever, but parents had some really good ideas, and we did listen to them. However, the demographic company hit it on the head. People were saying, we don't need a little Hyman elementary. There aren't any houses out there. Well now it's overflowing. Demographic studies are very, very important. And I realize that too with the gasoline and bus routes and that stuff. Thank you for your time.

Trustee Savage-Martin commented. I only noticed it, yeah, 'cause you don't have them listed on the proposed middle school boundaries. The elementaries are not in the right place. Alexander is not on that side of 67. Hardin is not that far over. It's over by Reed. So, before you go to the public, which this is public, we need to fix something.

Trustee Fahey commented. Hardin and Central are next door to each other really.

Mr. Graham replied. Just to get the general area and the name, we put them in that. But yes, you're correct. We will correct that.

Dr. Goree added. Thank you, Madam President. As we close, there are a couple things I'd like to reiterate quickly. First off is that when we talk about Central and Brandenburg and them having no attendance zone, we do believe those will be our opportunities to be competitive. It'll be our opportunity to first keep our children in our district. We're still losing a sizable number of children, more than 3,000 children, to other educational opportunities. We see this as an opportunity to attract them back to our system. We see the same thing being true with attracting other students to our system to

take advantage of those choice programs. I think we all hear the word choice a lot and we know that that's very important to many families.

And we want to make sure that not only are we offering a great neighborhood opportunity, but great choice opportunities. In March, we will come with a presentation coming around our champions choice, which is our program designed to directly speak to making sure that we're offering the best choices for our students in our school system. But again, this presentation today and this campaign is really just about how do we make sure that every decision we make is embedded in what's best for children and how do we create a future that does raise champions in our system. Thank you and look forward to many other presentations in this space. Thank you.

President Dr. Flowers stated. We will move to the information discussion agenda item C, budget update by Ms. Brandy Mayo.

B. BOND UPDATE
Andrea Fields

Ms. Andrea Fields presented Bond Update after 9.C Budget Update.

C. BUDGET UPDATE
Brandy Mayo

Ms. Brandy Mayo presented the Budget Update. Good evening again, Dr. Flowers, board of trustees, and Dr. Goree. I think this is the most exciting part of the agenda. The intention here is to provide the board with an update on the general fund. A couple of board meetings ago, Dr. Bigbee did provide an update about the general fund and cost containment. I'm going to elaborate on that as well for everyone. Dr. Goree stole my thunder here with his legislative update, so we'll skip through this. But as soon as bill filing began on November 12th, they were out the door with House and Senate bills. And as you know, some of these won't pass. In the last legislative session, about a little over 8,000 bills were filed and only 1,200 were passed. So, that's about 15%. Right now, there is a lot going on.

There's a lot of bills that have been passed right now. But our business community that I am regularly involved in right now is tracking about 656 of the totals, about 2,500 bills that are out there now. There are a great majority of those are property tax bills, and then we do have some school finance bills and then of course vouchers. We will be watching as we go through this legislative session. The first day of regular session was January 14th, and the session will end on June 2nd. If it's anything like our last experience, there'll be multiple special sessions. We will dig out our crystal balls and see how we're going to go through this year.

This is just a finance history of Duncanville ISD, which you all know because many of you have been here. But really, I wanted to share this slide with you. From 2021 all the way to 2023-2024, the budget, the actual expenses have historically outperformed the original adopted budget. And so, the goal to share with the board is while we may have in the past been projecting a negative impact to fund balance, we had far exceeded that. In 2021, the actual expenditures were greater, but when I reviewed the budget data for 2021, in 2021-2022, the board made planned expenditures for capital improvements. So, basically as the board went through the year, they saw opportunities within fund

balance to make necessary updates to district facilities. Those were planned experiences and were voted on and approved by the board. In 2023-2023 and 2023-2024, we were able to allocate payroll dollars over into ESSER, which was able to show that we could have an increase in fund balance in 2023 and in 2024.

As you all know, ESSER ended on September 30, 2024, so we can no longer rely on those dollars. In the last fiscal year in the spring, the board reviewed and made decisions to review some positions and to follow staffing allocations on the elementary campuses and did some deep budget review to make some changes that positively impacted the fund balance you see there and the budget that we are experiencing this year. With those decisions and that fiscal responsibility of the board, I'm going to share with you some updated information on where we are today.

This is the audited financials. This is a slide that you saw during our audited financial presentation. Really just the point of this is to bring your attention down to the total ending fund balance for 2024 is 71.8. We started this year with \$71.8 million. Almost all of that is unassigned fund balance. It's fund balance that we can use to measure our economic stability. At the start of this year, we were right at six months of fund balance. I think TEA does say that we need two months. It is fiscally responsible by most credit agencies to say that we need three months. We are far exceeding that, and it just shows to the support and the decisions that have been made by the board and the community to give Duncanville ISD a strong foundation.

Two drivers of Texas school district revenue are the local tax rate and average daily attendance. These are the two things that we'll talk about the most that will be focused on our general fund revenue. The local tax rate is made up of two components. We have the maintenance and operations piece, and I'll show you a breakdown of this in just a minute, but we have the maintenance and operations piece that funds our daily operations. Our staff, our supplies and materials, transportation, utilities. It's the money we use to operate every single day. And then the I&S rate is the rate that we use to fund debt service. And I'm sure you saw many presentations about this as you were going for bond passage. The other key component of that is average daily attendance, which Dr. Goree alluded to also earlier in our efforts to increase average daily attendance. But as you know, we budget on enrollment because we have to make sure that we've accounted budget for every student, but we only get funded by the state on average daily attendance. That's why that percentage is so important.

Here is our tax rate history. In prior years, the Duncanville ISD's community supported the district by allowing them to go out through voter approval to have the maximum M&O tax rate. That is just an outstanding commitment to Duncanville ISD, and it just shows the community support and the fiscal integrity of the Duncanville ISD board. As you can see from 2019, from legislature passed in that legislative session, there's been tax rate compression on the M&O side ever since then. And then the red piece there is the I&S tax rate and there has been some reduction in I&S tax rate that the board has decided to give back to the community to ease their tax rate burden. That really is just a tribute to the strong commitment Duncanville ISD also has to our community. And then in 2024, you'll see an increase of the red to 0.3605, and that's directly related to the passage of the bond.

This is where we talk about, I wanted to give you just some information on enrollment and then as that it relates to our ADA and then how we're planning and forecasting for revenue going forward in the future. This is just a quick slide out of the Zonda presentation that was presented to the board last

spring. If you look over in the total column and we're now in 2024-2025, you'll see that Zonda had anticipated about 11,634 students for this fiscal year. They were right on target as of snapshot by, probably about 65 kids, I think. That is really great work, and I think it's work that we can look towards to be making future decisions. But as you see, and as you well know, we are showing a decline in student enrollment. And so that does relate to reductions in revenue as we move forward.

In addition to that, our total refined ADA percentages are also declining. This has been an issue that districts all over the state have faced since the pandemic. I'll show you some data to talk about that, but as you can see in 2019-2020, there's a dip there. What happened is in the pandemic, students quit coming to school and so districts in the state have not recovered. And so, this is also attributing to the loss of revenue, which ends up us not being able to adequately fund our budget as we're seeing in this fiscal year. These are my forecast projections, so as I come back to you, I'll update them as we go through our grading periods to see if we see any changes.

As I said before, this is not just a Duncanville ISD problem, this is the State of Texas public education problem. Our current school funding system does not account for inflation. So, when I said back before the last change in state allocation that we have gotten to our basic allotment was in 2019. Since that increase in basic allotment inflation has surged over 22%.

Our payments from the State have roughly stayed the same while our expenses have skyrocketed. Unfunded and underfunded state mandates, we know that we've had many mandates from the state that have come through the legislative session in response to the pandemic for safety and security and things of that nature. And they are either unfunded or underfunded or were to be relied on ESSER, which we no longer have. ESSER funds have run out, schools are still struggling to find resources to continue the work. We still have gaps in education, we still have challenges with students with ADA and the funds are no longer there. And then statewide, declines in student enrollment due to students leaving the district and chronic absenteeism and chronic absenteeism is what directly relates to ADA. As you can see, in 2023, 43% of Texas schools reported a budget deficit and in 2024, 50% of them did.

As we continue, we can see about 80% of the 313 school districts in Texas face challenges with budget deficits. Again, this is not a Duncanville ISD thing. The board in this community has done everything they can to prepare the district to have adequate funding by increasing the M&O tax rate, making fiscally responsible decisions, and we still are facing these challenges. I just wanted to highlight this slide because I thought it was very, very important to our staff here, to the board and to our community, that when we are talking about staff reallocations, staff reductions through attrition, these items listed here, this is a statewide thing. So, we are facing challenges like everyone else and are having to focus on these changes to accommodate the deficits that we're facing.

This brings us to our 2024-2025 budget review. So, in 2023-2024 you can see our audited actuals. We did end up with a net positive impact to fund balance and the ground majority of that was due to ESSER reallocations. We did have some payroll saves and we were able to manage those things and reduce the budget for 2024-2025. As you can see now, we're still showing a deficit of 18.9 million, but I would like to put that in perspective. Payroll vacancy saves estimated at approximately \$6 million. So that's just based on historical normal business. And when I talk about vacancy saves, what I'm saying is not necessarily tons of positions that lie vacant it for a long period of time. It's really positions, as you know, you leave someone, it might take you a month or two months to find a replacement. Well, every single

time that happens, there's a chunk of money that's saved in vacancy.

Sometimes it might take six months to find a position or a little bit longer, but that is what we're talking about in normal estimated vacancy saves and those are likely to occur in any given year. Reclass payroll to ESSER. This year ESSER ended on September 30th, 2024. So, from July 1st to September 30th, we were able to reallocate a chunk of money over into ESSER to finish out the grant there. And then the estimated non-payroll saves are probably, I anticipate around \$2 million. That doesn't mean our campuses and departments aren't spending their money, it just simply means that their plans maybe didn't get realized before the end of the fiscal year or they had a change in need. And so, things ebb and flow, but that's just normal business. So, if we were just going to anticipate saves from normal business off that 18 million, our general fund balance would still be around five months of average expenses.

I think the point that we're looking at here is that while we do need to make changes and we all know that we do need to review where we can save on our budget for long-term planning, we might have a little more time than we initially believed. We can't operate on negative budgets forever. I don't think we want to do that either, but we want to have time to make thoughtful decisions that are supportive in kid focus and impact academic success because while we have to focus on reductions of the budget, we also have to make investments into our students. We must find what that balance is, and I think it gives the opportunity for the district and administration to make those thoughtful decisions. As we say that, Dr. Goree came up with the initiative of Cost Containment, which is a response to the lack of funding by the legislature quite frankly.

The Cost Containment Committee has met. Dr. Bigbee presented a survey that came out of the Cost Containment Committee. It's like a tongue twister Cost Containment Committee for a few months ago. In that survey, one of the primary things that the committee thought about or wanted to put forward with energy management initiatives, we are doing energy management initiatives through the bond program. So, by updating HVA systems and lighting in the district, those are key things that we can come through that will reduce utilities in the general fund and make a big impact to our budget. Those things are happening, so we're happy to know that the vision came through the bond program and that is directly addressing the number one priority of the Cost Containment through that survey.

Planned investments in campus renovations will create cost savings. The presentation that we just heard before I got here, when we are renovating and reconfiguring these campuses over the year or two, there will be realized savings in the budget. While they may not be long-term, those savings give us room in the next couple of years to be making thoughtful decisions on how we can move forward. Last fiscal year, there was a decision to reduce campus and department budgets by 10% to reduce overhead. While we're not going to add on top of that and do an additional 10%, we're going to maintain that 10% for one more year to review and analyze how we can go through. Evaluate staffing allocations and ratios. That was a decision in a review the board looked at last fiscal year and touched on. So, we're going to continue reviewing those, continue making sure our student-to-staff ratios are where we want to be and where the board approved amounts are. If we do see reductions in student enrollment, we can make any necessary changes that we need to make there.

And, then strategically reducing central office budgets to optimize resources and prioritize support for students. So, these are things that we are looking at now. We're already making strategic reductions to the central office budget, and we'll be reporting on these line-by-line reductions as we move through

the budget process.

And then where we're going from here. So now we're getting to the time of year when we'll start to receive our preliminary taxable values from the Texas Comptroller so that we can update our revenue template. We are also looking at student counts as we move into over half of the year, we'll have great numbers on special education, state comp ed, ADA, and those things that have directly affect our revenue. We'll be doing that and bringing to the board any revenue updates and changes. We're continuing discussions with Cost Containment on strategies and continuing our implementation of current initiatives.

We played the budget game with Cost Containment Committee as well, and we played the budget game with the district leadership team. It's really a great opportunity to see where everyone's head is and then also bring them into perspective of what it looks like to reduce the budget. Continue strategic review of the positions district wide, and we're going to be focusing on student success. While we want to maintain that we're going to be reducing the budget, we cannot forget that we must make investments into our students as well.

Then you'll see me as often as you like, regularly updating you all on where we are with the current budget. I have right now forecasts that I do a monthly forecast on non-payroll and payroll so we can get down into the details of where we think we're going to be on June 30th at the end of this fiscal year and how we can adequately plan for the future. And any questions?

Trustee Savage-Martin asked. Going back to your budget review General fund. The second set which says state revenue. Where do you put what comes from the state, that hasn't come from the state?

Ms. Mayo replied. In this state, 5811 is the per capita apportionment. That's just part of the state revenue that we receive that is not tier one. The tier one is 5812 and that comes from our student counts in our ADA. So, you can see in 2023-2024, we had a budget there of 47.6, and then the audited actuals were much higher at 64. Really if you look up at 5711 current taxes, what happens with the state formula, and they changed this back in 2019, is that we really are set up to receive the same amount of funding.

In this instance, our local tax in 5711 went down, and so to offset that reduction, the state foundation school program went up. It's just a scale. Sometimes when you're building a budget, if you build the budget on a maximum compressed tax rate, that is not what you receive from the state in July because we have to build our budget before we receive certified values, it could end up in that offset. If you don't amend that in mid-year, then you will see something like that at the end.

Trustee Savage-Martin commented and asked. I do understand that offset, but if schools are not getting the money from the state, there should be a big deficit there. Right? On the state side.

Ms. Mayo replied. You see the deficit in the bottom line. If we were to look at a historical average of state and local payments since 2019, we would see since 2019 a relatively similar amount of revenue as long as our ADA stayed the same. Okay, so with all things stay the same. The problem fundamentally is the money has stayed the same since 2019 or even before, but inflation has gone up 22%. The state has required us to have programs and initiatives on our campuses that are expensive, and we don't have

funding for those mandates. So, I think the challenge is the money has stayed the same, but the requirements have greatly increased.

Trustee Savage-Martin commented. So, then it's incorrect that the state is holding the school district hostage by not paying them money is incorrect.

Ms. Mayo replied. Well, they're paying us money, but are they adequately funding the things that they require us to do?

Trustee Savage-Martin commented. Right. I understand that. Yes. But we're getting all the money that we're due, even though on the side they say do this and do this and do this.

Ms. Mayo replied. Based on the current finance formula, we're getting the money that we would expect to do based on that.

Trustee Culton asked. Getting to the 18 million and the plan to reduce that a bit, what is our plan? I've heard a lot of ideals, but I'm just wondering what is our plan? Because we're going into the budget.

Dr. Goree replied. One thing that we're looking at is I think, and two, as we talk about, I spoke earlier about a 24-month window. We're really looking at, and especially since we have been fortunate enough to have such a healthy fund balance that does need to come down. We have a little bit more room to figure out and to assess and make sure that every decision we make is best for children. And I do believe we have the funding to do that. Will we bring you reductions on our budget? Absolutely. But again, we hope that everything we bring you is thoughtfully thought through and is student-centered first before we focus on the dollars. And we're fortunate that this board, this community, past administrations have really managed the dollars well, and we do have a healthy fund balance to work through.

Really encourage with Brandy and the respect that she is a CFO that does start with the student. That does start with programming, that does start with those best outcomes for children as we build through this. I feel very confident that she has a skill set to support us in this area so that when those negative balances do, when we are not adopting budgets deficits, we'll be in a good position. I don't want you to think I'm necessarily saying we are going to bring you a budget deficit because that's not what I'm saying. But we're still evaluating all those things. But we do know that with our healthy fund balance, we could afford to have a deficit budget.

Trustee Culton asked. What is the optimum level of the fund balance?

Dr. Goree asked. You want to speak to that, Brandy?

Ms. Mayo replied. When it comes to creditors and people who give us our bond ratings and we have a very high bond rating, they typically like to look at about three months of operating expenses. That's where we are when we started this year, right at six, just I think it's 5.9, so we will exceed the three months of operating expenses. Because of that, it does give us a little flexibility to say, "Let's make some cuts now and let's make some cuts next year." Instead of feeling like we have to do everything now.

Because quite frankly, there's school districts who are going to be going out for loans in the fall next year to pay their salaries and Duncanville ISD is not in that situation.

Trustee Culton commented. So, you will be bringing an update next month regarding where we are.

Dr. Goree replied. We'll probably bring updates probably every month at this point is our plan as we move forward. We were in a situation where because of savings and the way even the previous year, we rolled about six, right at \$7 million into fund balance when we anticipated a deficit budget. Please know we're working every day even with the 18 million that we're adopting, I think Ms. Mayo spoke to how we're going to even reduce that this year when we're not going to hit our fund balance for the 18 million that we anticipated we'd have to hit. So, things are moving progressively well.

Brandy Mayo added. That'll be the forecast number we'll want to share with you as where we're going to be on June 30th.

Dr. Goree added. Right. I think that Ms. Mayo has also indicated that she wants to bring those more frequently so that we know how we're trending towards the end of this budgetary cycle that we're currently living through.

President Dr. Flowers stated. Allow me to go back to 9B, I skipped that. My apologies. We'll move to the information discussion agenda item B, bond update with Ms. Fields. Ms. Fields, I apologize.

Ms. Andrea Fields presented 9.B. Bond Update. Thank you. This is going to be very brief because we don't have a presentation, but I'm going to invite Mr. Hawke with LAN to come give you an update. You've heard a lot about what's happening with the bond, but he wants to give you a little bit more detail about a couple of other projects we're working on.

Mr. Hawke added to the presentation. Good evening. Dr. Flowers, board of Trustees, Dr. Goree. Ms. Fields already stole half my presentation, so I'm down to the 10 schools. We got approval tonight and the five before, so we're ready to start construction, which we mobilized last week. Smith, Brandenburg, and Central, we are in the middle of design next month we're bringing presentations for each for you to see how we are progressing on the design. The high school is our big one. We met with planning and zoning two weeks ago. We got that approval, so we have started our permitting. It's favorable to the city so far. It was a challenging meeting, but it still went through. The next meeting is February 4th, the city council meeting. Hopefully we'll get that approved. We'll have very similar questions. The site plan showed, like we alluded to the portables, we're using all the not majority of the existing portables to utilize to move the ninth grade in the northern side of the parking lot. At the end we will remove them.

We have roughly six months after the TCO is issued to remove these portables from the high school campus. We eventually like to auction, sell whatever the district decides. So that's our big update. Again, you have already heard all the updates from Ms. Fields, so I'm going to skip all those. They're moving along. I think the big updates will be the high school is in the bidding phase, starting the new addition and the ninth-grade center. So those are the big ones to bring some in February and March. February will be Smith, Central and Brandenburg. Those are the big update presentations from WRA

and Huckabee both. So that's all we have. Any questions?

Trustee Savage-Martin asked. I almost hate to ask this but are the portables going to be put on the

Mr. Hawke replied. It's on the northern side. Do you remember the front parking lot where fishing Camp Wisdom? That's where temporary is going to be just for one year while we are renovating the existing ninth grade center the parking, I know where you're heading, the parking where people used to park there, the staff, they're going to move to the south side and to the east side. And we have roughly 400 more parking spaces, what's required by the city. So, we have adequate parking. That was one of the-

Trustee Savage-Martin asked. Even with the portables?

Mr. Hawk replied. Even with the portables. And that was one of their major concerns in the planning and zoning meeting.

Trustee Savage-Martin commented. I bet. So, it'll be ugly for a while.

Mr. Hawke replied. Short time. We will barricade. We do as much as possible to hide those portables, but they're required. And again, like Ms. Field says, we're not renting anything except the bathroom portable, which is a prefabricated ready to go. And that's it. That's for the ninth-grade students only because remember, the two large restrooms in the existing building will be discontinued. So that's the reason we're providing.

D. LOCAL DISTRICT UPDATE - FFA LOCAL-STUDENT WELFARE AND HEALTH SERVICES-POLICY
EDIT
Andrea Fields

Ms. Andrea Fields presented Local District Update – FFA Local – Student Welfare and Health Services – Policy Edit. I told the group I don't think I had anything last month and I've been up, I think about five times. This is very short as well. Our board, as you are aware, anytime we make any change to the board policy, we must bring it to you. And so tonight, it's really a simple edit, but we still must have your approval and make sure that you know what the change is. This is an editorial change because this is for local policy FFA, which is Student Welfare and Health Services, and in your handout, you have on page, I think it was one, two of three of the policy at the bottom.

It had the title, Assistant Superintendent of Operations. That used to be my title when I first got here, and I oversaw the SHAC. And we have since transitioned and our director of nursing oversees our School Health Advisory Council. And so, we want to change that. If we go through policies, we're finding things and so we want to make sure that we have our policy in line with our actual practice. We'll bring this back to you. I will tell you that update 124 is coming out probably right now, and we'll be bringing a lot more policy updates to you in the spring. Thank you.

E. ACADEMIC CALENDAR PLANNING PROCESS FOR 2025-2026 SCHOOL YEAR

Dr. Sam Nix

Dr. Sam Nix presented Academic Calendar Planning Process for 2025-2026 School Year. Thank You all. I'll make this as brief as you guys would like for me too. I'm honored to present the academic calendar just as a process, just making sure you guys are aware of the process for the calendar. This year, of course, as in years past, we have voices from our stakeholders, our parents, our teachers, our educators, our students, and central office. It is so important that we get a cadre of perspective from our stakeholders when we start planning our calendar, we start making those type of decisions. So that's just vitally important. We're going to launch our first meeting on February the fourth, and RSVP is going to go out tomorrow. We have about 50 people on the committee of community members, stakeholders, things of that nature. And so those RSVPs will go out tomorrow. Hopefully everybody signs up and is in attendance. We historically have great attendance at our academic calendar meetings.

One of the things that we just want to consider is that this year as we proceed, there are three key things that we must be in our calendar. And just a reminder, 75,600 minutes is what's required minimal. And three teacher workdays, we must include embedded into our calendar and any professional development days that we would like to see as well. We would like to ensure that our calendar has 187 contract workdays for our teachers. Board just so as you can see this slide, this is just a timeline. So, I'm sharing with you just the process. Our goal, our very end goal, is to bring you a draft calendar with survey results for a recommendation for the academic calendar for the 2025-2026 school year.

The goal is to bring that to you at the March 17th board meeting. The calendar committee will meet twice. We'll review the feedback from the survey and then I'll make a recommendation to the committee in March. Now, in the past, one of the things that the board has asked for is to get the information from those who attend the sign-in sheets, the number just to make sure that you guys know who was there, who participated, who gave feedback, things of that nature. So, if that's something that's requested, we can absolutely have that for you as well, as we move forward.

President Dr. Flowers commented. Please.

Dr. Nix replied and continued. Okay, very good. So that's just the timeline of where we are and just make sure aware of our process. And this concludes my academic calendar process update for you, and I'm happy to entertain any questions you may have.

President Dr. Flowers asked. Do we have any members from Dallas College that will attend the calendar meeting who may be able to catch some of our days that may conflict, so we don't have to come back? Have we reached out to anybody from Dallas College is what I'm asking? I

Dr. Nix replied. I can tell you that we have not. And that's a brilliant idea and thank you for that. That's the hangup, right? If you look right now, Lancaster, DeSoto, Cedar Hill, nobody has put a calendar out because we're usually waiting for Dallas College who puts theirs out about in February. So, we start the process similarly. Now, there are plenty of districts who have put calendars out, but I'll reach out to them starting tomorrow to see if we can get them on that will be [inaudible 03:02:54].

President Dr. Flowers commented. Just to regularly consider them part of our Calendar committee.

Dr. Nix replied. Absolutely. Thank you.

LaSonja Flowers:

It's been moved. Second. Goodnight everybody.

10. COMMUNICATIONS FROM CITIZENS

There were no communications from citizens.

11. ADJOURNMENT AT 10:00 PM

Trustee Culton made a motion to adjourn the meeting; Trustee Savage-Martin seconded the motion.

Dr. T. Lamar Goree
Superintendent of Schools

Board President

Board Secretary