



Grand Prairie Independent School District

Regular Meeting

Thursday, August 21, 2014 5:30 PM

Agenda of Regular Meeting

The Board of Trustees Grand Prairie Independent School District

A Regular Meeting of the Board of Trustees of Grand Prairie Independent School District will be held August 21, 2014, beginning at 5:30 PM in the Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, Texas.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E, or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

1. **5:30 P.M. - CALL TO ORDER**

Announcement by the chairman whether a quorum is present and that notice of the meeting has been properly posted for the time and manner required by law.

2. **RECESS TO CLOSED SESSION**

For the purpose of consideration of matters for which closed or executive sessions are authorized by Title 5, Chapter 551, Texas Government Code §(.071-084), whereupon the Superintendent, at the request of the President of the Board of Education, will present for the Board's discussion the following matters:

- A. Board Discussion of Personnel Matters under § 551.074: Employment, Retirement(s), Termination(s)/Proposed Termination(s), Proposed Nonrenewal(s), Request(s) for Leave of Absence, Request(s) for Extended Leave Without Pay, Resignation(s), Reassignment(s), Job Abandonment, Proposed Extension of Probationary Contract(s), Proposed Suspension Without Pay
- B. Discussion of Real Property under § 551.072.
- C. Consultation with legal counsel regarding and/or involving pending or contemplated litigation or a settlement offer or on a matter which the School District's legal counsel determines should be confidential including contract negotiations in accordance with Government Code, § 551.082, § 551.0821, § 551.087, and § 551.071, respectively; School Finance Litigation; B. R. v.

GPISD, Civil Action No. 3:13-CV-00008-P-BH and Rodriguez v. GPISD, et al., Civil Action No. 3:13-cv-01788-D

3. 7:00 P.M. - RECONVENE IN OPEN SESSION

A. Action as a Result of Closed Session

4. INVOCATION

Reverend Andrew Powell, Pastor
St. Andrews Episcopal Church

5. PLEDGE OF ALLEGIANCE

6. RECOGNITION OF SPECIAL GUESTS

A. Dubiski Act Out Loud Teen Driving Campaign Award

B. Summer E-Reading Initiative

C. Empty Bowls Check Presentation

7. OPEN FORUM FOR AGENDA ITEMS

A. Persons attending the meeting may request an Open Forum Sign-Up Card. The card must be completed in its entirety and submitted to the Board President or designee prior to the meeting being convened. This first Open Forum is limited to agenda items other than personnel and individual/specific students. Any personnel concern should be brought directly to the Superintendent prior to the meeting. Speakers will be limited to five (5) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.

8. ADOPT AGENDA

9. PUBLIC MEETING: 2014-2015 Budget Hearing

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Presenter: Ms. Carolyn Foster

10. CONSENT AGENDA

A. Minutes from Previous Meetings

1. July 17, 2014 Minutes

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B. Personnel: Routine Action

1. Employment, Retirement(s), Termination(s)/Proposed Termination(s), Proposed Nonrenewal(s), Request(s) for Leave of Absence, Request(s) for Extended Leave Without Pay, Resignation(s), Reassignment(s), Request(s) for Temporary Disability, Job Abandonment, Proposed Extension of Probationary Contract(s), Proposed Suspension Without Pay

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C. Regular Reports of the Superintendent

1. Tax Collection Report

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2. Revenue and Expenditure Report

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3. Bids/Professional Services for Approval

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11. ACTION ITEMS

A. Consider Approval of 2013-2014 Amended Budget

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	Presenter: Ms. Carolyn Foster	
B.	Consider Adoption of 2014-2015 Budget Presenter: Ms. Carolyn Foster	58
C.	Consider Adoption of Tax Rate for Tax Year 2014 Presenter: Ms. Carolyn Foster	63
D.	Consider Approval of Board Travel to the 2014 TASA/TASB Convention and Designate a Delegate and Alternate to the 2014 TASB Delegate Assembly Presenter: Dr. Susan Hull	65
E.	Consider Approval of Membership in National Joint Powers Alliance Cooperative Program Presenter: Ms. Carolyn Foster	66
F.	Consider Approval of Membership in PACE Purchasing Cooperative Program Presenter: Ms. Carolyn Foster	69
G.	Consider Approval of Theatre I Substitution Presenter: Dr. Susan Gainer	73
H.	Consider Approval of the Memorandum of Understanding for DCJJAEP Presenter: Dr. Vern Alexander	75
I.	Consider Approval of Dual Credit Agreement Between UNT at Dallas and Grand Prairie ISD Presenter: Mr. Jeffrey Miller	76
J.	Consider Approval of Partnership with Southern Regional Education Board - Literacy Design Collaborative Presenter: Ms. Linda Ellis	83
K.	Consider Approval of SREB High Schools That Work Career/Technical Education Support Programs Presenter: M.s Vicki Bridges	94
L.	Consider Acquisition of Real Property on Tarrant Road Presenter: Dr. Jerry Hunkapiller	103
12.	INFORMATION ITEMS	
A.	AIM for Success, Avoiding the Risks Presenter: Ms. Pat Shull	105
B.	2013-2014 GPISD Suicide Awareness Report Presenter: Ms. Dana Jackson	106
C.	GPISD Education Foundation Update Presenter: Ms. Teri Wilson	111
D.	Dual Credit Program Update Presenter: Ms. Pat Lewis and Mr. Jeffrey Miller	112
E.	STAAR Data and Graduation/Dropout Update Presenter: Ms. Melissa Rowe	113
F.	Review of Board Agenda Calendar	114

Presenter: Superintendent and Board of Trustees

13. OPEN FORUM FOR NON-AGENDA ITEMS

- A. Persons attending the meeting may request an Open Forum Sign-Up Card. The card must be completed in its entirety and submitted to the Board President or designee prior to the meeting being convened. This second Open Forum allows individuals to address the Board on any subject, except personnel and individual/specific students. Any personnel concern should be brought directly to the attention of the Superintendent prior to the meeting. Speakers will be limited to five (5) minutes. When more than one individual wishes to address the same topic, the Board President may ask the group to appoint one spokesperson.

14. COMMENTS FROM INDIVIDUAL BOARD MEMBERS

- A. Board of Trustees expressions of thanks, congratulations, and condolences.

15. ADJOURNMENT



Information/Discussion

Topic: 2014-2015 Budget Hearing/Public Meeting

Submitted by: Julie F. Spears and Carolyn Foster

Approved for transmittal to school board:

Date assigned for board consideration: 08/21/2014

INFORMATIONAL REPORT:

Prior to the adoption of the 2014-2015 fiscal year budget, the Board of Trustees is required to conduct a public meeting to discuss the budget and proposed tax rate during which any taxpayer of the District may be present and participate in the meeting.

**Minutes of Regular Meeting
The Board of Trustees
Grand Prairie Independent School District
July 17, 2014**

A regular meeting of the Board of Trustees of Grand Prairie Independent School District was held July 17, 2014 in the Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, Texas.

President Terry Brooks called the meeting to order at 5:31 p.m. and stated a quorum was present.

BOARD MEMBERS PRESENT:

Mr. Terry Brooks, President
Mr. Burke Hall, Vice President
Mr. Chester McCrary, Secretary
Ms. Katrina Jones
Mr. Steve Pryor
Mr. Mike Skinner
Mr. J.D. Stewart

Superintendent Susan Hull verified that notice of the meeting had been properly posted for the time and manner required by law.

RECESS TO CLOSED SESSION

President Brooks adjourned the meeting to a closed session at 5:32 p.m. for the purpose of consideration of matters for which closed or executive sessions are authorized by Title 5, Chapter 551, Subchapters D & E of Texas Government Code Section 418.183(f), whereupon the Superintendent, at the request of the President of the Board of Education, will present for the Board's discussion the following matters:

- A. Board Discussion of Personnel Matters: Employment, Retirement(s), Termination(s)/Proposed Termination(s), Proposed Non-renewals(s), Request(s) for Leave of Absence, Request(s) for Extended Leave Without Pay, Resignation(s), Reassignment(s), Request(s) for Temporary Disability, Job Abandonment, Proposed Extension of Probationary Contract(s), Proposed Suspension Without Pay
- B. Discussion of Real Property under § 551.072
- C. Consultation with legal counsel involving pending or contemplated litigation or a settlement offer or on a matter which the School District's legal counsel determines should be confidential including contract negotiations in accordance with Government Code, Sections 551.082, 551.0821 and 551.071, respectively, School Finance Litigation; B.R. v. GPISD, Civil Action No. 3:13-CV-00008-P-BH; and Rodriguez v. GPISD, et al., Civil Action No. 3:13-cv-01788-D.

RECONVENE IN OPEN SESSION

The meeting was reconvened in open session at 7:11 p.m. on Thursday, July 17, 2014 by President Stewart.

No action was taken as a result of Closed Session.

INVOCATION AND PLEDGE OF ALLEGIANCE

The invocation was offered; the colors were presented by the Grand Prairie High School Color Guard, the Pledge of Allegiance and the Pledge to the Texas flag were given.

RECOGNITION OF SPECIAL GUESTS

Mr. Sam Buchmeyer, Director of Public Information, invited Dr. Susan Gainer, Executive Director of Fine Arts to come share in recognizing the speech team and coaches from South Grand Prairie High School, who recently competed in the national tournament. Out of over 900 schools, our team was in the top 20 in the nation, winning 4th place in Dramatic Interpretation and reaching the semi-finals in Duo. Mr. Buchmeyer presented certificates to each of the students.

OPEN FORUM FOR AGENDA ITEMS

Superintendent Hull thanked those who were at the board meeting to speak on the subject of GPISD housing immigrant children at the Lamar site. In light of recent media reports, she explained that the site has not been finalized in the selection process and renovations will not begin on Saturday as reported. Lamar is still in the selection process by the federal government. Tonight's meeting is not a public hearing on this subject; however, anyone wishing to address the Board during the Open Forum may fill out a speaker form. The School Board will not be taking any type of action on this item tonight. They will continue discussions and base their decision on what is best for the school district on the business side, as well as what is right morally and ethically.

President Brooks said Open Forum is 45 minutes and each speaker is limited to three minutes due to the number of people wanting to speak. He asked all speakers to observe the rules and behave courteously and with professionalism, respecting the rights of others when addressing the Board. The Board will not respond to any speakers. There will not be a second Open Forum if the full 45 minutes is exhausted during the first Open Forum.

Superintendent Hull said since this item has drawn such interest, she would like to bring the Information Item forward on the agenda to be presented.

Several citizens addressed the Board regarding the use of the Lamar building for housing the refugee children:

For: Tara Clear, Gloria Carrillo, Wendell Davidson, Pastor Freddy Carrasquillo, Reverend Kathi Johnson, Gracie Cortez, Matt Henslee, Sal Sosa, Reverend Christopher Taylor, Ed Gray, Samuel Cortez

Against: Sandi Morrison, Kathleen Stevens, Tina Aviles, Sherrie Bishop, John Wilhite, Lil Slankard, Brian Gordon, Crystal Main, Jeannine Koll

Many others, both for and against the issue of housing immigrant children, filled out speaker forms but did not speak.

ADOPT AGENDA

A motion was made by Mr. Skinner, seconded by Mr. Pryor, to adopt the July 17, 2014 agenda as presented.

Motion carried 7-0!

INFORMATION ITEM

GSA/FEMA Use of Vacant School Facilities

Superintendent Hull asked Dr. Jerry Hunkapiller, Chief Operations Officer, and Dr. Vern Alexander, Deputy Superintendent of Student Support Operations, to share a presentation regarding the use of vacant school facilities by GSA/FEMA.

Dr. Hunkapiller said we are facing a true humanitarian crisis. The U.S. Department of Health and Human Services (HHS), the Administration for Children and Families (ACF), the Office of Refugee Resettlement (ORR), and the Unaccompanied Alien Children Program have all provided the District with information on how we can help in this humanitarian initiative.

Dr. Hunkapiller shared information from the federal government. The children are from several areas:

Guatemala	37%
El Salvador	26%
Honduras	30%
Mexico	3%
Ecuador	2%
Other	3%

The children are coming to the U.S. to escape violence or abuse in their home country, to find their families, to find work to support themselves and their families, and they were brought into the U.S. by human traffickers.

There has been tremendous growth in the number of unaccompanied children:

2011	6,560
2012	13,625
2013	24,668
2014	90,000 est. (over 9K in May and 10K in June)

About 25% of the children are aged 13 or younger. The average stay in shelters is 35 days. About 85% of the children will be reunified with family and/or sponsor.

Dr. Hunkapiller shared the pattern that brings the children to the U.S. as provided by ACF and ORR:

- Child leaves Central America; travels through Mexico with “coyote” or smuggler; risks illness, injury, kidnapping, rape, trafficking, death
- Child crosses border and is arrested by Border patrol; child is placed in a station holding cell to referred to HHS
- Immigration and Customs Enforcement transports child to HHS custody; summer camp-like shelters with space, supplies, and activities appropriate for children
- HHS provides medical and mental health care, classroom education, case management, recreation and socialization while immigration case in being processed.
- Child is released from HHS custody to their family or sponsor during immigration proceedings; children at risk receive follow up services

The primary concern is to treat the children humanely. The recent surge of children crossing the border exceeds the capacity we currently have in over 100 shelters throughout the U.S. ORR believes the Border Patrol holding cells are not appropriate environments for children. By law it is HHS legal responsibility to temporarily care for these children within 72 hours of referral. HHS and ORR seek to expand both permanent and emergency shelter beds to move children out of Border Patrol stations faster while their immigration cases move forward.

Dr. Hunkapiller shared the timeline from when GPISD was first contacted by the federal government to date. Other informational meetings will be held in the future. The Board, as well as the community, will be informed as meetings take place and decisions are made in the best interest of the District.

Dr. Hunkapiller shared details of the Lamar site. Possible future use of the building includes Pre-K, GT Academy, Language Center, Staff Development, and maintenance storage.

Dr. Vern Alexander reviewed several questions regarding unaccompanied children. There are presently 100 sites across the U.S. that are being used (short term) to house unaccompanied children. The federal government is in need of additional sites due to the substantial number of children. The government has shared that the communities where the current sites are currently located are consistently quiet and they are good neighbors in those communities. The federal government is responsible for paying for all the services the children receive, which includes food, clothing, education, medical screening, and all activities (outdoor recreation at the facility). The children do not come into the community;

all services are provided at the site. The average stay is 35 days. When children come, they are given medical exams and all vaccinations are administered for communicable diseases. They are also screened for Tuberculosis and receive mental health exams. If a child does have a communicable disease, they do not come but are quarantined at the border.

Dr. Alexander said children will not leave the temporary shelter until they have been placed with a sponsor, which are oftentimes family members and who do not reside in the area of the temporary shelter.

Mr. Hall asked if we have figured out what it would cost us to upgrade the building ourselves and what our timeline would be to get that done. Dr. Hunkapiller said we are just getting through the assessment process. We will look more deeply at what needs to be done. To do a shelter, we will definitely need to sprinkle the building. As far as a school goes, we will need to redo the plumbing, do work in the restrooms, and replace the kitchen. At this time we do not have an amount of cost. In the next two weeks things will be fine-tuned to get an estimate of what we need to do.

Superintendent Hull said before this situation was brought to us, we had begun to assess whether or not it was going to be feasible to continue to use Lamar as a school. Structurally it is sound, but safety is lacking and infrastructure is lacking. One of the reasons we wanted to consider this opportunity is for those things to be repaired, not at local taxpayer expense. When the spotters came and FEMA/GSA started looking at the building, we stopped any work we were doing to wait until that assessment was complete. We should have more detail in the next 20 days.

Mr. Hall clarified that what we need to get the building ready to use as a school is not as much as what FEMA/GSA would need to get it ready to be used as a shelter. Dr. Hunkapiller said the biggest difference is the sprinkling of the building since children will be staying overnight if it happens.

Mr. McCrary asked if FEMA has given us a deadline as to when they will make a determination on which sites have been selected for shelters. Dr. Hunkapiller said the selection process will be made together with FEMA. We need to evaluate the building to see what is necessary and what they can or cannot do under GSA. That information will come to the Board and the Superintendent for a decision on which direction to take. The final determination on what GPISD will do will come from the Board.

Dr. Hunkapiller added that the initial contract for use of the building is 120 days with a possible extension of 120 days. It will be up to the Board of Trustees.

CONSENT AGENDA

Superintendent Hull recommended the Board approve the Consent Agenda as presented. Anyone wanting to address an item for clarification may choose to pull the item for separate consideration.

A motion was made by Mr. Pryor, seconded by Mr. Hall, that the Board approve the Consent Agenda as presented.

Items listed on the Consent Agenda: A. Approval of Minutes from Previous Meetings: 1. June 19, 2014; B. Personnel: Routine Action – 1. Employment, Retirement(s), Termination(s)/Proposed Termination(s), Proposed Nonrenewal(s), Request(s) for Leave of Absence, Request(s) for Extended Leave Without Pay, Resignation(s), Reassignment(s), Request(s) for Temporary Disability, Job Abandonment, Proposed Suspension Without Pay; C. Regular Reports of the Superintendent: 1. Tax Collection Report, 2. Revenue and Expenditure Report, 3. Bids/Professional Services for Approval, 4. Investment Report

Employment: Christopher Bradbury, Dubiski Career High School; Elizabeth Jimenez, Austin Elementary School; Thongseng Kearney, De Zavala Environmental Science Academy; Emily Latimer, Ellen Ochoa STEM Academy at Milam Elementary School;

Resignation(s): Norma Anderson, Adams Middle School; Rose Anderson, Travis Elementary School; Zacharaty Anstett, Grand Prairie High School; Isabel Aragon, Ellen Ochoa STEM Academy at Milam Elementary School; Charles Arnt, Grand Prairie High School; Jason Bowerman, Administration; Anita Calkins, Garcia Elementary School; Miriam Camacho, Seguin Elementary School; Aryam Carrion, Fannin Middle School; Samantha Cast, Adams Middle School; Kayla Childress, Grand Prairie High School; Destiny Christian, Dickinson Elementary School; Susana Duran, Garcia Elementary School; Michelle Eral, Garcia Elementary School; Brian Fulcher, Arnold YWLA; Jarita Galbreath, Grand Prairie High School; Marth Garcia, Grand Prairie High School; Melinda Gonzalez, Williams Elementary School; Jessica Gowdy, Daniels Elementary Academy of Science and Math; Shani Grant, South Grand Prairie High School; Patricia Greer, Bush Elementary School; Rodney Hendericks, Grand Prairie High School; Catrina Hider, Grand Prairie High School; Ryan Hogan, South Grand Prairie High School; Nichole Huey, Truman Middle School; Phillip Hunt, South Grand Prairie High School; Standley Johnson, Grand Prairie High School; August LaHue, SGPHS 9th Grade Center; Gloria Lilly, HOPE Academy; Cody Martin, Bush Elementary School; Nicole McDonald, Fannin Middle School; Stevie McLeroy, Eisenhower Elementary School; Elias Mercado, Grand Prairie High School; Laurie Mitchell, Grand Prairie High School; Sarah Muller, Reagan Middle School; Prisma Penzo, Eisenhower Elementary School; Jennifer Petty, Adams Middle School; Eric Porter, Grand Prairie High School; John Robertson, Grand Prairie High School; Jonathan Robles, Bush Elementary School; John Rubalcaba, Lee Elementary School; Allison Toth, Fannin Middle School; Nicole Trotter, Moore Elementary School; Margie Tyrone, Grand Prairie High School; Brittany Veyna, Williams Elementary School; Valerie Warneke, Garner Fine Arts Academy; Penny Weaver, Bush Elementary School; Dorothy Wiese, Kennedy YMLA; Lisset Wyatt, Whitt Fine Arts Academy

Employment on 7/17/14 Addendum: Syrenna Archer, De Zavala Elementary Environmental Science Academy; John Hohnstreiter, South Grand Prairie High School; Sonnia Ortega, Administration; Christy Stone, Garner Fine Arts Academy; Jessica Wyner, Austin

Elementary School; John William Young, Administration; Marie Zhu, Whitt Fine Arts Academy

Resignation(s) on 7/17/14 Addendum: Kimberly Allahverdi, South Grand Prairie High School; Tanya Bailey, Seguin Elementary School; Christina Benegas, De Zavala Environmental Science Academy; Reuben Bloom, Grand Prairie Fine Arts Academy; Barrett Bridges-Walker, Seguin Elementary School; Kathy Brundrett, Travis Elementary School; Joanna Butcher, Bush Elementary School; Elizabeth Campbell, Bowie Elementary School; Richard Cardin, Jackson Middle School; Kimberley Coffman, Marshall Leadership Academy; Stephanie Cravey, Ellen Ochoa STEM Academy at Milam Elementary School; Janaye Easter, Kennedy YMLA; Catherine Ghobrial, Daniels Elementary Academy of Science and Math; Kari Griffith, Seguin Elementary School; Wilma Harden, Truman Middle School; Norman Jones, Grand Prairie High School; Wendi Jones, Garner Fine Arts Academy; Mariel Leyton, Bush Elementary School; Alicia Linn, Williams Elementary School; Jennifer MacDonald, Moseley Elementary School; Justin Marchel, South Grand Prairie High School; Yzamara Marroquin, Daniels Elementary Academy of Science and Math; Jeannette Martinez, Eisenhower Elementary School; Michael Massey, Rayburn Elementary School; Lynda McNeill, Garner Fine Arts Academy; Yanci Mumba, South Grand Prairie High School; America Olvera, De Zavala Environmental Science Academy; Nohelia Parkerson, Travis Elementary School; Maritza Perez-Caban, Austin Elementary School; Jodi Rebarchek, Florence Hill Elementary School; Devin Reed, SGPHS 9th Grade Center; Jacqui Reed, Kennedy YMLA; Keith Sims, Dubiski Career High School; Courtney Smith, Moseley Elementary School; Kendra Talley, Lee Elementary School; Manuel Trevino, Austin Elementary School; Nancy Vale, Daniels Elementary Academy of Science and Math; Victoria Wolverton, Johnson AEP; Alexondria Zeigler, Grand Prairie High School

Motion carried 7-0!

CONSIDER APPROVAL OF STUDENT HANDBOOKS

Superintendent Hull asked Dr. Alexander to present information regarding the student handbooks.

Dr. Alexander reminded the Board that they reviewed the handbooks at the May board meeting and referred to the following statement regarding the bullying issue:

“Discipline or other action may be taken even if the conduct did not rise to the level of bullying.”

If we feel a student is harassing another student, but it does not rise to the level of being defined as bullying, we still want to be able to take appropriate action for the behavior.

Dr. Alexander reviewed additional updates to the handbook, referring to college/university admissions, dress code, and electronic media use with students.

A motion was made by Mr. Pryor, seconded by Mr. Stewart, that the Board adopt the Student Handbooks for the 2014-2015 school year.

Motion carried 6-0! Mr. Hall was not present for the vote.

CONSIDER APPROVAL OF AMENDMENT TO DRESS CODE IN STUDENT HANDBOOKS

Superintendent Hull recommended the Board adopt the amendment in the Student Handbooks for the 2014-2015 school year.

Dr. Alexander said one of the proposed changes relates to ear gauges, which are unacceptable. After conducting a survey among campus principals, it was determined that the principals do not believe ear gauges need to be acceptable on the campuses. Dr. Alexander said ear gauges are distracting and are not something we want to model in GPISD.

Ms. Jones mentioned when the large ear gauges are removed, that the large holes in the ears may be more distracting. Dr. Alexander said we will ask the students to remove the gauges. Dr. Hull said she also asked about the opening left by the gauges. We must think about the time, effort, and resources that the principals and staff use to address a regulation and if it is worth it. With this situation, the principals were very firm in their belief that it would be beneficial to put this in the handbooks to address ear gauges. Part of their reasoning is that students will not be able to choose to gauge their ears during the school year, because they cannot do that while they are taking them out. It will put us in the position to limit a decision a young person might make which they may regret later. Principals believe the distraction from the gauge being gone will be minimal compared to the good they would get out of it.

Dr. Alexander said once we set the standards, 95% of the kids will abide by those standards.

A motion was made by Mr. McCrary, seconded by Ms. Jones, that the Board adopt the amendment to the dress code in the Student Handbooks.

Motion carried 7-0!

CONSIDER APPROVAL OF 5TH GRADE HUMAN GROWTH AND DEVELOPMENT CURRICULUM

Superintendent Hull recommended the Board approve the 5th Grade Human Growth and Development curriculum as revised with the additional changes. This item was presented to the Board at the June board meeting. Ms. Pat Shull, Director of Health Services, was available to answer questions.

Ms. Shull said since the last meeting we have received letters from Dr. Santone from Methodist Family Health Center and Dr. Leon from Grand Prairie Community Health Center, who reviewed and approved the curriculum.

A motion was made by Mr. Skinner, seconded by Mr. McCrary, that the Board approve the 5th Grade Human Growth and Development (Family Life Education) curriculum as revised with the changes included.

Motion carried 7-0!

CONSIDER APPROVAL OF 2014-2015 EXCESS WORKERS' COMP COVERAGE

Superintendent Hull asked Ms. Carolyn Foster, Chief Financial Officer, to present information regarding excess workers' compensation coverage. The Administration recommended the Board approve the excess workers' compensation proposal from Midwest Employers Casualty Company, Option #3.

Ms. Foster said the excess workers' comp coverage is over and above what the District self funds. Our workers' compensation program is a self funded program up to a certain point. In the past that has been \$400,000. In researching the District's history for the last 20 years, we find there has not been a claim that has exceeded \$400,000. It was determined a lower premium does not outweigh the cost of accepting a little higher risk, so we are asking to move the self-funded portion up to \$500,000. This will save the District an average of \$15,000-\$20,000 in premium costs per year.

Mr. McCrary said he would be interested to see what other school districts our size are doing.

Mr. Pryor clarified that by raising the limit we decrease the premium. Ms. Foster said that is correct.

Ms. Foster said we have made an investment in a risk manager for the District in the past couple of years. We also have a return to work program which has helped decrease our costs in workers' compensation. The District is making strong efforts in providing good workers' compensation coverage for our employees, as well as providing safe schools training. The most common claim is slipping and falling.

A motion was made by Mr. Pryor, seconded by Mr. McCrary, that the Board approve the excess workers' compensation proposal from Midwest Employers Casualty Company, Option #3, with an increased retention limit of \$500,000, up from \$400,000 from the previous year.

Motion carried 7-0!

CONSIDER APPROVING GROUP PURCHASING PARTICIPATION AGREEMENT FOR FOOD SERVICES WITH LUBBOCK-COOPER INDEPENDENT SCHOOL DISTRICT

Superintendent Hull asked Ms. Foster to share information regarding the group purchasing participation agreement for food services with Lubbock-Cooper ISD.

Ms. Foster said Lubbock-Cooper ISD is basically becoming the fiscal agent for our cooperative. We would like to piggyback onto that cooperative. This option will give us the ability to have more avenues to purchase food. SFE will look at which cooperative would be in the best interest of the District.

A motion was made by Mr. Skinner, seconded by Mr. Hall, that the Board approve the Group Purchasing Participation Agreement for Food Service with Lubbock-Cooper ISD.

Motion carried 7-0!

CONSIDER APPROVAL OF INTERLOCAL AGREEMENT BETWEEN THE CITY OF GRAND PRAIRIE AND THE GRAND PRAIRIE ISD

Superintendent Hull recommended the Board approve an interlocal agreement between the City of Grand Prairie and the School District.

Dr. Hunkapiller said this agreement allows our district to help our city with field trip bussing during the summer. We have a great relationship with our City and this will make it stronger. This will also help our drivers stay employed during the summer, which is a big deal to us. Our families also benefit because this allows their children to participate in activities during the summer. Dr. Hunkapiller said this will be a yearly occasion and the City will cover the costs for the drivers, bus maintenance, and fuel.

Dr. Hull asked if we have drivers wanting to do this. Dr. Hunkapiller said many of our drivers are eager for something to do in the summer.

A motion was made by Mr. Skinner, seconded by Ms. Jones, that the Board approve the interlocal agreement between the City of Grand Prairie and the Grand Prairie ISD.

Motion carried 7-0!

AUTHORIZE LAWSUIT TO RECOVER DAMAGES TO PLUMBING SYSTEMS AT REAGAN AND SEGUIN

Superintendent Hull made brief comments regarding the discussion the Board has had for the past several years regarding issues at Reagan and Seguin. Mr. Tom Dyar, Legal Counsel, was available to answer any questions or provide additional information. The Administration recommended that the Board take action to authorize suit against PBK Architects, Inc., Don Penn, Don Penn Consulting Engineering and/or Image Engineering Group LTD, Otis Wayne Reynaud, Robert Graham, and Coronado Builders LTD, as well as any other person or entity deemed necessary for the suit, and to further authorize Brackett and Ellis to represent the

District and to take all steps necessary to prosecute suit to recover damages to Reagan Middle School and Seguin Middle School.

A motion was made by Mr. Pryor, seconded by Mr. Hall to accept the recommendation of the Administration as presented by the Superintendent.

Motion carried 7-0!

CONSIDER ACQUISITION OF REAL PROPERTY ON TARRANT ROAD

Superintendent Hull requested this item be pulled from the agenda since the Board has not been able to discuss this transaction. The Board will see this item on a future board meeting agenda.

INFORMATION ITEMS

Update on House Bill 5

Superintendent Hull asked Ms. Julie Spears, Senior Deputy Superintendent of School Operations, to give an update on House Bill 5.

Ms. Spears said the Engagement Rating was submitted to TEA after being approved by the Board last month. The community and student survey results will be part of our Campus and District Improvement Plans. The 2014-2015 academic handbook has been updated with all our graduation plans. The District has prepared posters for all counselors to post in their offices and conference rooms on their campus, which show all the endorsements students can select during their 8th grade year. The House Bill 5 Task Force will continue to meet quarterly for continuous monitoring and update in order to bring information to the Board throughout the school year.

Extension of Cheerleader Constitution

Superintendent Hull asked Dr. Susan Gainer to present information regarding the Cheerleader Constitution.

Dr. Gainer said UIL is looking at cheerleading as a sanctioned activity. The American Medical Association did a study which showed the number one cause of catastrophic injuries for female athletes in high school and college was cheerleading. The Texas Medical Association asked UIL to consider making cheerleading a sanctioned activity so we can increase the safety of the activity and reduce the risks. UIL will come up with the rules and regulations that would govern the activity. Cheerleading would be separate from sports. Additionally, UIL is looking at a state competition for cheerleading called Gameday Cheer beginning with the 2015-2016 school year. If UIL does adopt cheerleading as a sanctioned activity, local school districts will not need a constitution because the rules and regulations would fall under the guidelines of UIL. Dr. Gainer said our constitution is currently ready

for revision; however, the Administration is requesting an extension of the 2020-2015 constitution until the state has made a decision.

Mr. McCrary asked if there would be additional financial burden to the parents and students. Dr. Gainer said she anticipates the cost to parents would decrease, with more of the financial burden being incurred by the District. We won't know until more information is available.

Mr. Pryor asked which budget the expenses would come from. Dr. Hull said if UIL makes it separate from athletics, there would not be such an imperative to adhere to budgetary guidelines for Title 9. This would give the District time to determine what kind of budget we would want to attach to this new category. Without more information, the Superintendent said she doesn't anticipate a great deal more of a financial burden to the District.

Superintendent Hull said this is the year for revising the Cheerleader Constitution, but with the UIL recommendation, the Administration is asking the Board to consider holding off and using the current constitution. If the Board's desire is to revisit the Cheerleader Constitution, even though it would only be in use for one year, we could do that. The Drill Team Constitution will also be up for review, as well as the Extracurricular Baseline Guidelines. If we do not revise the Cheerleader Constitution, then the Board will need to take action to stay with the current constitution.

Mr. Pryor asked if there were any issues with the current constitution. Dr. Gainer said there were none.

Mr. Skinner said he read that one of the reasons for the UIL's recommendation is safety concerns, which may put limitations on some of the stunts. Dr. Gainer said in Gameday Cheer, they discuss sideline cheerleading, which would be cheering, chanting, jumps, dance, etc. What high school cheerleaders would be able to do through UIL would be less risky than what is currently the popular thing to do.

Annual Review of District's Investment Policy and Strategies

Superintendent Hull asked Ms. Spears and Chief Financial Officer Carolyn Foster to share information regarding the District's investment policies.

Ms. Spears said one of the requirements regarding our audit is an annual review of the District's investment policy and procedures with the Board.

Ms. Foster said the review of the policy and strategies is compliant with Texas Government Code Section 2256.005(e). All officers are to receive required training compliant with the Public Funds Investment Act, Texas Government Code Section 2256.008 (a). The priorities of our investment strategies, in order of priority are:

- Safety
- Liquidity
- Maturity

Ms. Foster said the Annual Report is a culmination of what has been submitted to the Board each quarter from June 1, 2013 through May 31, 2014.

Our funds are invested in four different pools. At the end of this same time frame last year we had \$87,783,211 in investments. We currently have \$102,978,724 in investments divided out among the four pools.

Ms. Foster read the Resolution Reviewing the Investment Policy at the Grand Prairie Independent School District.

2014-2015 Preliminary Budget Review

Superintendent Hull asked Ms. Spears to share information regarding the 2014-2015 preliminary budget.

Ms. Spears said the budget process began in January. The budget revenues and expenditures are based on current legislation, current Comptroller's Property Value Study (PVS), and projected student enrollment numbers. We will get certified values on July 25, 2014. The Board will hold a public hearing on August 21, 2104 to present a budget and tax rate that will be adopted and put into place effective September 1, 2014.

Ms. Spears reviewed the 2013-2014 budget compared with the proposed budget for 2014-2015, highlighting the different functions. The biggest increase for 2014-2015 is in Function 11, due to the increase in our starting salary for teachers, which is \$50,000. We have also hired additional staffing units based on growth and new schools and programs of choice. Our basic raises are also reflected in the increase for Function 11.

Ms. Spears explained the different increases for each function, which are due to continued growth in GPISD – students, staff, facilities, transportation, and additional programs. There is also an increase in the Central Administrative Costs due to the health insurance fees related to the Health Care Act.

Ms. Spears highlighted the anticipated local, state and federal revenue.

Mr. McCrary asked if we spend about \$7,000 per child. Ms. Spears said that is correct. Ms. Foster said we receive less than that from the state. The difference comes from taxes and other fees. Superintendent Hull said our philosophy with regard to budgeting is to be very conservative on both sides, both revenue and expenditures.

Ms. Spears said we prepare our budget based on a 97% tax rate collection. We are currently running at 107%. Our goal is to be financially responsible and place into our Fund Balance each year.

Board Agenda Calendar

Superintendent Hull reviewed the Board Agenda Calendar.

- July 28-29 – CRSS Training in Santa Fe, New Mexico for our new board member. This is provided with no cost to the District.
- Continue working on the Drill Team Constitution, the Student Organization Constitution, and Baseline Guidelines, which are presented to the Board every five years.
- The District has longer days, shorter weeks during the summer.
- August 15, 7:00 p.m., SGPHS Theatre – Summer Graduation, with approximately 50 students graduating
- August 16, SGPHS – Back to School Community Health Fair
- August 18, UTA – Convocation
- August 21 – regular Board meeting
- August 22, RJC – Vendor Fair
- August 25 – first day of school

COMMENTS FROM INDIVIDUAL BOARD MEMBERS

Mr. Pryor thanked everyone who came to the meeting to speak for or against the Lamar situation, stating he appreciated those who expressed their opinions and being willing to come and share those with the Board. The Board is considering the option, but nothing has been done at this time. It is a process and is still being discussed. He told everyone to enjoy their summer.

Mr. McCrary said we have not been chosen as a site yet, so there is a chance this may never come to fruition. Three different sites are under consideration, so we may not be one of the three. He said he was glad to be on the Board.

Ms. Jones thanked everyone who came out and said the Board does not take this (Lamar) decision lightly. They are looking at all the facts and listening and will base their decision on those things. She extended condolences to the family of the young man from SGPHS who passed away recently, and asked others to pray for the family. Ms. Jones acknowledged several employees who have ministered to the family, including Susanna Ramirez, Calvin Harrison, Vern Alexander, and Esmeralda Rodriguez.

Mr. Skinner said the Lamar issue is one of those occasions where it would be easy to do nothing. He commended Judge Jenkins and Dr. Hull for having the leadership and guts to volunteer for something they knew, from the moment they heard about the issue, was going to be unpopular among certain people. Mr. Skinner said he knew he would be catching grief and negative comments, but has also had positive comments from citizens in the community. There are concerns and valid points on both sides and the Board will take this decision seriously. He said if he were voting today, he would say the right thing to do is to do what we can for these kids.

Mr. Hall echoed Ms. Jones comments regarding our staff reaching out to the family of the young man who passed away. One of the things that makes our staff so awesome is that they do care and are not just going through the motions. He witnessed some administrators deeply affected by what happened to that young man. Mr. Hall expressed his love to the staff for what they do and the way they take care of our kids every day.

Mr. Brooks asked everyone to pray for Sheila Stacy's family. Ms. Stacy was a retired employee of GPISD and worked in the Finance Department. She passed away and her funeral is Friday at 9:00 a.m. at Bean, Massey, Burge Funeral Home. Mr. Brooks commended the students who were recognized tonight. We are going to be in good hands with the young people coming up. The majority of our children in GPISD are awesome, with just a small percentage of children that are in trouble. Mr. Brooks addressed the issue regarding the media coverage of the refugee children, stating they are not illegal. He said not to believe everything the media tells us. They are reporting all kinds of incorrect things. Like Mr. Skinner, he believes Grand Prairie is a compassionate school district and city and we would do anything we could to help the children of this district, of this state, of this country, and of this world. If the Board was voting today, he would vote for it. Mr. Brooks said our children in GPISD will not be affected since the refugee children will not be attending our schools. We can make a difference in this world in the long term. He thanked everyone and told the teachers to enjoy their last few weeks of summer break.

Superintendent Hull said we have a skeleton staff at the meeting. There are a number of people out, with some attending a conference and training with regard to career/tech and career opportunities. She thanked the staff members who were at the meeting and said it is a pleasure to have the opportunity to serve this community, this district, and this school board. If we didn't work through difficult situations and tough questions, and help find answers, then we wouldn't be very good role models for our students. Problem solving is a skill and something they all have to have. Dr. Hull said our school board is great in the way they process information; and their ethics and commitment to this district is incredible. She commended the staff for their commitment, as well, and said Dr. Alexander is her hero. Summer is almost over and it's almost her favorite day of the year – the first day of school.

President Brooks added that a former teacher and graduate of GPHS, John Churchill passed away a couple of weeks ago. He asked everyone to keep the family in their thoughts and prayers. John was a good man and will be missed.

ADJOURNMENT

The meeting was adjourned at 9:39 p.m. on Thursday, July 17, 2014 by President Brooks.

August 21, 2014

EMPLOYMENT:

Employee **Avila, Jennifer**

Assignment Bilingual Third Grade **Location** Bush Elementary

University University of North Texas

Degree(s) Earned: Bachelors **Major** Applied Arts & Science

Certification Bilingual Generalist EC-4

Annual Salary* \$50,000 **Prorated Salary** n/a **Stipend**** \$3,000

Contract Length 08/14/14-06/05/15

Replacing Mariel Leyton

Employee **Beers-Piccola, Rebecca**

Assignment ESL Fourth Grade **Location** Travis Elementary

University Prairie View A&M University

Degree(s) Earned: Masters **Major** Counseling

Certification Elementary Self-Contained 1-8; ESL Supplemental 1-8

Annual Salary* \$51,000 **Prorated Salary** n/a **Stipend**** n/a

Contract Length 08/14/14-06/05/15

Replacing Staycee Sultan

Employee **Bodwin, Bianca**

Assignment Art **Location** Whitt Fine Arts Academy

University University of North Texas

Degree(s) Earned: Bachelors **Major** Art

Certification Texas Teachers Alternative Certification Program; Art EC-12

Annual Salary* \$50,000 **Prorated Salary** n/a **Stipend**** n/a

Contract Length 08/14/14-06/05/15

Replacing Kelly Giessner

Employee **Ford, Ambre**

Assignment Special Education SEA **Location** Bowie Elementary

University Concordia University

Degree(s) Earned: Bachelors **Major** English

Certification Texas Teachers Alternative Certification Program; Generalist EC-6; Special Ed EC-12

Annual Salary* \$50,000 **Prorated Salary** n/a **Stipend**** n/a

Contract Length 08/14/14-06/05/15

Replacing Julianne Slinkman

Employee **Franklin, Kolby**

Assignment First Grade **Location** Milam Elementary

University University of Texas at Arlington

Degree(s) Earned: Bachelors **Major** Interdisciplinary Studies

Certification ESL Generalist EC-6

Annual Salary* \$50,000 **Prorated Salary** n/a **Stipend**** n/a

Contract Length

Replacing Alicia Holliman

Employee **Gasaway, Christopher**

Assignment Director of Technology **Location** Administration

University Southern Arkansas University

Degree(s) Earned: Masters **Major** Education

Certification Secondary Industrial Arts 6-12

Annual Salary* \$105,000 **Prorated Salary** \$93,187 **Stipend****

Contract Length 08/08/14-06/30/15

Replacing Jason Bowerman

Employee Herrera, Amber

Assignment First Grade **Location** de Zavala Elementary

University University of Phoenix

Degree(s) Earned: Bachelors **Major** Criminal Justice

Certification Mountain View Alternative Certification Program; Generalist EC-6

Annual Salary* \$50,000 **Prorated Salary** n/a **Stipend**** n/a

Contract Length

Replacing Maria Orazco

Employee Hilbert, Lissa

Assignment Fourth Grade **Location** De Zavala Elementary

University University of Texas at Arlington

Degree(s) Earned: Bachelors **Major** Interdisciplinary Studies

Certification ESL Generalist 4-8

Annual Salary* \$50,000 **Prorated Salary** n/a **Stipend**** n/a

Contract Length 08/14/14-06/05/15

Replacing Ruthie Igwe

Employee Jimenez-Ayabarreno, Ana

Assignment DAEP **Location** Daniels Elementary

University University of Texas at Arlington

Degree(s) Earned: Masters **Major** Educational Administration

Certification Bilingual/ESL 1-6

Annual Salary* \$55,706 **Prorated Salary** n/a **Stipend**** \$3,000

Contract Length 08/14/14-06/05/15

Replacing Rodney Henderson

Employee	Johnston, Lindsey				
Assignment	Fifth Grade	Location	Seguin Elementary		
University	University of North Texas				
Degree(s) Earned:	Bachelors	Major	Interdisciplinary Studies		
Certification	Generalist EC-6				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	n/a
Contract Length					
Replacing	Kari Griffith				

Employee	Kiser, Lori				
Assignment	Third Grade	Location	Bowie Elementary		
University	University of Texas at El Paso				
Degree(s) Earned:	Bachelors	Major	Interdisciplinary Studies		
Certification	ESL Generalist EC-4				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	n/a
Contract Length	08/14/14-06/05/15				
Replacing	New Position				

Employee	Knight, Kimberly				
Assignment	Third Grade	Location	Williams Elementary		
University	University of Texas at Alingtong				
Degree(s) Earned:	Bachelors	Major	Interdisciplinary Studies		
Certification	Generalist EC-6				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	n/a
Contract Length					
Replacing	Erika Hensley				

Employee Landro, Julia

Assignment Fifth Grade **Location** Dickinson Elementary

University University of Texas at Arlington

Degree(s) Earned: Bachelors **Major** Interdisciplinary Studies

Certification ELS Generalist EC-6

Annual Salary* \$50,000 **Prorated Salary** n/a **Stipend**** n/a

Contract Length

Replacing Haley Lafko

Employee Lechuga, Angelica

Assignment Bilingual Kindergarten **Location** Bush Elementary

University University of Texas at Arlington

Degree(s) Earned: Masters **Major** Curriculum & Instruction

Certification Bilingual Generalist EC-4

Annual Salary* \$51,000 **Prorated Salary** n/a **Stipend**** \$3,000

Contract Length 08/14/14-06/05/15

Replacing New Position

Employee Maduakolam, Samuel

Assignment Third Grade **Location** Seguin Elementary

University Southern A&M University

Degree(s) Earned: Masters **Major** Mass Communications

Certification Elementary Self-Contained PK-6

Annual Salary* \$51,000 **Prorated Salary** n/a **Stipend**** n/a

Contract Length

Replacing Cynthia Capocci

Employee	Mata, Elida				
Assignment	ESL Fifth Grade	Location	Marshall Elementary		
University	University of Texas at Arlington				
Degree(s) Earned:	Bachelors	Major	Interdisciplinary Studies		
Certification	ESL Generalist EC-4				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	n/a
Contract Length	08/14/14-06/05/15				
Replacing	Stephanie Cavazos				

Employee	Mocek, Lauren				
Assignment	Third Grade	Location	Bush Elementary		
University	University of Texas at Arlington				
Degree(s) Earned:	Bachelors	Major	University Studies		
Certification	Texas Teachers Alternative Certification Program; Generalist EC-6				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	n/a
Contract Length	08/14/14-06/05/15				
Replacing	Katherine Gullett				

Employee	Munoz, Tania				
Assignment	Bilingual Second Grade	Location	Garcia Elementary		
University	University of Texas at Arlington				
Degree(s) Earned:	Bachelors	Major	Interdisciplinary Studies		
Certification	Bilingual Generalist EC-6				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	\$3,000
Contract Length	08/14/14-06/05/15				
Replacing	Anita Calkins				

Employee Orgega, Mayra

Assignment	Bilingual Second Grade	Location	Austin Elementary
University	University of Texas of the Permian Basin		
Degree(s) Earned:	Bachelors	Major	Psychology
Certification	Texas Teachers Alternative Certification Program; Bilingual Generalist EC-6		
Annual Salary*	\$50,000	Prorated Salary	n/a
		Stipend**	n/a
Contract Length	08/14/14-06/05/15		
Replacing	Mayra Morales		

Employee Perez, Mayra

Assignment	Bilingual Fourth Grade	Location	Bush Elementary
University	University of North Texas		
Degree(s) Earned:	Bachelors	Major	Interdisciplinary Studies
Certification	Bilingual Generalist EC-4		
Annual Salary*	\$50,000	Prorated Salary	n/a
		Stipend**	\$3,000
Contract Length	08/14/14-06/05/15		
Replacing	Sandra Mejia		

Employee Rizo, Abel

Assignment	Bilingual Second Grade	Location	Eisenhower Elementary
University	DeVry University		
Degree(s) Earned:	Bachelors	Major	Electronics Engineering Technology
Certification	Bilingual Generalist EC-4		
Annual Salary*	\$50,000	Prorated Salary	n/a
		Stipend**	\$3,000
Contract Length	08/14/14-06/05/15		
Replacing	Jennifer Garcia		

Employee	Storm, Marci				
Assignment	Kindergarten	Location	Bush Elementary		
University	Ouachita Baptist University				
Degree(s) Earned:	Bachelors	Major	Psychology		
Certification	Texas Teachers Alternative Certification Program; ESL Generalist EC-6				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	n/a
Contract Length	08/14/14-06/05/15				
Replacing	Eric Torrey				

Employee	Williams, Kiara				
Assignment	Second Grade	Location	Milam Elementary		
University	University of North Texas				
Degree(s) Earned:	Bachelors	Major	Kinesiology		
Certification	Generalist EC-6				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	n/a
Contract Length	08/14/14-06/05/15				
Replacing	Deborah Winn				

Employee	Williams, Kimberlee				
Assignment	Nurse	Location	Bonham Early Education Center		
University	Middle Tennessee State University				
Degree(s) Earned:	Bachelors	Major	Early Childhood Education		
Certification	RN License; Generalist EC-4				
Annual Salary*	\$50,000	Prorated Salary	n/a	Stipend**	n/a
Contract Length	08/14/14-06/05/14				
Replacing	Emily Torres				

Employee	Willrich, April				
Assignment	Fourth Grade	Location	Moseley Elementary		
University	University of Texas at Arlington				
Degree(s) Earned:	Masters	Major	Education		
Certification	Elementary Self-Contained				
Annual Salary*	\$52,789	Prorated Salary	n/a	Stipend**	n/a
Contract Length	08/14/14-06/05/15				
Replacing	Jennifer MacDonald				

August 21, 2014

RESIGNATION(S):

Employee **Bennett, Gerald**
Assignment Fourth Grade **Location** Florence Hill Elementary
Date Request Submitted: 07/22/14 **Effective Date:** 06/07/14

Employee **Ceaser, Marion**
Assignment Nurse **Location** Marshall Elementary
Date Request Submitted: 08/01/14 **Effective Date:** 06/07/14

Employee **Darden, Diana**
Assignment Third Grade **Location** Seguin Elementary
Date Request Submitted: 07/30/14 **Effective Date:** 06/07/14

Employee **Duque-Servin, Yolanda**
Assignment Pre-Kindergarten **Location** Bonham Early Education Cente
Date Request Submitted: 07/22/14 **Effective Date:** 06/07/14

Employee **Ellis, Shawna**
Assignment Fourth Grade **Location** Garner Fine Arts Academy
Date Request Submitted: 07/29/14 **Effective Date:** 06/07/14

Employee **Eskridge, Gregory**
Assignment Drama **Location** Garner Fine Arts Academy
Date Request Submitted: 08/01/14 **Effective Date:** 06/07/14

Employee **Flood, Donna**
Assignment Special Ed Functional Sk **Location** Grand Prairie High School
Date Request Submitted: 08/08/14 **Effective Date:** 06/07/14

Employee **Gaston, Adam**
Assignment Physical Education **Location** Travis Elementary
Date Request Submitted: 07/17/14 **Effective Date:** 06/07/14

Employee **Hensley, Erika**
Assignment Third Grade **Location** Williams Elementary
Date Request Submitted: 07/28/14 **Effective Date:** 06/07/14

Employee **Herring, Adriene**
Assignment Second Grade **Location** Whitt Fine Arts Academy
Date Request Submitted: 08/04/14 **Effective Date:** 06/07/14

Employee **Hunter, LaShunda**
Assignment First Grade **Location** Austin Elementary
Date Request Submitted: 08/01/14 **Effective Date:** 06/07/14

Employee **Kimmel, Trish**
Assignment Fourth Grade **Location** Travis Elementary
Date Request Submitted: 08/04/14 **Effective Date:** 06/07/14

Employee **Lafko, Haley**
Assignment Fifth Grade **Location** Dickinson Elementary
Date Request Submitted: 07/30/14 **Effective Date:** 06/07/14

Employee Larremore, April

Assignment Kindergarten Location Moore Elementary
Date Request Submitted: 08/06/14 Effective Date: 08/07/14

Employee Loftus, Tamara

Assignment Kindergarten Location Williams Elementary
Date Request Submitted: 08/04/14 Effective Date: 06/07/14

Employee Marks, Tana

Assignment Choir Location Reagan Middle School
Date Request Submitted: 08/11/14 Effective Date: 06/07/14

Employee Martin, Daniel

Assignment Math Strategist Location Grand Prairie High School
Date Request Submitted: 08/11/14 Effective Date: 06/07/14

Employee McKinney, Julie

Assignment Math Location Grand Prairie Fine Arts Acade
Date Request Submitted: 07/28/14 Effective Date: 06/07/14

Employee Mogk, Kelly

Assignment Instructional Media Speci Location Crockett Elementary
Date Request Submitted: 07/28/14 Effective Date: 06/07/14

Employee Mordhorst, Kristi

Assignment English Location Jackson Middle School
Date Request Submitted: 08/04/14 Effective Date: 06/07/14

Employee Price, Nina
Assignment Third Grade Location Florence Hill Elementary
Date Request Submitted: 08/04/14 Effective Date: 06/07/14

Employee Reynolds, Danielle
Assignment Science Strategist Location Administration
Date Request Submitted: 07/30/14 Effective Date: 06/07/14

Employee Rojo, Blanca
Assignment Assistante Principal Location Austin Elementary
Date Request Submitted: 08/08/14 Effective Date: 08/07/14

Employee Shaw, Chandra
Assignment Master Teacher Location Grand Prairie High School
Date Request Submitted: 07/31/14 Effective Date: 06/07/14

Employee Shelton, Angela
Assignment Kindergarten Location Garcia Elementary
Date Request Submitted: 07/16/14 Effective Date: 06/07/14

Employee Silverthorne, Tiffany
Assignment Art Location Dubiski High School
Date Request Submitted: 08/04/14 Effective Date: 06/07/14

Employee Smith-Allen, Ashley
Assignment PE Location Grand Prairie High School
Date Request Submitted: 08/04/14 Effective Date: 06/07/14

Employee **Washington, Valerae**

Assignment	Math	Location	9th Grade South Grand Prairie
Date Request Submitted:	07/31/14	Effective Date:	06/07/14

Employee **Weiss, Nancy**

Assignment	Kindergarten	Location	de Zavala Elementary
Date Request Submitted:	08/01/14	Effective Date:	06/07/14

Employee **Whitaker, Matthew**

Assignment	Assistant Principal	Location	Regan Middle School
Date Request Submitted:	08/05/14	Effective Date:	08/06/14

August 21, 2014

RETIREMENTS:

Employee **Firn, Gregory**

Assignment Deputy Superintendent **Location** Administration
Date Request Submitted: 07/28/14 **Effective Date:** 08/08/14

Employee **Spears, Julie**

Assignment Sr Deputy Superintenden **Location** Administration
Date Request Submitted: 08/11/14 **Effective Date:** 08/31/14

**GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT
PROPERTY TAX COLLECTION REPORT
FOR THE PERIOD ENDING JUNE 30, 2014**

Maintenance & Operation (M&O)

	2013-14	2013-14	June 2013-14	FYTD Activity	2013-14 FYTD
Description	Original Budget	Revised Budget	Monthly Activity	2013-14	Unencumbered Bal
LOCAL TAXES-CURRENT	45,399,041.00	45,399,041.00	147,728.05	48,911,769.37	(3,512,728.37)
REFUND	0.00	0.00	0.00	0.00	0.00
LOCAL TAXES-PRIOR YR	100,000.00	100,000.00	19,545.14	340,232.38	(240,232.38)
CED TAXES-PRIOR YEARS	0.00	0.00	0.00	71.04	(71.04)
PENALTY/INTEREST/MIS	100,000.00	100,000.00	26,701.46	262,743.78	(162,743.78)
CED PENALTY/INTEREST/MIS	0.00	0.00	0.00	192.29	(192.29)
TOTAL	45,599,041.00	45,599,041.00	193,974.65	49,515,008.86	(3,915,967.86)

Interest & Sinking (I&S)

Account Level	2013-14	2013-14	June 2013-14	FYTD Activity	2013-14 FYTD
Description	Original Budget	Revised Budget	Monthly Activity	2013-14	Unencumbered Bal
LOCAL TAXES - CUR YR	19,541,217.00	19,541,217.00	60,369.60	19,987,998.63	(446,781.63)
LOCAL TAXES - PRIOR YEAR	200,000.00	200,000.00	7,881.68	134,917.44	65,082.56
PENALTY/INTEREST/DEL	160,000.00	160,000.00	10,810.92	106,542.38	53,457.62
TOTAL	19,901,217.00	19,901,217.00	79,062.20	20,229,458.45	(328,241.45)

TAX LEVY	70,342,015.62
M&O Collection	193,974.65
I&S Collection	79,062.20
Total Monthly Tax Collection	273,036.85
Total FYTD Tax Collection	69,744,467.31
FYTD M&O Collection Rate	108.59%
FYTD I&S Collection Rate	101.65%

This report is prepared in accordance with Section 31.10 of the Texas Property Tax Code.

Carolyn Foster, Chief Financial Officer

Board of Trustees meeting: August 21, 2014.

**GRAND PRAIRIE ISD
REVENUE AND EXPENDITURE REPORT**

EXPENDITURES

		2013-14	2013-14	July 2013-14	2013-14	2013-14
FUNCTION	DESCRIPTION	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD %
11	INSTRUCTION	122,959,287.00	120,755,837.00	9,255,437.94	106,595,793.85	88.27
12	INST. RESOURCES & MEDIA SVCS	2,302,940.00	2,755,240.00	181,844.14	2,435,178.69	88.38
13	CURRICULUM DEV.& INST.STF DEV	1,548,620.00	1,391,536.00	91,535.37	1,276,209.97	91.71
21	INSTRUCTIONAL LEADERSHIP	3,205,462.00	3,073,684.00	246,330.67	2,819,731.15	91.74
23	SCHOOL LEADERSHIP	16,287,577.00	13,946,761.00	1,128,359.02	12,740,271.76	91.35
31	GUIDANCE & COUNSELING	8,160,283.00	8,579,018.00	710,567.03	7,813,338.46	91.07
32	SOCIAL WORK SERVICES	250,297.00	262,297.00	14,439.73	193,744.37	73.86
33	HEALTH SERVICES	2,714,884.00	2,857,911.00	213,921.97	2,490,838.53	87.16
34	PUPIL TRANSPORTATION	3,930,811.00	4,920,811.00	153,710.56	4,298,371.00	87.35
36	COCURR./EXTRACURR.ACTIVITIES	3,648,940.00	3,584,454.00	297,616.77	3,258,318.61	90.90
41	GENERAL ADMINISTRATION	4,599,987.00	5,773,187.00	472,819.47	5,721,625.23	99.11
51	PLANT MAINTENANCE & OPERATIONS	18,604,110.00	18,718,387.00	1,818,420.70	18,437,251.83	98.50
52	SECURITY & MONITORING SERVICES	966,927.00	1,468,032.00	3,933.76	1,448,497.14	98.67
53	DATA PROCESSING SERVICES	2,567,248.00	2,907,248.00	336,038.88	2,867,290.61	98.63
61	COMMUNITY SERVICES	859,610.00	3,359,410.00	212,178.59	3,065,961.97	91.26
81	FACILITIES ACQ. & CONSTRUCTION	25,000.00	2,138,275.00	183,337.75	1,275,424.39	59.65
95	PYMTS.TO JJAEP PROGRAMS	175,000.00	120,000.00	3,876.00	66,348.00	55.29
97	PMTS TO TIF	2,250,000.00	2,256,000.00	0.00	2,255,114.00	99.96
99	OTHER INTERGOVERNMENTAL CHARGE	250,000.00	273,248.00	0.00	273,248.00	100.00
	TOTAL	195,306,983.00	199,141,336.00	15,324,368.35	179,332,557.56	90.05
	REVENUES					
		2013-14	2013-14	July 2013-14	2013-14	2013-14
	OBJ	Original Budget	FYTD Revised Bdgt	Monthly Activity	FYTD Activity	FYTD %
	LOCAL REVENUE	47,449,041.00	48,587,841.00	266,101.49	54,303,848.18	111.76
	STATE REVENUE	147,342,942.00	147,342,942.00	14,420,006.40	152,353,514.06	103.40
	FEDERAL REVENUE	515,000.00	2,902,386.00	166,708.74	3,293,853.99	113.49
	OTHER RESOURCES	0.00	308,167.00	0.00	308,166.80	100.00
	TOTAL	195,306,983.00	199,141,336.00	14,852,816.63	210,259,383.03	105.58

**GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT
BIDS / PROFESSIONAL SERVICES FOR APPROVAL**

August 21, 2014

BID/CONTROL NO.	CATEGORY/PURCHASE METHOD	AMOUNT	VENDOR NAME/NUMBER	SUBMITTED BY
14-08-21-001	GPISD CH(LEGAL) PROFESSIONAL SERVICES -Special Education-2014-15 Therapist: P.T./O.T./ Music Services: S.L.P./V.I./Diag./ Translators/O.M. Doctor Services: ENT/Eye Evals Term: Aug. 22, 2014 - Aug. 21, 2015	Not to Exceed: \$ 486,911.40 Funding Source: IDEA B / Local Funds Prior Year: \$ 381,451.16	Multiple Vendors See Attached Listing	Dept/D. Gordon Purchasing/S. Ellis: Finance: <u>C. Foster</u>
14-08-21-002	Instructional and Reading Materials, Office Supplies, Books, Electronics, Computer Accessories, etc. PACE Cooperative Term: Aug. 22, 2014-Aug. 21, 2015	Not to Exceed: \$100,000 in the aggregate Funding Source: Local/State Funds Prior Year: \$ 52,442.05	AMAZON	Purchasing/S. Ellis: Finance: <u>C. Foster</u>
14-08-21-003	GPISD CH(LEGAL) PROFESSIONAL TC PN Coop Contract #R5160 SERVICES: District Survey Initiative-3rd Year Renewal Term: Sept. 1, 2014 to Aug. 31, 2015	Not to Exceed: \$105,580 Funding Source: Local Funds Prior Year: \$105,580	K12 Insight	Purchasing/S. Ellis: Finance: <u>C. Foster</u>
BID 11-22	Armed Courier Services 3rd Year Renewal Term: July 24, 2014-July 30, 2015	Not to Exceed \$65,000 Funding Source: Local/Food Service Prior Year: \$57,885.96	Trinity Armored Security, Inc.	Purchasing/S. Ellis: Finance: <u>C. Foster</u>

**GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT
BIDS / PROFESSIONAL SERVICES FOR APPROVAL**

August 21, 2014

<p>BID 13-26</p>	<p>Special Education Materials for 2014-2015 School Year</p> <p>Term: Sept. 1, 2014-Aug. 31, 2015</p>	<p>To Exceed \$50,000 in the aggregate Not to Exceed: \$183,483 Funding Source: Local/Federal</p> <p>Prior Year: \$111,514</p>	<p>Multiple Vendors See Attached Listing</p>	<p>Dept/Special Ed <u>Lynda [Signature]</u> Purchasing/S. Ellis: <u>[Signature]</u> Finance: <u>C Fortin</u></p>
<p>BID 13-27</p>	<p>Athletics - Winter & Spring Sports for 2014-2015 School Year (Basketball, Soccer, Wrestling, Baseball, Softball, Tennis, Track, Golf, Swimming)</p> <p>Term: Sept. 1, 2014-Aug. 31, 2015</p>	<p>To Exceed \$50,000 in the aggregate Not to Exceed: \$239,936 Funding Source: Local/State Funds</p> <p>Prior Year: \$170,835.72</p>	<p>Multiple Vendors See Attached Listing</p>	<p>Dept/Athletic <u>Shirley A. Mathian</u> Purchasing/S. Ellis: <u>[Signature]</u> Finance: <u>C Fortin</u></p>
<p>BID 12-09 Renewal</p>	<p>Instructional Management System Year 2 Renewal Agreement</p> <p>Term: June 1, 2014-May 30, 2015</p>	<p>Not to Exceed: \$95,000 Funding Source: IMA Funds</p> <p>Prior Year: \$95,000</p>	<p>MACH B</p>	<p>Dept/M. <u>[Signature]</u> Purchasing/S. Ellis: <u>[Signature]</u> Finance: <u>C Fortin</u></p>

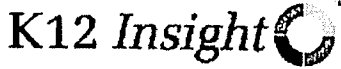
**SPECIAL EDUCATION PROFESSIONAL SERVICE VENDOR LISTING
2014-2015**

Speech Language Pathologist/Physical, Occupational, Music Therapists/Diagnosticians/School Psychologist/Translators/Braille/Low Vision & Ear, Nose, Throat Evaluations/Orientation & Mobility

Provider	Vendor ID	2014 2015 Encumbered	2013 2014 Total	Contract
Jennifer Carroll Speech Pathology PLLC	JENNIFER000	\$ 52,200.00	\$ 23,100.00	GPISD Contract
Skilled Speech Pathology Services PLLC	SKILLED 000		\$ 79,502.15	
Geracci II Speech Ther.	GERACCI 000	\$ 34,680.00	\$ 15,210.00	GPISD Contract
Lynn Flahive	FLAHILYN000	\$ 10,020.00		GPISD Contract
Soliant	SOLIANT 000	\$ 97,560.00	\$ 89,038.02	Soliant - GPISD Attorney Approval
Soliant	SOLIANT 000	\$ 30,600.00	\$ 15,497.00	Soliant - GPISD Attorney Approval
Kim Cook	COOK KIM000	\$ 75,152.00	\$ 72,036.75	GPISD Contract
Kaliedo Kidz Therapy, LLC D. Marshall	KALEIDO 000		\$ 16,286.20	
Soliant	SOLIANT 000	\$ 89,160.00		Soliant - GPISD Attorney Approval
Glenn Jenson	JENSOGLE000		\$ 22,500.00	
Academic Services Virginia Currin	ACADEMIC009	\$ 46,200.00		GPISD Contract
Jill Gianoni	GIANOJIL000		\$ 6,900.00	
Music Therapy Services of Texas	MUSIC TH001	\$ 21,645.00	\$ 18,947.50	Music Therapy Services - GPISD Attorney Approval- pending
Translation Interpretation Network	TRANSLAT000	\$ 3,700.00	\$ 1,783.75	Service Agreement provided by TIN
Hired Hands	HIRED HA000	\$ 510.00		Agreement provided by Hired Hands
Akorbi	AKORBI 000	\$ 684.40		Agreement provided by Akorbi
Visual Aid Volunteers	VISUAL A001	\$ 21,000.00	\$ 12,092.29	Agreement provided by Visual Aid Volunteers
Helping Hands	HELPING 000		\$ 7,590.00	
Dallas Services Low Vision Clinic	DALLAS S003	\$ 1,800.00	\$ 580.00	pay as services are rendered
Pediatric Eye Specialists	PEDIATRI001	\$ 400.00		pay as services are rendered
Cross Timbers		\$ 1,400.00	\$ 200.00	pay as services are rendered
To Be Determined		\$ 200.00	\$ 187.50	pay as services are rendered
Additional Vendors to be Determined at a Later Date				pay as services are rendered
Total:		\$ 486,911.40	\$ 381,451.16	

~~199.61.6299.00-255.0.99.000~~

July 19, 2012.



199.61.6299.00-255.0.99.000

CONTRACT DETAILS

	Start Date	End Date	TOTAL
Partial- Prorated first year	5.1.2012	8.31.2012	\$ 35,193
Year 1	9.1.2012	8.31.2013	\$ 105,580
Year 2	9.1.2013	8.31.2014	\$ 105,580
Year 3	9.1.2014	8.31.2015	\$ 105,580

Note: District has 30 days prior to anniversary date each year in writing to Opt out of the agreement. Years 1, 2, and 3 subject to Board approval.

DISTRICT BILLING CONTACT

Name	Julie Spears		
Title	Assistant Superintendent of Business Operations		
Email Address	Julie.spears@gpsid.org		
Telephone Number	972-237-5377	Fax	

ORDER CONFIRMATION

This Order is subject to and governed by the Terms and Condition of Use governing the services which may be accessed at the following URL: <http://www.k12insight.com/terms-ki11A.pdf> Customer hereby requests K12 Insight to provide the Services as described herein. Upon receipt of this Order Form completed and duly signed by an authorized representative of Customer, K12 Insight will execute the requested Services. This instrument has been preaudited in the manner required by all applicable state and local laws.

AUTHORIZED SIGNATURE

Executed for and on behalf of the District by:

DISTRICT SIGNATURE: 	Name: Julie F. Spears		
	Title: Deputy Supt. of Business Operations		
	Date: 05/16/2012		
Email Address	julie.spears@gpsid.org		
Telephone Number	972-237-5546	Fax	972-237-5432

For and on behalf of K12 Insight, a Division of Zarca Interactive, by:

K12 INSIGHT SIGNATURE:

Name:
Title:
Date:

For Internal Use Only			
Main login ID		Contract Received	
Invoice #	Training Date	Signed Contract Sent	

13454 Sunrise Valley Drive
Suite 440
Herndon, VA 20171
Tel: (703)956-6460
Fax: (703)935-1403
Fed Tax ID: 48-1270227

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TRINITY ARMORED SECURITY, INC.

4221 Clay Avenue
Haltom City, TX 76117
TX DPS License B11870

AMENDMENT to contract per GPISD RFP #11-22 Acceptance Letter dated August 1, 2012, between TRINITY ARMORED SECURITY, INC. and CUSTOMER: Grand Prairie Independent School District

By mutual consent between CUSTOMER and TRINITY ARMORED SECURITY, INC. effective on and after: July 24, 2014, said contract is amended as follows:

Service is extended to include the 2014 – 2015 School year. The charge for this service will be \$8.49 per stop.

This agreement has been pre-signed, if no changes are required, please sign both copies and return "TRINITY" copy in the envelope provided.

Except as amended above, the original agreement between TRINITY and CUSTOMER remains unchanged and terms, conditions and limitations remain in effect.

IN WITNESS HEREIN THE PARTIES HERETO HAVE EXECUTED THIS AMENDMENT

THIS 23 DAY OF July, 2014

GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

TRINITY ARMORED SECURITY, INC.

Carolyn P. Foster

Signed: _____

Carolyn P. Foster

Print Name: _____

CFO of GPISD

Title: _____

Kenneth A. West

Signed: _____

Kenneth A. West

Print Name: _____

President

Title: _____

Licensed by:
Texas Department of Public Safety
Private Security - MSC 0241
PO Box 4087
Austin, TX 78773-0001

TRINITY ARMORED SECURITY INC.

GPISD 2014-2015 SCHEDULE

EDUCATION CENTER – PICK-UP ON THURSDAYS (excluding holidays):

Dates of Pick-Ups:

August 7/ 14/ 21/ 28	February 5/ 12/ 19/ 26
September 4/ 11/ 18/ 25	March 5/ 19/ 26
October 2/ 9/ 16/ 23/ 30	April 2/ 9/ 16/ 23/ 30
November 6/ 13/ 20	May 7/ 14/ 21/ 28
December 4/ 11/ 18	June 4/ 11/ 18/ 25
January 8/ 15/ 22/ 29	July 9/ 16/ 23/ 30

Total 47 days

Campus Changes:

G.P.C.I. has moved to our Houston Staff Development Building –
 (Houston is already on schedule for Pick-Up-Just program move)
 1502 College
 Grand Prairie, TX 75050

H.O.P.E. has moved to Crosswinds High School
 (Crosswinds is already on schedule for Pick-Up-Just program addition to bldg.)
 1100 N. Carrier Pkwy
 Grand Prairie, TX 75050

CAMPUS PICK-UP DAYS (M-F):

First Day for Campus Pick-up – Monday, August 25

Last Day for Campus Pick-up – Thursday, June 4

August 25-29
September 2-30
October 1-10, 14-31
November 3-21
December 1-19 - will call if needed for 12/22 (bad weather make-up day on calendar)
January 5-16, 20-30
February 2-27
March 2-6, 16-31
April 1-2, 6-30 - will call if needed for 4/3 (bad weather make-up day on calendar)
May 1-22, 26-29
June 1-4

39 locations

Grand Prairie ISD

Campuses for Nutrition

Mon thru Fri	38 x	179 days x	8.49 per stop =	57,748.98
		Adjustments may be needed		
			Campus annual	<u>57,748.98</u>
		10 Monthly Payments Sept thru June of		\$5,774.90

Ed Center

Thurs all year	1x	47	8.49 per stop =	399.03
			Single Payment of	\$399.03

2014-15 SPECIAL EDUCATION MATERIALS BID #13-26

ABDO PUBLISHING
ACE EDUCATIONAL SUPPLIES
ADVANCED KEYBOARD TECH
BEYOND PLAY
BOUNDLESS ASSISTIVE TECHNOLOGY
BSN
CAPSTONE
CAPSTONE CLASSROOM
CHERRY LAKE PUBLISHING
CHILD'S WORLD
CHILDWORK/CHILDSPLAY
COMPLETE BOOK & MEDIA
CRABTREE PUBLISHING
CURRICULUM ASSOCIATES
DIFFERENT ROADS
DISCOUNT SCHOOL SUPPLY/EARLY CHILDHOOD
DYNASTUDY
EAI EDUCATION
ENSLOW PUBLISHING
FASTENATION, INC.
FLAGHOUSE
FOLLETT SCHOOL SOLUTIONS
GREAT IDEAS FOR TEACHERS
HANDWRITING WITHOUT TEARS

HAWTHORNE EDUCATIONAL
KAMICO INSTRUCTIONAL MEDIA
LAKESHORE
LEARNING SERVICES
LECTORUM PUBLISHING
MACKIN EDUCATION RESOURCES
MEDICALESHP
MENTORING MINDS
MRS. NELSON'S LIBRARY SERVICES
PATTERSON MEDICAL
PEARSON CLINICAL ASSESSMENTS
PRO-ED, INC.
RAINBOW BOOK CO.
S&S WORLDWIDE
SCHOOL HEALTH
SCHOOL SPECIALTY
SHOPK12
STOELTING CO.
SUPER DUPER
TEXAS EDUCATIONAL SOLUTIONS
TFH USA
US GAMES/BSN
US TOY- CONSTRUCTIVE PLAYTHINGS
VISIONS TECH IN EDUC

2014-15 ATHLETICS-WINTER & SPRING SPORTS BID 13-27

AK2 SPORTS	AK-2 SP000
ALERT SERVICES	ALERT SE000
ALUMINUM ATHLETIC EQUIPMENT	ALUMINUM000
AMERICAN TEAM SPORTS	
BARCELONA SPORTING	BARCELON001
BSN SPORTS	BSN SPOR000
CAREY'S SPORTING GOODS	CAREY'S 000
CLARKE DISTRIBUTING	CLARKE D000
CLEVER ITEMS	CLEVER I000
DIVE QUARTERS	DIVE QUA000
FIRST TO THE FINISH	FIRST T000
FRITZ	FRITZ BI000
GTM SPORTSWEAR	GTM SPOR001
JERRY'S SPORTING GOODS	JERRY'S 000
MFAC, LLC	
POWER SYSTEMS	POWER SY000
PYRAMID SCHOOL PROD	PYRAMID000
RB SPORTING GOODS	RB SPORT000
RIDDELL	RIDDELL/000
S&S WORLDWIDE	S&S WORL000
SPORTS IMPORTS.INC	SPORTS I000
TEAM EXPRESS	TEAM EXP001
TEAMLINER	TEAMLINER000



innovate, educate, graduate

2602 S. Belt Line Rd.

Grand Prairie, Texas 75052

972.264.6141

www.gpisd.org

mike.wallace@gpisd.org

Mike Wallace

Director of Purchasing

MAY 20, 2014

RENEWAL OF BID/PROPOSAL AGREEMENT

RFP# 12-09

Instructional Management System

Dated: May 21, 2013

Renewal Period: Year 2

Please respond by: Friday, May 30, 2014

Dear awarded vendor – Mach B Technologies/Edugence:

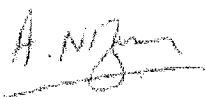
The purpose of this letter is to document the renewed extension of the above referenced BID/Proposal. The contract period is June 1, 2014 through May 30, 2015.

PLEASE CHECK 1, 2 or 3. Sign and email to melissa.rowe@gpisd.org

- 1. We agree to renew the above reference BID/Proposal in accordance with the BID prices, terms and conditions. All other terms of this agreement remain unchanged. By signing this renewal letter, GPISD also agrees to continue procuring materials and services in accordance with the terms and conditions of this BID as previously described.
- 2. We agree to renew the above reference BID/Proposal in accordance with the prices, terms, and conditions with the following exception(s). Attach explanation and any supporting documentation.
- 3. We do not wish to renew at this time.

Organization Name Mach B Technologies Inc

Name and Title of Authorized Representative Alf Nizam, Director

Signature 

Date 7/22/2014

THIS AGREEMENT between Mach B Technologies and Grand Prairie ISD, as of 5/13/2013, shall govern the conditions of service and disclosure between the two parties. The agreement covers the Services to be performed by Mach B and responsibilities of both parties towards each other. This agreement also covers each party's responsibilities with respect to the Confidential Information, which includes student data, teacher data, assessment data, computer code, system functionality, user interfaces, database structures and any other material or intellectual property legally belonging to the disclosing party. Both parties agree to respect the intellectual property of the disclosing party.

1. SERVICES:

- 1.1 Mach B Technologies will provide Grand Prairie ISD with a comprehensive Curriculum, Assessment, Reporting, RtI, LPAC and 504 management system.
- 1.2 Mach B will customize the application to meet the unique needs of GP ISD, without any additional charge, unless the change is significantly out of scope of the RFP.
- 1.3 If the changes are significantly out of the original scope, GP ISD and Mach B will work out an acceptable compensation
- 1.4 Mach B will update the system 4 times a year (Summer, Thanksgiving break, Christmas break and Spring Break). Mach B will inform the district at least 24 hours prior to deploying any other update.
- 1.5 Mach B will maintain the application to the satisfaction of GP ISD. This includes
 - i. Fix any malfunctions
 - ii. Keep system up and running 24/7
 - iii. Work with the district to resolve any data issues
 - iv. Appoint a single point of Contact, Project manager to work with GP ISD
 - v. Provide customer service from 7am to 7pm Monday through Friday
 - vi. Provide a 24/7 Emergency contact number
 - vii. Provide necessary training for GP ISD to effectively use the system

2. TERMS:

- 2.1 The Period of this contract will be from 6/1/2013 to 5/30/2014.
- 2.2 Mach B will begin the implementation and data conversion process starting 6/1/2013

3. COMPENSATION:

- 3.1 As compensation for the services provided and to be provided, the district will make a payment to Mach B Technologies in the amount of \$95,000.00 in the month of June

4. System and Data Confidentiality:

- 4.1 Mach B Technologies agrees to the following:
 - I. Store the data provided by the school district in secure locations

- II. Only authorized Mach B Technologies employees will be given access to the data
- III. No third party will be given access to the data without the written consent of GPISD
- IV. Will not use data for any purpose other than the intended purpose authorized by District
- V. Will return all data provided by school district and destroy any copies of the data stored at Mach B locations at the request of the school district
- VI. The data in the system belongs to the school district. While the system is operational, Mach B will make the data available to other systems, at the request of the district, through views or nightly exports via .csv files.

4.2 GP ISD agrees to the following:

- I. Not make the applications (and information about the applications) available to third parties without the written consent of Mach B technologies Inc, unless otherwise required by law.
- II. Not change any source code and database structures of Mach B applications without the written consent of Mach B Technologies
- III. Return all source code of Mach B applications and destroy any copies stored at school district locations, at the end of the contract


5. Miscellaneous

- 5.1 This agreement can be terminated by either party with or without any cause.
- 5.2 GP ISD will provide a single point of Contact to work with Mach B technologies. The single point of contact may be a department or multiple individuals of the district.
- 5.3 Mach B technologies will not require the District to pay taxes.
- 5.4 This agreement shall be construed in accordance with Texas law without regard to choice of laws provisions, and exclusive venue for any legal action shall be in Dallas County courts, Texas.

For Mach B Technologies

Name: Alf Nizam

Title: Director


Signature: 

Date: 5/15/2013

For the District

Name Michael Skinner

Title: School Board President

Signature: 

Date: 5/21/13

Mach B

1200 W Walnut Hill Ln, Suite 3200,
 Irving, TX 75038
 Phone: (214) 774-2661, Fax: (214) 245-4596
 Email: info@machbtech.com

Invoice

Date	Invoice Number
7/22/2014	GP07222014

Bill To:

Melissa Rowe
 Ex. Director Assessment and Accountability
 Grand Prairie Independent School District,
 2602 S. Belt Line Road
 Grand Prairie, TX 75052

P.O. Number	Project		Terms
	Edugence – Education Management System		Net 20
Item	Description	Rate	Amount
1	1 Year of Service for on-line reporting, Assessment Curriculum, RTI and Special programs Management System. For Period of 6/15/2014 to 6/15/2015		\$95,000.00
Total			
Thank you for the opportunity to be of service.			
		Payment/Credit	
		Balance Due	
		Balance Due	\$95,000.00



Information/Discussion

Topic: Consider Approval of 2013-2014 Amended Budget

Submitted by: Julie F. Spears and Carolyn Foster

Approved for transmittal to school board:

Date assigned for board consideration: 08/21/2014

RECOMMENDATION:

The Administration recommends the Board of Trustees approve the 2013-2014 amended budget as prepared and presented.

RATIONALE:

The Texas Education Agency requires the District to amend its budget for any major deviation in revenues or functional expenditures. These amendments are required to more closely align, and more accurately track, revenues and expenditures after the inception of the 2013-2014 fiscal year.

BUDGETARY INFORMATION:

BOARD POLICY REFERENCE AND COMPLIANCE:



Action

Topic: Consider Adoption of the 2014-15 Budget

Submitted by: Julie F. Spears and Carolyn Foster

Approved for transmittal to school board:

Date assigned for board consideration: 08/21/2014

RECOMMENDATION:

The Administration recommends the Board of Trustees adopt the 2014-15 fiscal year budget as prepared and presented.

RATIONALE:

The proposed 2014-2015 budget includes the Local Maintenance Fund (M&O), Debt Service Fund (I&S) and Food Service Fund.

The proposed budget provides for those items necessary to fund the District's instructional programs for the 2014-2015 fiscal year. The budget will allow the District to continue to adequately fund the programs necessary to provide our students a quality education. The budget includes the District's debt service requirements.

The budget includes the following:

- Professional staff will receive a pay increase between 1%-3%
- Auxiliary and Paraprofessional staff will receive a pay increase of 2.5% of the 2013-2014 pay grade scale midpoint.
- Administrators will receive a pay increase between 1%-2%
- Critical shortage stipends, as identified by the district
- Substitute teacher rates of: Certified \$90 per day and Non-Certified \$70 per day.
- Continued Employee Only Premium coverage contribution of \$301.
- Continued implementation of technology integration
- Implementation of UTA admission, GT charter and MS Soccer programs
- Continued Health Insurer Fees of 2.5% of premium of Approximately \$270,000.
- Minimum teacher salaries of \$50,000

BUDGETARY INFORMATION:

BOARD POLICY REFERENCE AND COMPLIANCE:

BAA (LEGAL) and CCG (LEGAL)

**Proposed Budget for
Date Proposed :**

**Grand Prairie ISD
July 27, 2014**

Revenue:		
5700	Local and Intermediate Sources	\$51,774,673
	Food Service	\$3,288,212
	Debt Service	\$23,469,423
5800	State Program Revenues	\$157,319,104
	Food Service	\$1,535,908
	Debt Service	\$16,396,586
5900	Federal Flow-Thru	\$515,000
	Food Service	\$12,190,522
	Total Revenues	\$266,489,428

Expenditures:		
11	Instruction	\$124,249,270
12	Instructional Resources, Media Services	\$2,715,433
13	Curriculum Development & Staff Development	\$1,655,228
21	Instructional Leadership	\$3,523,682
23	School Leadership	\$14,995,919
31	Guidance & Counseling, Evaluation	\$9,421,807
32	Social Work Services	\$277,716
33	Health Services	\$2,820,910
34	Student Transportation	\$5,042,586
35	Food Services	\$17,014,642
36	Co-curricular/ Extra-curricular Activities	\$4,286,117
41	General Administration	\$6,442,258
51	Plant Maintenance & Operations	\$22,515,982
52	Security and Monitoring	\$1,686,738
53	Data Processing	\$3,124,845
61	Community Service	\$3,666,108
71	Debt Service	\$39,866,009
81	Facilities Acquisition and Construction	\$0
91	Contracted Instructional Services Between Public schools	\$0

92	Incremental Cost Associated with Chapter 41 School Districts	\$0
93	Payments to Fiscal Agents for Shared Service Arrangements	\$0
94	Payments to Other Schools	\$0
95	Payments to Juvenile Justice AEP	\$95,000
96	Payments to Charter Schools	\$0
97	Payments to TIF	\$2,500,000
99	Inter-government charges not Defined in Other codes	\$589,179
	Total Proposed Expenditure Budget	\$266,489,428.00
	Difference in Revenue/Expenditures	\$0.00

M&O Revenue	\$209,608,777.00
M&O Expenditures	\$209,608,777.00
Difference in M&O	\$0.00

Food Service Revenue	\$17,014,642.00
Food Service Expenditures	\$17,014,642.00
Difference in Food Service	\$0.00

Debt Service Revenue	\$39,866,009.00
Debt Service Expenditures	\$39,866,009.00
Difference in Debt Service	\$0.00

TOTAL REVENUES	\$266,489,428.00
TOTAL EXPENDITURES	\$266,489,428.00
Difference in Revenues & Expenditures	\$0.00

Budget Summary Report for

Grand Prairie ISD

2013 - 14 Actual Budget			
		Aggregate Expenditures	Per Pupil Expenditures
Instruction			
11	Instruction	\$120,755,837	\$4,384
12	Instructional Resources, Media Services	\$2,755,240	\$100
13	Curriculum Development & Staff Development	\$1,391,536	\$51
95	Payment to Juvenile Justice AEP	\$120,000	\$4
Total:		\$125,022,613	\$4,539
Instructional Support			
21	Instructional Leadership	\$3,073,684	\$112
23	School Leadership	\$13,946,761	\$506
31	Guidance & Counseling, Evaluation	\$8,579,018	\$311
32	Social Work Services	\$262,297	\$10
33	Health Services	\$2,857,911	\$104
36	Co-curricular/ Extra-curricular Activities	\$3,584,454	\$130
Total		\$32,304,125	\$1,173
Central Administration			
41	General Administration	\$5,773,187	\$210
District Operations			
51	Plant Maintenance & Operations	\$18,718,387	\$680

2014 - 15 "Proposed" Budget			
		Aggregate Expenditures	Per Pupil Expenditures
Instruction			
11	Instruction	\$124,249,270	\$4,460
12	Instructional Resources, Media Services	\$2,715,433	\$97
13	Curriculum Development & Staff Development	\$1,655,228	\$59
95	Payment to Juvenile Justice AEP	\$95,000	\$3
Total:		\$128,714,930	\$4,620
Instructional Support			
21	Instructional Leadership	\$3,523,682	\$126
23	School Leadership	\$14,995,919	\$538
31	Guidance & Counseling, Evaluation	\$9,421,807	\$338
32	Social Work Services	\$277,716	\$10
33	Health Services	\$2,820,910	\$101
36	Co-curricular/ Extra-curricular Activities	\$4,286,117	\$154
Total		\$35,326,151	\$1,268
Central Administration			
41	General Administration	\$6,442,258	\$231
District Operations			
51	Plant Maintenance & Operations	\$22,515,982	\$808

52	Security and Monitoring	\$1,468,032	\$53
53	Data Processing	\$2,907,248	\$106
34	Student Transportation	\$4,920,811	\$179
35	Food Services	\$16,210,563	\$589
	Total:	\$44,225,041	\$1,606
Debt Service			
71	Debt Service	\$38,805,987	\$1,409
Other			
61	Community Service	\$3,359,410	\$122
81	Facilities Acquisition and Construction	\$2,138,275	\$78
91	Contracted Instructional Services Between Public schools	\$0	\$0
92	Incremental Cost Associated with Chapter 41 School Districts	\$0	\$0
93	Payments to Fiscal Agents for Shared Service Arrangements	\$0	\$0
97	Payments to Tax Increment Funds	\$2,256,000	\$82
99	inter-government charges not Defined in Other codes	\$273,248	\$10
	Total:	\$8,026,933	\$291

52	Security and Monitoring	\$1,686,738	\$61
53	Data Processing	\$3,124,845	\$112
34	Student Transportation	\$5,042,586	\$181
35	Food Services	\$17,014,642	\$611
	Total:	\$49,384,793	\$1,773
Debt Service			
71	Debt Service	\$39,866,009	\$1,431
Other			
61	Community Service	\$3,666,108	\$132
81	Facilities Acquisition and Construction	\$0	\$0
91	Contracted Instructional Services Between Public schools	\$0	\$0
92	Incremental Cost Associated with Chapter 41 School Districts	\$0	\$0
93	Payments to Fiscal Agents for Shared Service Arrangements	\$0	\$0
97	Payments to Tax Increment Funds	\$2,500,000	\$90
99	inter-government charges not Defined in Other codes	\$589,179	\$21
	Total:	\$6,755,287	\$242



Action

Topic: Consider Adoption of Tax Rate for the Tax Year 2014

Submitted by: Julie F. Spears and Carolyn Foster

Approved for transmittal to school board:

Date assigned for board consideration: 08/21/2014

RECOMMENDATION:

The Administration recommends the adoption of a tax rate for \$1.4650 and recommends that Board of Trustees adopt the attached order levying and assessing ad valorem taxes for Grand Prairie Independent School District for the tax year 2014. This order certifies the 2014 tax roll to be \$5,231,038,054 and set the 2014 tax rate at \$1.0400 for Maintenance and Operations (M&O) and \$0.425 for the Debt Service Fund (I&S).

RATIONALE:

A copy of the order levying and assessing ad valorem taxes for Grand Prairie Independent School District for the tax year 2014 is attached. The order certifies the 2014 total value of all property after qualified exemptions is \$5,231,038,054. The order also established a total tax rate of \$1.4650 per one hundred dollars of value, with \$0.425 being allocated to the Debit Service Fund and \$1.0400 allocated to the Maintenance and Operation Fund.

The tax rate of \$1.4650 is needed to fund the 2014-2015 fiscal year budget approved by the Board of Trustees on August 21, 2014.

BUDGETARY INFORMATION:

BOARD POLICY REFERENCE AND COMPLIANCE:

BAA (LEGAL) and CCG (LEGAL)

RESOLUTION

THE STATE OF TEXAS §

KNOW ALL MEN BY THESE PRESENTS:

COUNTY OF DALLAS

WHEREAS, after due notice and hearing, a public meeting of the Board of Trustees of the Grand Prairie Independent School District was held in the Board Room of the GPISD Education Center, 2602 S. Belt Line Road, Grand Prairie, Texas in accordance with the provisions of Chapter 44 of The Texas Education Code and Section 26 of The Texas Property Tax Code on a motion duly made by Board Member _____ and on a second duly made by Board Member _____ the tax rate for the Grand Prairie Independent School District should be set at \$1.4650/\$100 value of the 2014 tax year, with \$1.04./=\$/100 value to be for Maintenance and Operations (M&O) funds and \$0.425/\$100 value to be for Interest and Sinking (I&S) funds.

NOW, THEREFORE, BE IT RESOLVED that upon a vote of _____ FOR and _____ NAY by the members of the Board of Trustees, the 2014 tax rate for the Grand Prairie Independent School District is hereby set at \$1.465/\$100 value for the 2014 tax year, with \$1.04/\$100 value to be for M&O funds and \$0.425/\$100 value to be for I&S funds.

WHEREAS, WITNESS THE HAND OF THE PRESIDENT OF THE BOARD OF TRUSTEES FOR THE GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT this 21st day of August, A.D., 2014 and duly attested by the secretary of said Board of Trustees.

Terry Brooks, President
Grand Prairie ISD, Board of Trustees

ATTEST:

Chester McCrary, Secretary
Grand Prairie ISD, Board of Trustees

Subscribed and sworn to before me by _____ and _____ this 21st day of August, A.D., 2014 to certify which witness my hand and seal of office.

Notary Public in and the State of Texas



Action

Topic: Consider Approval of Board Travel to the 2014 TASA/TASB Convention and Designate a Delegate and Alternate to the 2014 TASB Delegate Assembly

Submitted by: Dr. Susan Hull

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

It is recommended that the Board of Trustees take action to approve travel by board members to attend the 2013 TASA/TASB Convention, September 26 – 28, 2014 in Dallas, Texas, and to designate a Delegate and Alternate to represent the Grand Prairie Independent School District Board of Trustees at the 2014 Delegate Assembly.

RATIONALE:

Board members are encouraged and required to participate in various training activities which enhance and support their responsibilities as school board members.

The Assembly, held annually in conjunction with the TASB/TASA Convention, is the foundation of the Association's governance structure and provides critical direction as the Association represents members' interests before state and national policy makers. The representation of your district at the Delegate Assembly is of the utmost importance to both your board and to TASB. It is vital that your representative understand the processes and the issues that come before the Assembly for action. Please carefully select your district's delegate and alternate from among the more experienced members of your board. The decisions made by the Assembly will set the course for the TASB organization for the coming year.

BUDGETARY INFORMATION:

Convention registration fees: \$325.00 per person. Board members will be reimbursed for mileage to/from the Convention. No lodging costs. The Delegate Assembly is held in conjunction with the TASA/TASB Convention.

BOARD POLICY REFERENCE AND COMPLIANCE:

BBG (LEGAL) and BBG (LOCAL)



Action

Topic: Approval of Cooperative Program

Submitted by: Carolyn Foster, CFO

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

It is recommended the Board of Trustees approve membership for GPISD to participate in the National Joint Powers Alliance Co-op.

RATIONALE:

This membership will allow the District's purchasing department the ability to simplify procurement needs by providing options for the best possible pricing and access to services and supplies through the co-op. The co-op secures contracts with vendors and complies with competitive bid statutes.

Cooperative programs provide another resource for the best value to taxpayers through the anticipated savings.

BUDGETARY INFORMATION:

No cost to the District for Membership.

BOARD POLICY REFERENCE AND COMPLIANCE:

**JOINT EXERCISE OF POWERS
AGREEMENT**



This Agreement is Between the National Joint Powers Alliance® (NJPA) and

GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

(participating governmental agency)

Agreement. The participants in this Joint Exercise of Powers Agreement, hereinafter referred to as the Agreement, agree to jointly or cooperatively exercise certain powers common to them for the procurement of various goods and services by the participants. The term “governmental agency” as defined and used in this Agreement, includes any city, county, town, school district, education agency, post-secondary institution, governmental agency or other political subdivision of any agency of any state of the United States or any other country that allows for the Joint Exercise of Powers, and includes any instrumentality of a governmental agency. For the purpose of this section, an instrumentality of a governmental agency means an instrumentality having independent policy making and appropriating authority.

Purpose. The purpose of this Agreement is to allow for the cooperative efforts to provide for contract and vendor relationships to purchase supplies, materials, equipment or services (hereinafter referred to as goods and services,) as a result of the current and active competitive bidding process exercised by a legal qualifying bidding agency on behalf of governmental and other qualifying agencies. Qualified customers may forgo the competitive bidding process as a result of this action and process provided on the agencies behalf. Reference the Uniform Municipal Contracting Law MN Statute 471.345 subd 15. This provision is made possible as a result of the purchasing contract development through a national governmental agency association’s purchasing alliance.

Whereas, parties to this Agreement are defined as governmental agencies in their respective states;

and Whereas, this Agreement is intended to be made pursuant to the various Joint Exercise of Powers Acts of the states or nations of the respective participating governmental agencies which authorizes two or more governmental agencies to exercise jointly or cooperatively powers which they possess in common;

and Whereas, the undersigned Participating Governmental Agency asserts it is authorized by Intergovernmental Cooperation Statutes to enter into an agreement with NJPA to cooperate in procurement of goods and services; and Whereas, NJPA asserts it is a Minnesota Service Cooperative created and governed under Minnesota Statute §123A.21 authorized by Minnesota Statute §471.59 to “jointly or cooperatively exercise any power common to the contracting parties”;

and Whereas, the undersigned Participating Governmental Agency and NJPA desire to enter into a “Joint Exercise of Powers Agreement” for the purpose of accessing available purchasing contracts for goods and services from each other which can be most advantageously done on a cooperative basis;

Now Therefore, it is mutually agreed as follows:

1. The Parties to this agreement shall provide in a cooperative manner access to each other’s purchasing efforts to procure supplies, equipment, materials and services hereinafter referred to as "goods and services",
2. The Parties to this Agreement will adhere to any and all applicable laws pertaining to the purchasing of goods and services as they pertain to the laws of their state or nation,
3. Either Party to this Agreement may terminate their participation in this Agreement upon thirty (30) days written notice,
4. Neither Party to this Agreement claims any proprietary interest of any nature whatsoever in any of the other participants in this Agreement
5. Each party agrees that it will be responsible for its own acts and the result thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. NJPA’s liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section §3.736, and other applicable law;

5/29/2012

**JOINT EXERCISE OF POWERS
AGREEMENT**



- 6. Both Parties to this Agreement agree to abide by all of the general rules and regulations and policies of the participating agencies that they are receiving goods and services from;
- 7. Both Parties to this Agreement agree to strict accountability of all public funds disbursed in connection with this joint exercise of powers;
- 8. Both Parties to this Agreement agree to provide for the disposition of any property or surplus moneys (as defined by the participant) acquired as a result of this joint exercise of powers in proportion to the contributions of the governing bodies and;
- 9. Both Parties to this Agreement acknowledge their individual responsibility to gain ratification of this agreement through their governing body.

This Agreement allows for the NJPA to provide procurement contracts on behalf of all qualified participating agencies pursuant to the Uniform Municipal Contracting law, MN Statute §471.345 Subd 15.

ORGANIZATION INFORMATION (Required Fields)**

Applicant Name: **	<u>Grand Prairie Independent School District</u>	Reference: Minnesota Joint Exercise of Powers M.S. 471.59
Address: **	<u>2602 S. Belt Line Road</u>	
City, State, Zip **	<u>Grand Prairie, TX 75052</u>	
Federal ID Number:	<u>75-6001697-8</u>	
Contact Person: **	<u>Sherry Ellis</u>	
Title: **	<u>Director of Purchasing</u>	Participating Agency Joint Exercise of Powers Authority granted under State Statute
E-mail: **	<u>sherry.ellis@gpisd.org</u>	
Phone:	<u>972-237-5403 / 972-237-5516</u>	# _____
Website:	<u>www.gpisd.org</u>	

THE UNDERSIGNED PARTIES HAVE AGREED THIS DAY TO THE ABOVE CONDITIONS.

Member Name:	National Joint Powers Alliance®
By _____	_____
AUTHORIZED SIGNATURE	AUTHORIZED SIGNATURE
Its _____	_____
TITLE	TITLE
_____	_____
DATE	DATE

Completed applications may be returned to:

National Joint Powers Alliance ®
202 12TH Street NE
Staples, MN 56479

Duff Erholtz

Phone: 218-894-5490
Fax: 218-894-3045
E-mail: duff.erholtz@njpacoop.org

5/29/2012



Action

Topic: Approval of Cooperative Program

Submitted by: Carolyn Foster, CFO

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

It is recommended the Board of Trustees approve membership for GPISD to participate in the PACE Purchasing Cooperative program.

RATIONALE:

This membership will allow the District's purchasing department the ability to simplify procurement needs by providing options for the best possible pricing and access to services and supplies through the co-op. The co-op secures contracts with vendors and complies with competitive bid statutes.

Cooperative programs provide another resource for the best value to taxpayers through the anticipated savings.

BUDGETARY INFORMATION:

No cost to the District for Membership.

BOARD POLICY REFERENCE AND COMPLIANCE:

PACE PURCHASING COOPERATIVE

INTERLOCAL AGREEMENT

Member Name: Grand Prairie ISD County District Number: 057-910

Education Service Center, Region 20 (Coop) and the above named agency (member) enter into the following cooperative service arrangement.

This agreement is effective _____ (date) and shall automatically renew unless either party gives ninety (90) days prior notice of non-renewal. This agreement may be terminated with or without cause by either party upon thirty (30) days written notice.

The Coop will:

- Handle bidding procedures
- Abide by all bid laws in the State of Texas
- Enter proposals for tabulation and evaluation
- Arrange for an Award Committee to test, evaluate and award proposals
- Develop award information forms for member use
- Send award information to vendors
- Develop system for gathering evaluation information from members on vendor performance and product quality
- Provide comparison information with previous awards to evaluate effectiveness of proposals

The Member will:

- Designate a member employee to serve as a liaison with Coop
- Provide release time for meetings, proposal openings, and testing assistance as needed
- Identify delivery location within Member on purchase orders
- Prepare purchase orders for items awarded on proposals
- Ensure timely payments to vendors who receive proposal awards
- Provide Coop with evaluation forms regarding vendor and product concerns
- Ensure a Resolution is properly executed if required

Authorization:

Education Service Center, Region 20 and the PACE Purchasing Cooperative executed a contract to provide cooperative purchasing services to government entities.

PACE PURCHASING COOPERATIVE

INTERLOCAL AGREEMENT

Member Name: Grand Prairie ISD County District Number: 057-910

Please send a signed Interlocal Agreement to (or fax to 210-370-5776 or e-mail to jim.metzger@esc20.net):

Education Service Center, Region 20
Attn: PACE Coop
1314 Hines Ave
San Antonio, TX 78208.

Public Entity	Education Service Center, Region 20
BY: _____ Authorized Signature	BY: _____ Authorized Signature
<u>Director of Purchasing</u> Title	<u>Purchasing Coordinator</u> Title
_____ Date	_____ Date
<u>Phyllis Brower</u> Contact Person	<u>Jim Metzger</u> Contact Person
<u>Coordinator of Purchasing</u> Title of Contact Person	<u>Purchasing Coordinator</u> Title of Contact Person
<u>2602 S. Belt Line Road</u> Street Address	<u>210-370-5204</u> Phone Number
<u>Grand Prairie, TX 75052</u> City, State, Zip	<u>210-370-5776</u> Fax Number
<u>972-237-5516/972-237-5533</u> Phone/Fax Number	<u>jim.metzger@esc20.net</u> E-mail Address
<u>phyllis.brower@gpisd.org</u> E-mail Address	

RESOLUTION

WHEREAS, it is the intent of Grand Prairie Independent School District
(Name of Entity)
to join and participate in the PACE Purchasing Cooperative, being organized and administered by the
Education Service Center, Region 20.

WHEREAS, authority for this commitment is authorized by Article 791.011 Interlocal
Cooperation Act as amended and would allow for substantial savings to be realized by volume
purchasing of specific commodity items.

BE IT RESOLVED, that Grand Prairie Independent School District
(Name of Entity)
Board of Trustees hereby joins in and elects to participate in the PACE Purchasing Cooperative being
organized and administered by the Education Service Center, Region 20 and recognizes that there will
be no fee for participation.

BE IT FURTHER RESOLVED, that Grand Prairie Independent School District
(Name of Entity)
Board of Trustees hereby authorizes its Superintendent/CEO to execute such documents as are
appropriate and necessary to implement the Entity's participation in said PACE Purchasing
Cooperative.

We certify the foregoing is a true and correct copy of the resolution duly adopted by
Grand Prairie Independent School District, of Grand Prairie, Texas. In
(Name of Entity) (City)
witness thereof, I/we have hereunto set my/our hand(s) this _____ day of
_____, 2014.

AUTHORIZED SIGNATURE: _____

NAME and TITLE: Sherry Ellis, Director of Purchasing

AUTHORIZED SIGNATURE: _____

NAME and TITLE: _____



Action

Topic: Consider Approval of Theatre I Credit Substitution

Submitted by: Dr. Susan Gainer

Department: Fine Arts

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

It is recommended that the Board approve awarding credit to a student in Theatre I.

RATIONALE:

Currently a district may award credit to a student who has met the requirements for a state-approved course, i.e. a student who has demonstrated proficiency in the Texas Essential Knowledge and Skills (TEKS) for the course. A student from SGPHS will attend a six week long acting course in New York this summer and has requested credit for Theatre I. The course has been reviewed against the state TEKS and meets the state requirements.

BUDGETARY INFORMATION:

There is no cost to the district.

BOARD POLICY REFERENCE AND COMPLIANCE:

Refer to attached TEA document

Susan Gainer

From: Snyder, Jessica [Jessica.Snyder@tea.state.tx.us]
Sent: Wednesday, February 19, 2014 5:25PM
To: Susan Gainer
Subject: RE: Rule clarification for board meeting tonight

Dear Dr. Gainer)

I apologize for the delay in my response.

A district may award credit to a student who has met the requirements for a state-approved course) i.e. a student who has demonstrated proficiency in the Texas Essential Knowledge and Skills (TEKS) for the course. A district may use a variety of methods to determine a student's proficiency) such as credit by examination) a review of the curriculum and/or work of the student) or the administration other appropriate assessments.

If you should have additional questions) please let me know.

Sincerely)

Jessica Snyder

Jessica Snyder
Curriculum Division
Texas Education Agency
(512) 463-9581
(512) 463-8057 fax
jessica.snyder@tea.state.tx.us

-----Original Message-----

From: Susan Gainer [mailto:Susan.Gainer@gpisd.org]
Sent: Thursday) February 13) 2014 8:51 AM
To: Snyder) Jessica
Subject: Rule clarification for board meeting tonight

Jessica

We spoke earlier about a student receiving credit for theater one for a course that would be taken this summer. At that time the SBOE was still meeting on HB5 and things were in a state of flux. Now that the dust has settled) I need to know what the rule is for a student receiving credit for a class taken in the summer. It is an acting workshop in New York that is 6 weeks long and meets the TEKS for theatre one. What is the TEA rule for granting credit for the theatre one class? We do offer the class during the school year but not during the summer.

Thank you in advance for a quick response.

Dr Susan Gainer
Executive Director of Fine Arts
Grand Prairie ISO
972-237-5320
972-567-9864 (cell)
Sent from my iPad



Action

Topic: Consideration for Approval of the Memorandum of Understanding for DCJJAEP

Submitted by: Dr. Vern Alexander

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

I recommend the Board of Education adopt the Memorandum of Understanding for DCJJAEP for the 2014-2015 school year.

RATIONALE:

The agreement is an effort to satisfy the mandate of Senate Bill 1, Chapter 37, of the Texas Education Code adopted in 1995. The legislature requires that in counties with a population of 125,000 or more, Juvenile Boards and Independent School Districts work together to provide an Alternative Education Program for expelled students.

The agreement, mandated by TEA, outlines the responsibilities between Dallas County Juvenile Board and Region 10 Education Service Center.

BUDGETARY INFORMATION:

\$95,000

BOARD POLICY REFERENCE AND COMPLIANCE:

FOAC (Legal)



Action

Topic: Approval of Dual Credit Partnership with University of North Texas at Dallas

Submitted by: Jeffery Miller

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

The Administration recommends the Board of Trustees approve a dual credit articulation agreement between University of North Texas at Dallas and Grand Prairie ISD.

RATIONALE: The purpose of this agreement is to allow GPISD high school students the opportunity to earn dual course credit for immediate award of both high school credit and college credit.

BUDGETARY INFORMATION:

BOARD POLICY REFERENCE AND COMPLIANCE:

DUAL CREDIT ARTICULATION AGREEMENT
Between
UNIVERSITY OF NORTH TEXAS AT DALLAS
And
GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

This agreement is entered into as of XX/XX/XXXX, by and between University of North Texas at Dallas (UNT Dallas) and Grand Prairie Independent School District (GPISD). This agreement sets out the terms and conditions of the dual credit program offered by these two institutions in accordance with Texas Education Code Section 28.009.

UNT Dallas and GPISD do hereby agree to the following:

I. Statement of Purpose/Intent

The purpose of this agreement is to allow high school students the opportunity to earn dual course credit for immediate award of both high school credit and college credit. This document also articulates specific guidelines and requirements agreed upon by both institutions.

II. RECRUITMENT, STUDENT ELGLIBITY, AND ENROLLMENT REQUIREMENTS

GPISD will provide information to potential dual credit students with assistance from UNT Dallas. UNT Dallas will work in conjunction with GPISD to hold informational sessions for potential parents and students. UNT Dallas will work with GPISD to identify courses to be offered from the Dual Credit Course Inventory (DCCI) list.

Students meeting dual credit admissions requirements and deadlines may be accepted for dual credit offered through UNT Dallas. The student must meet the below eligibility requirements listed below:

- A. Meet requirements for admission to UNT Dallas. Student applications will be reviewed individually and admitted according to the holistic admission standards. Student must have a 3.0 cumulative high school grade point average on a 4.0 scale and meet at least one (1) of the following criteria:
 - 92 or above PSAT score (Critical Reading and Math only)
 - 922 or above SAT score (Critical Reading and Math only)
 - 18 or above PLAN score.
 - 18 or above ACT score (Composite)
- B. Meet or exempt from two of the three TSI areas determined by UNT Dallas. Student must meet TSI requirements in the areas that are applicable to the course or have a TAKS tenth grade score of 2200 on Mathematics and/or a score of 2200 on English Language Arts with a writing score of at least 3 on the tenth grade TAKS relevant to the courses to be attempted. Additional approved TSI exemptions will be honored; including but not limited to ACT or SAT scores.
- C. Achievement of the required basic skills prerequisites as defined for each course.

- D. Must be in the eleventh or twelfth grade. Exceptions may be made for ninth and tenth graders if approved by the specific GPISD high school principal and UNT Dallas dual credit representative or if student is enrolled in a state approved and designated Early College High School (ECHS) program.
- E. Proof of or exemption from receiving the State mandated Bacterial Meningitis vaccination.
- F. Student shall not be enrolled in more than two dual credit courses (up to 8 hours of UNT Dallas course work) per fall, spring, or summer semester. An exception to this requirement may be granted if approved by the specific GPISD high school principal and UNT Dallas dual credit representative.

To receive credit from UNT Dallas dual credit courses students must complete an application, be accepted as a dual credit high school student, and pay tuition and fees to UNT Dallas by designated date.

UNT Dallas will conduct enrollment for dual credit courses each fall, spring, and summer semesters. GPISD will ensure deadlines are met. Students failing to complete the admission process or standards by the published deadlines will ineligibility to participate in the program.

Any changes in requirements will be discussed three months prior to implementation.

III. INDIVIDUAL STUDENT ENROLLMENT FOR DUAL CREDIT

With prior approval between UNT Dallas and GPISD, individual GPISD students may enroll in regular college courses for dual credit that are not listed in the DCCI. The student must pay the standard tuition and fees assed for dual credit courses as outlined by this agreement. All requirements of the dual credit program as outlined in this agreement apply to these students.

IV. GROUP ENROLLMENT FOR DUAL CREDIT

GPISD may identify a group of students for a specific dual credit course offered by UNT Dallas and request creation of specific dual credit only section. UNT Dallas will create a dual credit section if specific requirements are met. UNT Dallas will identify an approved instructor and consult GPISD concerning day, time, and delivery of the course. This course must meet all requirements of a regular college course section.

- A. 25 or more interested students from any GPISD high school enroll and successfully complete the course.
- B. Tuition and fees for all enrolled dual credit students in this specific course are paid prior to established deadline.

V. COLLEGE AND HIGH SCHOOL CREDIT FOR DUAL CREDIT COURSES IN INVENTORY

Courses offered for dual credit must be identified as college-level academic courses in the UNT Dallas Course Catalog. Regular academic policies and procedures for a regular college course

will apply to dual credit courses. Student must be enrolled at the beginning of the course and on roll prior to census date. To continue in the dual credit program and earn both college and high school credit, a grade of “C” or better must be earned. A student earning a grade of “D” or lower will be placed on academic probation for the long semester immediately following the semester in which the grade was earned. The second occurrence may result in dismissal from the dual credit program.

Dual Credit Course Inventory (DCCI):

GPISD Course	HS Credit	UNTD Course	UNTD Credit	UNTD Course Title
Language Arts				
English IV	0.5	ENGL 1310D	3.0	English Composition I
English IV	0.5	ENGL 1320D	3.0	English Composition II
Communication Applications	0.5	COMM 1010D	3.0	Introduction to Speech Communication
Social Studies				
Economics	0.5	ECON 1100D	3.0	Microeconomics
Government	0.5	PSCI 1040D	3.0	American Government I
World History	1.0	HIST 1050D	3.0	World Civilizations I
		HIST 1060D	3.0	World Civilizations II
US History	1.0	HIST 2610D	3.0	U.S. History I
		HIST 2620D	3.0	U.S. History II
Electives				
		DFST 1013D	3.0	Child Growth and Development
Psychology	0.5	PSYC 2301D	3.0	Introduction to Psychology
Sociology	0.5	SOCI 1301D	3.0	Introduction to Sociology
		SOCI 1520 D	3.0	Social Problems
		PHIL 1050D	3.0	Introduction to Philosophy
		DFST 2033D	3.0	Family Schools and Community

Other lower division UNT Dallas courses may be taken for “university credit only” if approved by the student’s high school counselor or designee and the student meets academic qualifications for the course (prerequisites, co-requisites, etc.) as determined by UNT Dallas.

VI. LOCATION and INSTRUCTION OF COURSES

Courses will be held at one of the following locations:

- A. On the campus of UNT Dallas taught by UNT Dallas instructors. May be composed of dual credit only students or of dual and college credit students.
- B. On the campus of one of the four GPISD high schools taught by UNT Dallas instructors.
- C. On the campus of one of the four GPISD high schools taught by GPISD teachers who meet the qualifications to become a UNT Dallas adjunct faculty member.
- D. Online by UNT Dallas instructors.

VII. FACULTY SELECTION, SUPERVISION, AND EVALUATION

All instructors must meet the minimum requirements as specified by the Southern Association of Colleges and Schools (SACS), other pertinent accreditation agencies and UNT Dallas. GPISD

will have the opportunity to identify and select, with assistance from UNT Dallas Deans, instructors of dual credit courses from the School's teachers.

- A. UNT Dallas will designate a UNT Dallas designee to supervise and evaluate the instructors of the dual credit course(s) using the same or comparable procedures used for all regular UNT Dallas faculty.
- B. Instructors teaching dual credit courses meet the same standards, review, and approval procedures used by UNT Dallas to select adjunct faculty responsible for teaching the same courses at UNT Dallas.
- C. Official transcripts of instructors must be received within 30 days of the start of the academic term.
- D. The high school faculty teaching the dual credit course at the high school, if applicable, will do so as part of a regular teaching assignment. The faculty will comply with UNT Dallas standards of instruction. UNT Dallas must approve all faculty prior to any teaching. Any changes in teaching assignments must be approved by UNT Dallas. UNT Dallas shall provide all faculty instructors for online dual credit courses.
- E. Faculty may be required to participate in outcomes assessment and/or UNT Dallas professional development activities.

VIII. FUNDING, TUITION, AND FEES

The state funding for dual credit courses will be available to both UNT Dallas and GPISD based upon the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board. UNT Dallas may claim funding for all students getting college credit through the dual credit program.

Tuition and fees for DCCI-approved courses will be charged at a rate of \$50 per credit-hour (\$150 per 3-credit-hour dual credit course). Student will be billed directly by the Office of Student Financial Services at UNT Dallas and will not receive a transcript until semester balances are paid in full.

Students withdrawing from a course for any reason on or after the official first day of the course are financially responsible for a pro-rated share of the tuition and fees. To ensure withdraw without financial penalty, student must withdraw prior to course start date. Refund scale is provided below:

- Before the first class day: 100 percent.
- First class day through the fifth class day: 80 percent.
- Sixth day through the tenth class day: 70 percent.
- Eleventh day through the fifteenth class day: 50 percent.
- Sixteenth day thru the twentieth class day: 25 percent.
- After the twentieth day: No refunds.

IX. STUDENT CONDUCT AND STUDENT DISCIPLINE

Dual credit students are subject to the academic and disciplinary policies of both UNT Dallas and GPISD. Both agree to notify the other in the event of a disciplinary action that may affect the student's status as a dual credit student. In the event that a student enrolled in the dual credit program taught at UNT Dallas engages in conduct resulting in possible disciplinary action, UNT Dallas agrees to consult GPISD prior to the finalization of any actions against the student.

X. GPISD SPECIFICS

GPISD agrees to:

- A. Provide, free of charge, a GPISD school employee or other individual approved by UNT Dallas to proctor all assessments as needed for online or any offered dual credit course, to serve as a student mentor, to receive student performance email notifications, and any other reasonably necessary duties to facilitate this agreement.
- B. Provide all necessary course related materials; including but not limited to books and course related testing items.
- C. Provide transportation to and from UNT Dallas for dual credit on-campus courses.
- D. Submit payment in full of tuition and fees for courses taking at UNT Dallas prior to the first day of courses.

XI. UNT DALLAS SPECIFICS

UNT Dallas agrees to provide:

- A. Free of charge, a UNT Dallas designated staff or faculty member approved by GPISD to be the liaison between both institutions for all communication, admission documents, reporting, student performance mentoring, and any other reasonably necessary duties to facilitate this agreement.
- B. Reasonable access to University College Student Success initiatives and programs; including but not limited to Writing Center, Math Lab, library, and Information Technology (IT).
- C. Transcript of student's success after completion of dual credit courses for a specific term. If balance is owed to UNT Dallas transcript will be withheld and enrollment in future dual credit courses will be blocked until account is brought current.
- D. Required TSI testing for all interested potential dual credit students who have applied for admission into the program.
- E. Dual credit application fee waiver.

XII. Federal Education Rights and Privacy Act (FERPA)

Both UNT Dallas and GPISD agree to share specific student demographic and academic information with designated personnel at both institutions as indicated by the student (and parent, if under the age of 18).



Action

Topic: Consider Approval of Partnership with Southern Regional Education Board – Literacy Design Collaborative

Submitted by: Linda Ellis

Approved for transmittal to school board: 

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

It is recommended the Board approve Grand Prairie ISD entering into a partnership with South Regional Education Board – Literacy Design Collaborative.

The Southern Regional Education Board (SREB) will work collaboratively with Grand Prairie ISD, and designated middle and high schools to improve student academic achievement. SREB will work closely with key leaders from GPISD using lessons learned from its Making Middle Grades Work and High School That Work efforts over the past decade to shape an integrated middle and high school design by first focusing on College and Career Literacy standards into English/language arts, social studies, science, math and elective subjects.

The goal is to significantly increase the percentage of students meeting high school readiness standards as measured by State of Texas's accountability tests in reading and writing, ReadStep assessment, all grade-level EOC exams, all content level STAAR, and SAT/ACT scores.

RATIONALE:

This partnership creates an opportunity to improve literacy through the integration of content writing in all core content and elective courses. The framework gives teachers a way to build lessons that engage students to read, think about and write about challenging texts in all disciplines. This partnership will have a positive impact on EOC English I and English II writing scores.

BUDGETARY INFORMATION:

The funding amount for collaboration with middle and high schools is \$83,820. State Compensatory Funds are the funding source.

BOARD POLICY REFERENCE AND COMPLIANCE:

**CONTRACT BETWEEN
THE SOUTHERN REGIONAL EDUCATION BOARD/HIGH SCHOOLS THAT WORK
AND THE GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT**

Contract Effective Dates from July 1, 2014 to June 30, 2015

Grand Prairie Independent School District proposes to use the Southern Regional Education Board (SREB)/High Schools That Work/Making Middle Grades Work (HSTW/MMGW) framework for school reform. SREB has committed to work with GPISD in its efforts to raise student achievement by changing school and classroom practices. This document constitutes the contract for the services to be provided by SREB.

SREB EXPECTATIONS FOR PARTICIPATION

Each school/district that enters into partnership with SREB for support in implementing the HSTW/MMGW school improvement design agrees to implement key aspects of the design that gives teachers and leaders ownership of the improvement effort. These form the foundation of the work and are vital for sustainability of the effort after the contract ends.

Each school/district that enters into partnership with SREB for support in implementing the HSTW/MMGW school improvement design agrees to meet minimum expectations for participation in the state and national HSTW/MMGW networks.

SERVICES TO BE PROVIDED BY SREB

Priority Problem Areas to be determined through Site Development Workshop and Technical Assistance Visit

1. Professional Development to Address Priority Area #1 - Literacy Design Collaborative for ELA, Science, SS, electives and school leader teams - 8 days in 4, 2-day format for LDC Workshops for Teams from Each School and district coaches - 2 PRESENTERS
2. 4 days LDC Follow-up Content Coaching - **School 1**- Coaching in collaboration with district literacy/content specialists
3. 4 days LDC Follow-up Content Coaching - **School 2**- Coaching in collaboration with district literacy/content specialists
4. 4 days LDC Follow-up Content Coaching - **School 3**- Coaching in collaboration with district literacy/content specialists
5. 4 days LDC Follow-up Content Coaching - **School 4**- Coaching in collaboration with district literacy/content specialists
6. 4 days LDC Follow-up Content Coaching - **School 5**- Coaching in collaboration with district literacy/content specialists
7. 4 days LDC Follow-up Content Coaching - **School 6**- Coaching in collaboration with district literacy/content specialists
8. 4 days LDC Follow-up Content Coaching - **School 7**- Coaching in collaboration with district literacy/content specialists
9. 4 days LDC Follow-up Content Coaching - **School 8**- Coaching in collaboration with district literacy/content specialists
10. 4 days LDC Follow-up Content Coaching - **School 9**- Coaching in collaboration with district literacy/content specialists
11. 2 days Leadership Professional Development – Two leadership meetings linking to New Teacher Evaluation System and best practices to support LDC

Schools will be responsible for travel costs incurred if they cancel a workshop within 14 days of the planned event.

TOTAL AMOUNT - \$83,820
Invoices to be sent quarterly
Budget Appendix III

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not “recipient” nor “sub recipient” relationship created hereunder.

James E. Bottoms
SREB Senior Vice President

Date

Superintendent or Designee
Grand Prairie Independent School District

Date

PROCESS GOALS FOR THE PARTNERSHIP

1. Use the HSTW/MMGW framework to provide teachers and leaders with a continuous improvement process to take ownership of both the problems and solutions for improvement.
2. Have school and teacher leaders commit to a functional mission and have adult and student actions align to the mission.
3. Change school and classroom practices in ways that get students to put forth greater effort in order to meet college and career readiness goals.
4. Make it a daily goal to engage student intellectually, emotionally socially and behaviorally in all classrooms by using of authentic, real-world assignments, project-based learning and other research-based instructional strategies.
 - By intellectually, we mean more students completing assignments that would be in the upper quadrants of Norman Webb’s Depths of Knowledge – compare, analyze, synthesize, problem solving, make comparisons and predict outcomes.
 - By emotionally, we mean connecting assignments to students’ goals, aspirations and interests so they can see a connection between what they are studying in school and their own personal interests. This is done by giving students greater choices in how they can meet course standards.
 - By socially, we mean connecting students to each other, to the teacher, counselors, and adults outside the school so they can find the support that they need to be successful in school and continue on to make the transition from school to the next level.
 - By behaviorally, we mean special efforts made to teach students those habits of behavior and mind that make for responsible students manifesting into quality adults.
5. Develop an effective career guidance and advisement system that connects every student to an adult who is responsible for developing a relationship with students and their parents. This will involve student interest inventories and other data to help them make better choices regarding setting career and educational goals and to align a program of study to achieve those goals.
6. Engage district leadership in the improvement process using best practices for district support that include:
 - Establish a clear focus and a strategic framework of core beliefs, effective practices and goals for improving student achievement.
 - Organize and engage the school board and district office in support of each school.
 - Provide instructional coherence and support.
 - Invest heavily in instruction-related professional learning for principals, assistant principals and other school leaders.
 - Provide high-quality data that link student achievement to school and classroom practices, and assist schools to use data effectively.
 - Optimize the use of resources to support learning improvement.
 - Use open, credible processes to involve progressive school, community and parent leaders in shaping a vision for improving schools.

PRIORITIES FOR SUPPORT

SREB has adopted an approach for supporting schools through direct support that focuses on priority areas for implementation. Each school will use the direct support to implement one

or more of these priorities with fidelity.

High Schools That Work Priorities

The overarching performance goal is to increase the number of students graduating from high school ready for further study and high-wage, high-demand, high-growth careers. To accomplish this goal, SREB will work with schools to 1) use the tools of Gates' Literacy Design Collaborative (LDC) and the Math Design Collaborative (MDC) to embed rigorous college and career readiness standards into core academic and Career Technical courses; 2) adopt new Advanced Career (AC) programs of study and/or redesign existing programs of study that join a college-ready academic core and career pathway aligned with students interests and goals; 3) have teachers work together to develop project-based integrated curriculum units that engage students as active learners in rigorous and challenging assignments; 4) implement a career guidance and advisement program that aligns course selection in core academics and rigorous C/T to students' aspirations for careers in high-wage, high-demand, high-growth career fields; 5) implement ninth grade redesign practices for students unprepared for postsecondary studies; 6) engage teachers in working collaboratively to improve instruction and develop leadership teams' capacity to identify challenges, create solutions that foster greater student motivation and develop school leaders' capacity to support all these priorities.

Making Middle Grades Work Priorities

SREB will partner with schools, districts and states to support school teachers and leaders to: 1) agree on a mission of preparing students for rigorous high school studies and develop a plan of action to meet that mission; 2) provide exploratory and counseling experiences for careers to enable students to discover interests and abilities and connect to educational options; 3) provide an accelerated literacy and mathematics curriculum that places greater emphasis on using LDC and MDC tools to embed college and career readiness standards in all classrooms; 4) improve the quality of STEM instruction by making greater use of authentic problems, technology and research-based instructional strategies; 5) create a school organizational structure where teachers work together to identify students at risk of dropping out and to provide early intervention (as early as grade six) to accelerate learning; and 6) create a school culture focused on success for every student to achieve grade-level standards.

EXPECTATIONS FOR PARTICIPATION IN THE NETWORK

Participation in Technical Assistant Visits to neighboring schools, attending national workshops and state meetings, along with making visits to high-performing sites, are just a few additional ways schools participate in the HSTW/MMGW network beyond those identified in this contract. Contracts for support provide schools with assistance in attaining that level of implementation. SREB expects contracted schools to participate actively in the national and state networks. In addition, upon completion of the contract for support, schools sustain the improvement effort through full participation in the state and national networks to continue implementation of the design.

Electronic Communications: All schools receiving on-site support from SREB must meet minimum requirements for communicating electronically with their SREB Coach, SREB and the HSTW network as a whole. Minimum requirements include at least one e-mail address that is checked on a daily basis. SREB communicates frequently with schools via e-mail, and all schools become part of a listserv linking schools in the network.

Appendix I – *Goals, Priorities and Expectations*

Professional Development: SREB’s effort to improve the quality of leadership in schools has found that professional development has the greatest likelihood of changing school and classroom practices when school and district leadership participate in training. SREB has an expectation that at least one school and/or district leader will participate in all professional development activities. This expectation includes on-site workshops, national, regional and state professional development and electronic (webinar) workshops.

SREB does not provide single event workshops and expects the appropriate participation by the same team members in multiple event professional development series. This may include workshops and job-embedded content coaching to work with teachers in classrooms.

Annual Report: Each year in September, all HSTW sites complete an Annual Report that details the actions taken at the school and their impact on achievement. The report, completed electronically, is essential to planning for the summer staff development conference and national workshops and provides SREB with a database of information to share with schools. **This is an expectation for every school in the network.**

Assessment of Continuous Improvement: SREB’s school improvement efforts are unique in that they include a series of assessments and surveys with which school leaders and teachers can monitor progress in changing school and classroom practices. All HSTW/MMGW sites have as a requirement for involvement in the network to participate at a minimum level in the appropriate assessments and/or surveys.

At the middle grades level, SREB administers the MMGW Student and Teacher Surveys to provide schools with reports detailing perceptions of both students and teachers on whether their schools are implementing the MMGW improvement design with some degree of fidelity. Student surveys are administered to eighth grade students with all teachers participating in the Teacher Survey. SREB also is working with a number of schools to obtain their eighth-grade assessment data in order to crosswalk it with its student and faculty surveys. This will provide a source of continuing research to determine which schools and classroom practices seem to be most powerful in advancing student achievement and readiness for high school.

For high schools and technology centers, SREB uses the NAEP-like High Schools That Work Assessment at the 12th-grade level. In addition to the assessment in reading, mathematics and science, senior participants also complete a survey of their school and classroom experiences as well as a transcript analysis. All faculty members complete a survey as well. The Educational Testing Service triangulates data from the assessment, surveys and transcript analysis to provide schools with a detailed analysis of progress in implementing the design with fidelity.

The HSTW Ninth-Grade Student Survey provides schools with critical information regarding students' first year in high school. The survey is administered online to all or a random sample of 100 ninth-grade students. The survey collects information on the transition to high school; ninth-grade courses; classroom experiences; English/language arts, mathematics and science experiences; habits of success; extra help; and guidance and advisement.

Appendix I – *Goals, Priorities and Expectations*

District Support: Each participating district will assign a district liaison to work with the school and SREB leadership coach.

SCHOOL LEADERSHIP COACHING SUPPORT: SREB school improvement specialists (SREB Leadership Coaches) for middle grades and high school coordinate all services and provide support to leaders and teachers to ensure implementation with fidelity of improvement plans. A regional director will support the school coaches and meet with district, school and teacher leaders to ensure support is meeting the school and district expectations. Because schools must quickly make progress, yet also have the widest gaps to close, SREB recommends at least five days of on-site leadership coaching per month in each school, with an additional one day per month of electronic coaching, material development and planning. The expectation is that each district also will provide a person to participate in the on-site coaching. The intent of the coaching visits is to assist the school principal, leadership teams and teacher leaders to implement strategic changes in school and classroom practices that will improve student motivation, attendance, achievement and transitions.

Each coaching visit includes a pre-visit meeting (call or electronic) to develop an agenda for the visit; debriefing with school and district leadership at the end of the visit; and a follow-up letter detailing actions taken, recommended next steps and plans for future visits. Follow-up letters from the SREB coach will be sent to the school's principal, and copies will be forwarded to the superintendent, the district improvement liaison, the state coach and SREB.

SREB uses a cadre of experienced school practitioners as leadership coaches. Most served in leadership roles in successful schools in the HSTW and MMGW networks and are experts in providing support focused on helping teachers and leaders make the changes needed to get students to meet college and career readiness standards.

CONTENT-SPECIFIC PROFESSIONAL DEVELOPMENT: SREB and other national research has found that professional development does not change practices unless the support is extended over time and expectations for implementation are clearly articulated by school leaders. SREB professional development uses a process that engages participants in over 40 hours of support to address specific needs of the school. Using professional development workshops for a cadre of Lead Teacher Facilitators combined with job-embedded content coaching, SREB provides teachers with the support to change practices while also developing the capacity of the school to sustain improvements in future years. On-site professional development to address specific problem areas includes:

- Multiple sessions of workshops for lead teacher facilitators over time on specific strategies;
- Leadership Coaching for leaders to effectively follow-up and support teacher that includes modeling how to observe classrooms, provide effective feedback and follow up to see that practices are implemented with fidelity;
- Leadership Coaching to assist lead teacher facilitators set up demonstration classrooms and work with other teachers in the department to share lessons learned and new strategies;
- Leadership Coaching to support Lead Teacher Facilitator common planning meetings throughout the year;
- Ongoing, job-embedded content coaching that includes modeling lessons and critiquing the use of strategies to implement the proven practices;
- Just-in-time webinars or onsite instruction to meet specific needs in terms of pedagogy and deepening their content mastery; and
- Regularly scheduled meetings (either face-to-face or electronically) with key district and school leaders, along with facilitators, to determine what is working, not working and to plan next steps to achieve desired results.

Appendix II – Description of Services

School sites will participate in SREB appropriate professional development as determined by the district and school leadership and SREB Leadership Coach. All participants will be expected to do pre-work and follow-up assignments related to the training.

**Grand Prairie Independent School District
July 1, 2014, June 30, 2015**

Task	Cost Per Item	Qty	Total	Notes	Comments
Professional Development to Address Priority Area #1 - Literacy Design Collaborative for ELA, Science, SS, electives and school leader teams	\$2,800	8	\$22,400	8 days in 4, 2-day format for LDC Workshops for Teams from Each School and district coaches - 2 PRESENTERS	Cost may be waived with Foundation Grant to SREB: Costs increase if using 2 -1-1-1-1-1-1 format for workshops
LDC Follow-up Content Coaching - School 1	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists
LDC Follow-up Content Coaching - School 2	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists
LDC Follow-up Content Coaching - School 3	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists
LDC Follow-up Content Coaching - School 4	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists
LDC Follow-up Content Coaching - School 5	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists

Appendix III – Budget

LDC Follow-up Content Coaching - School 6	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists
LDC Follow-up Content Coaching - School 7	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists
LDC Follow-up Content Coaching - School 8	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists
LDC Follow-up Content Coaching - School 9	\$1,450	4	\$5,800	Four-job-embedded LDC Coaching Days for LDC Team	Coaching in collaboration with district literacy/content specialists
Leadership Professional Development: 2 days	\$1,700	2	\$3,400	Two Leadership Meetings linking LDC to New Teacher Evaluation System and Best Practices to Support LDC	
Subtotal			\$76,200		
SREB Administrative Costs (10% of subtotal)			\$7,620		
Annual Total			\$83,820	Invoices sent quarterly with documentation of services provided	



Action

Topic: Consider Approval of SREB High Schools That Work Career/Technical Education Support Programs

Submitted by: Ms. Vicki Bridges

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

It is recommended that the Board approve a contract for services with the Southern Regional Education Board (SREB) for the implementation of the High Schools that Work (HSTW) school improvement design.

High schools are under pressure like never before to prepare students for a wide array of post secondary options. The workforce of today and tomorrow demands a higher level of skill, people who grasp complexity, understand technology and troubleshoot problems. The overarching goal of this partnership with High Schools That Work is to increase the number of students graduating from high school ready for further study in high-wage, high-demand, high-growth careers.

HSTW will collaborate with Dubiski and district leaders to develop and implement Advanced Career Pathways. Advanced Career coursework combines college-ready core academic content with hands-on, project-based assignments centered around a defined career focus, such as aerospace engineering, informatics, advanced manufacturing and clean energy technology.

HSTW incorporates project based learning (PBL) opportunities in their robust CTE assignments supported and developed with the Buck Institute. Dubiski will have on-site comprehensive PBL training to support teacher design and implementation of career and technical projects. Assess to tools and technology for project-based learning and end-of-course CTE assessments.

RATIONALE: This partnership creates and opportunity for CTE and core teachers at Dubiski to create authentic rigorous workplace projects that deliver our state's technical standards embedded within literacy, math and science standards.

BUDGETARY INFORMATION:

The funding amount for this partnership is \$120,560.00 using CTE funds.

BOARD POLICY REFERENCE AND COMPLIANCE:

**CONTRACT BETWEEN
THE SOUTHERN REGIONAL EDUCATION BOARD/HIGH SCHOOLS THAT WORK
AND THE GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT**

Contract Effective Dates from September 1, 2014 to August, 31, 2015

Grand Prairie Independent School District on behalf of Dubiski Career Academy proposes to use the Southern Regional Education Board (SREB)/High Schools That Work (HSTW) framework for school reform. SREB has committed to work with GPISD in its efforts to raise student achievement by changing school and classroom practices. This document constitutes the contract for the services to be provided by SREB.

SREB EXPECTATIONS FOR PARTICIPATION

Each school/district that enters into partnership with SREB for support in implementing the HSTW school improvement design agrees to implement key aspects of the design that gives teachers and leaders ownership of the improvement effort. These form the foundation of the work and are vital for sustainability of the effort after the contract ends.

Each school/district that enters into partnership with SREB for support in implementing the HSTW school improvement design agrees to meet minimum expectations for participation in the state and national HSTW/MMGW networks.

SERVICES TO BE PROVIDED BY SREB

Priority Problem Areas to be determined through Site Development Workshop and Technical Assistance Visit

- 1. Leadership Coaching to Develop Academies:**
- 2. Job-embedded Professional Development to Address Priority Area #1 -**
Literacy Design Collaborative follow-up coaching support
- 3. Professional Development to Address Priority 2:** Mathematics Instruction using MDC
- 4. MDC Follow-up Content Coaching**
- 5. Professional Development Area #3:** Project Based Learning in CT Classrooms
Professional Development
- 6. PBL Follow-up Coaching**
- 7. Counseling for Careers Support for Guidance Staff**
- 8. Leadership Quarterly Progress Meetings**

Schools will be responsible for travel costs incurred if they cancel a workshop within 14 days of the planned event.

TOTAL AMOUNT - \$120,560
Invoices to be sent quarterly
Budget Appendix III

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.

James E. Bottoms
SREB Senior Vice President

Date

Superintendent or Designee
Grand Prairie Independent School District

Date

PROCESS GOALS FOR THE PARTNERSHIP

1. Use the HSTW/MMGW framework to provide teachers and leaders with a continuous improvement process to take ownership of both the problems and solutions for improvement.
2. Have school and teacher leaders commit to a functional mission and have adult and student actions align to the mission.
3. Change school and classroom practices in ways that get students to put forth greater effort in order to meet college and career readiness goals.
4. Make it a daily goal to engage student intellectually, emotionally socially and behaviorally in all classrooms by using of authentic, real-world assignments, project-based learning and other research-based instructional strategies.
 - By intellectually, we mean more students completing assignments that would be in the upper quadrants of Norman Webb’s Depths of Knowledge – compare, analyze, synthesize, problem solving, make comparisons and predict outcomes.
 - By emotionally, we mean connecting assignments to students’ goals, aspirations and interests so they can see a connection between what they are studying in school and their own personal interests. This is done by giving students greater choices in how they can meet course standards.
 - By socially, we mean connecting students to each other, to the teacher, counselors, and adults outside the school so they can find the support that they need to be successful in school and continue on to make the transition from school to the next level.
 - By behaviorally, we mean special efforts made to teach students those habits of behavior and mind that make for responsible students manifesting into quality adults.
5. Develop an effective career guidance and advisement system that connects every student to an adult who is responsible for developing a relationship with students and their parents. This will involve student interest inventories and other data to help them make better choices regarding setting career and educational goals and to align a program of study to achieve those goals.
6. Engage district leadership in the improvement process using best practices for district support that include:
 - Establish a clear focus and a strategic framework of core beliefs, effective practices and goals for improving student achievement.
 - Organize and engage the school board and district office in support of each school.
 - Provide instructional coherence and support.
 - Invest heavily in instruction-related professional learning for principals, assistant principals and other school leaders.
 - Provide high-quality data that link student achievement to school and classroom practices, and assist schools to use data effectively.
 - Optimize the use of resources to support learning improvement.
 - Use open, credible processes to involve progressive school, community and parent leaders in shaping a vision for improving schools.

PRIORITIES FOR SUPPORT

SREB has adopted an approach for supporting schools through direct support that focuses on priority areas for implementation. Each school will use the direct support to implement one

or more of these priorities with fidelity.

High Schools That Work Priorities

The overarching performance goal is to increase the number of students graduating from high school ready for further study and high-wage, high-demand, high-growth careers. To accomplish this goal, SREB will work with schools to 1) use the tools of Gates' Literacy Design Collaborative (LDC) and the Math Design Collaborative (MDC) to embed rigorous college and career readiness standards into core academic and Career Technical courses; 2) adopt new Advanced Career (AC) programs of study and/or redesign existing programs of study that join a college-ready academic core and career pathway aligned with students interests and goals; 3) have teachers work together to develop project-based integrated curriculum units that engage students as active learners in rigorous and challenging assignments; 4) implement a career guidance and advisement program that aligns course selection in core academics and rigorous C/T to students' aspirations for careers in high-wage, high-demand, high-growth career fields; 5) implement ninth grade redesign practices for students unprepared for postsecondary studies; 6) engage teachers in working collaboratively to improve instruction and develop leadership teams' capacity to identify challenges, create solutions that foster greater student motivation and develop school leaders' capacity to support all these priorities.

EXPECTATIONS FOR PARTICIPATION IN THE NETWORK

Participation in Technical Assistant Visits to neighboring schools, attending national workshops and state meetings, along with making visits to high-performing sites, are just a few additional ways schools participate in the HSTW/MMGW network beyond those identified in this contract. Contracts for support provide schools with assistance in attaining that level of implementation. SREB expects contracted schools to participate actively in the national and state networks. In addition, upon completion of the contract for support, schools sustain the improvement effort through full participation in the state and national networks to continue implementation of the design.

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Professional Development: SREB's effort to improve the quality of leadership in schools has found that professional development has the greatest likelihood of changing school and classroom practices when school and district leadership participate in training. SREB has an expectation that at least one school and/or district leader will participate in all professional development activities. This expectation includes on-site workshops, national, regional and state professional development and electronic (webinar) workshops.

SREB does not provide single event workshops and expects the appropriate participation by the same team members in multiple event professional development series. This may include workshops and job-embedded content coaching to work with teachers in classrooms.

Annual Report: Each year in September, all HSTW sites complete an Annual Report that details the actions taken at the school and their impact on achievement. The report,

Appendix I – *Goals, Priorities and Expectations*

completed electronically, is essential to planning for the summer staff development conference and national workshops and provides SREB with a database of information to share with schools. **This is an expectation for every school in the network.**

Assessment of Continuous Improvement: SREB's school improvement efforts are unique in that they include a series of assessments and surveys with which school leaders and teachers can monitor progress in changing school and classroom practices. All HSTW sites have as a requirement for involvement in the network to participate at a minimum level in the appropriate assessments and/or surveys.

For high schools and technology centers, SREB uses the NAEP-like High Schools That Work Assessment at the 12th-grade level. In addition to the assessment in reading, mathematics and science, senior participants also complete a survey of their school and classroom experiences as well as a transcript analysis. All faculty members complete a survey as well. The Educational Testing Service triangulates data from the assessment, surveys and transcript analysis to provide schools with a detailed analysis of progress in implementing the design with fidelity.

The HSTW Ninth-Grade Student Survey provides schools with critical information regarding students' first year in high school. The survey is administered online to all or a random sample of 100 ninth-grade students. The survey collects information on the transition to high school; ninth-grade courses; classroom experiences; English/language arts, mathematics and science experiences; habits of success; extra help; and guidance and advisement.

District Support: Each participating district will assign a district liaison to work with the school and SREB leadership coach.

SCHOOL LEADERSHIP COACHING SUPPORT: SREB school improvement specialists (SREB Leadership Coaches) for middle grades and high school coordinate all services and provide support to leaders and teachers to ensure implementation with fidelity of improvement plans. A regional director will support the school coaches and meet with district, school and teacher leaders to ensure support is meeting the school and district expectations. Because schools must quickly make progress, yet also have the widest gaps to close, SREB recommends at least five days of on-site leadership coaching per month in each school, with an additional one day per month of electronic coaching, material development and planning. The expectation is that each district also will provide a person to participate in the on-site coaching. The intent of the coaching visits is to assist the school principal, leadership teams and teacher leaders to implement strategic changes in school and classroom practices that will improve student motivation, attendance, achievement and transitions.

Each coaching visit includes a pre-visit meeting (call or electronic) to develop an agenda for the visit; debriefing with school and district leadership at the end of the visit; and a follow-up letter detailing actions taken, recommended next steps and plans for future visits. Follow-up letters from the SREB coach will be sent to the school's principal, and copies will be forwarded to the superintendent, the district improvement liaison, the state coach and SREB.

SREB uses a cadre of experienced school practitioners as leadership coaches. Most served in leadership roles in successful schools in the HSTW and MMGW networks and are experts in providing support focused on helping teachers and leaders make the changes needed to get students to meet college and career readiness standards.

CONTENT-SPECIFIC PROFESSIONAL DEVELOPMENT: SREB and other national research has found that professional development does not change practices unless the support is extended over time and expectations for implementation are clearly articulated by school leaders. SREB professional development uses a process that engages participants in over 40 hours of support to address specific needs of the school. Using professional development workshops for a cadre of Lead Teacher Facilitators combined with job-embedded content coaching, SREB provides teachers with the support to change practices while also developing the capacity of the school to sustain improvements in future years. On-site professional development to address specific problem areas includes:

- Multiple sessions of workshops for lead teacher facilitators over time on specific strategies;
- Leadership Coaching for leaders to effectively follow-up and support teacher that includes modeling how to observe classrooms, provide effective feedback and follow up to see that practices are implemented with fidelity;
- Leadership Coaching to assist lead teacher facilitators set up demonstration classrooms and work with other teachers in the department to share lessons learned and new strategies;
- Leadership Coaching to support Lead Teacher Facilitator common planning meetings throughout the year;
- Ongoing, job-embedded content coaching that includes modeling lessons and critiquing the use of strategies to implement the proven practices;
- Just-in-time webinars or onsite instruction to meet specific needs in terms of pedagogy and deepening their content mastery; and
- Regularly scheduled meetings (either face-to-face or electronically) with key district and school leaders, along with facilitators, to determine what is working, not working and to plan next steps to achieve desired results.

Appendix II – Description of Services

School sites will participate in SREB appropriate professional development as determined by the district and school leadership and SREB Leadership Coach. All participants will be expected to do pre-work and follow-up assignments related to the training.

**Dubiski Career Center
September 1, 2014 – August 31, 2015**

Task	Cost Per Item	Qty	Total	Notes
Leadership Coaching to Develop Academies:	\$1,600.00	40	\$64,000.00	Job-embedded support to work with school and teacher leaders to form Career Academies
Job-embedded Professional Development to Address Priority Area #1 - Literacy Design Collaborative follow-up coaching support	\$1,600.00	4	\$6,400.00	PD included in District Contract
Professional Development to Address Priority 2: Mathematics Instruction using MDC	\$0.00	8	\$0.00	Anticipated that this will be included with Foundation Support
MDC Follow-up Content Coaching	\$0.00	4	\$0.00	Anticipated that this will be included with Foundation Support
Professional Development Area #3: Project Based Learning in CT Classrooms Professional Development	\$1,600.00	8	\$12,800.00	Throughout the school year
PBL Follow-up Coaching	\$1,600.00	4	\$6,400.00	Four-job-embedded PBL Coaching Days
Counseling for Careers Support for Guidance Staff	\$1,600.00	8	\$12,800.00	Eight Job-embedded days to work with counselors and teacher
Leadership Quarterly Progress Meetings	\$1,800.00	4	\$7,200.00	Quarterly meetings with district and SREB leadership
Subtotal			\$109,600.00	
SREB Administrative Costs (10% of subtotal)			\$10,960.00	
Annual Total			\$120,560.00	Invoices sent quarterly with documentation of services provided



Action

Topic: Consider Acquisition of Real Property on Tarrant Road

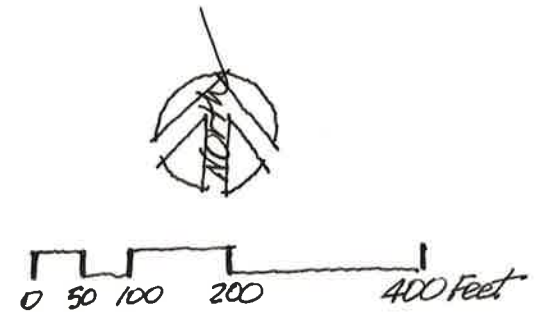
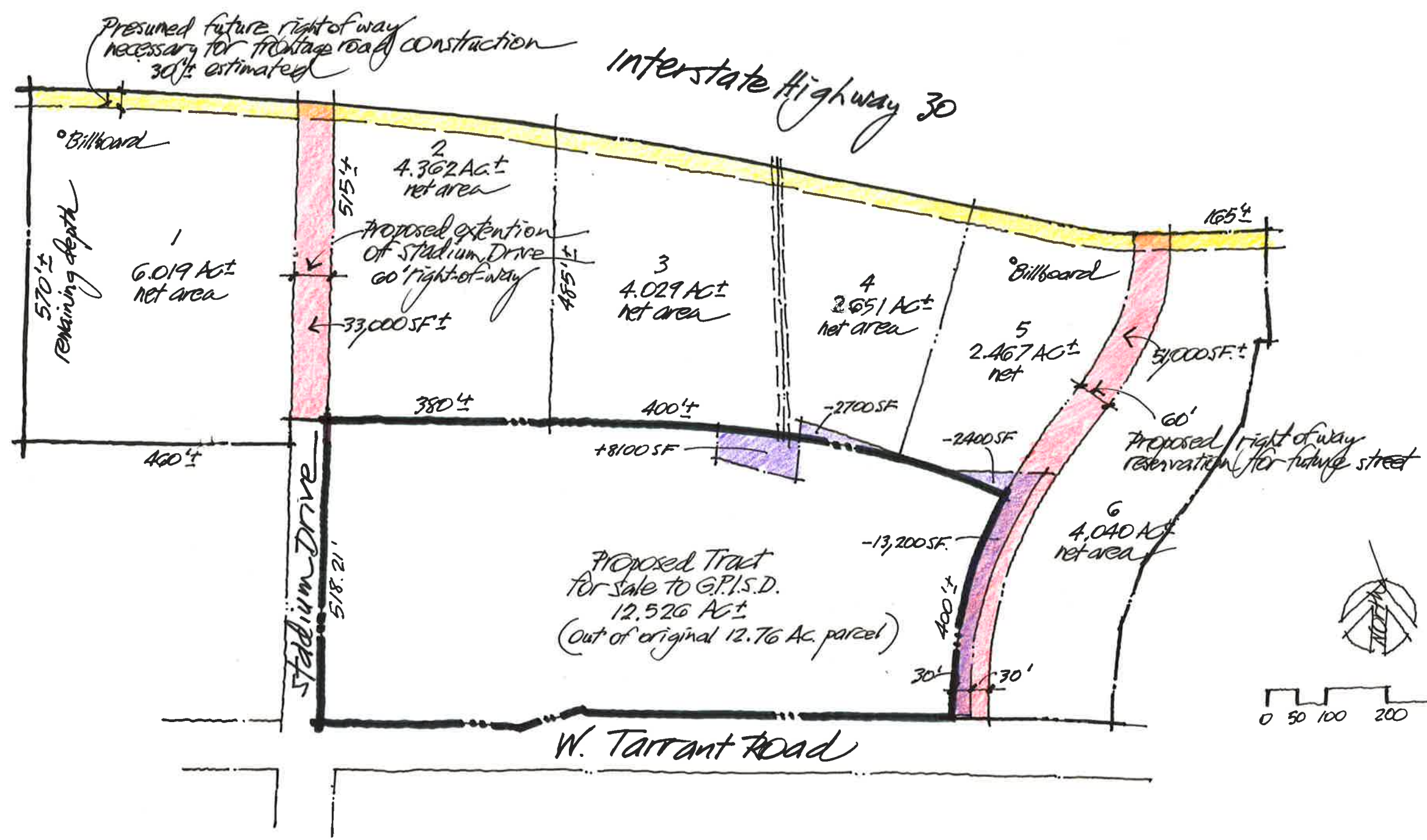
Submitted by: Dr. Jerry Hunkapiller

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

RECOMMENDATION:

The Administration recommends the Board approve the acquisition of real property located on Tarrant Road to support student programs and activities



Property Exhibit
 Grand Prairie, TX
 1-20-14 14015

for George Reynolds

gff Good Fulton & Farrell


2808 Fairmount Street Suite 300 Dallas, Texas 75201 214.303.1500/Tel 214.303.1512/Fax www.gff.com



Information/Discussion

Topic: AIM for Success, Avoiding the Risks

Submitted by: Pat Shull, RN, Director of Health Services

Approved for transmittal to school board: 

Date assigned for board consideration: August 21, 2014

INFORMATIONAL REPORT:

GPISD has received a \$25,000 grant from the Council for Life in Dallas to be used to present abstinence education presentations by the non-profit organization AIM for Success. This program teaches secondary students the risks of sexual activity, drugs and bullying.

The School Health Advisory Council attended an AIM for Success presentation and approved the materials presented as appropriate for our secondary students. A motion was made and approved to recommend this program to our district and school board.

Information items about the program will be available for review in the administrative office.



Information/Discussion

Topic: Suicide Prevention Report for the 2013-14 School Year

Submitted by: Ms. Dana Jackson, Director of Counseling

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

INFORMATIONAL REPORT:

Suicide intervention and prevention in public schools is mandated by state law and is the responsibility of the mental health personnel who work on our campuses. School counselors are the primary caregivers for students who demonstrate suicide ideation or attempts. Attached is a summary of all activities related to suicide in the Grand Prairie Independent School District for the 2013-14 school year.

**Grand Prairie ISD
Suicide Awareness Report
July 2014**

Prevention **2013-14**

Staff Developments for all Counselors and LSSPs:

- Practice and Review for all counselors and LSSPs specific to documents:
 - ✓ *GPISD Suicide Prevention Protocol*
 - ✓ *Postvention - After a Suicide Toolkit*

Staff Developments for Counselors and LSSPs New to GPISD:

- In depth training in GPISD Procedures and Protocol
- In depth training in Suicide Recognition, Prevention and Intervention provided by *Suicide and Crisis Center of North Texas*
- In depth training and practice implementing GPISD Procedures for assessing risks and reporting
- Skill development for creating and instituting intervention plans for students returning to campus after suicide attempt or serious threat

Services to All Campuses:

- Counselors provide required training for all campus employees using guidelines outlined in manual, *GPISD Suicide Prevention Protocol*
- Counselors provide required guidance lessons for secondary students
- Counselors provide and document services for students at risk of suicide according to the *GPISD Counselor Documentation Requirements Guide*

Intervention Grand Prairie ISD Suicide Intervention Statistics 2013 - 2014

2013-2014			2012-2013			2011-2012			2010-2011		
Grade	Number of Threats	Number of Attempts	Grade	Number of Threats	Number of Attempts	Grade	Number of Threats	Number of Attempts	Grade	Number of Threats	Number of Attempts
PreK	0	0	PreK	2	0	PreK	4	0	PreK	0	0
K	11	0	K	12	0	K	6	0	K	7	0
1	10	1	1	21	0	1	15	2	1	22	3
2	25	2	2	18	0	2	18	0	2	9	1
3	28	5	3	23	0	3	28	1	3	18	1
4	42	0	4	38	0	4	28	2	4	25	3
5	45	4	5	32	2	5	29	4	5	38	4
6	75	3	6	40	3	6	44	5	6	44	2
7	66	2	7	58	6	7	40	2	7	33	4
8	86	6	8	58	5	8	35	6	8	31	2
9	31	6	9	31	2	9	36	5	9	34	5
10	27	3	10	35	4	10	38	4	10	47	7
11	23	1	11	22	2	11	24	6	11	25	6
12	17	2	12	10	0	12	13	1	12	15	2
Male	256	17	Male	211	3	Male	201	10	Male	188	19
Female	230	18	Female	189	21	Female	157	28	Female	160	21
Total	486	35	Total	400	24	Total	358	38	Total	348	40

Attempt Methods 2013 – 2014

- * Banging head
- * Bash head on wall
- * Choking self
- * Cut wrist
- * Cutting self
- * Cut throat
- * Cutting with knife
- * Cutting with piece of glass
- * Dehydration
- * Drinking bleach
- * Drugs
- * falling down stairs
- * falling off trampoline
- * Gun
- * Hanging
- * Hit by a car
- * Hitting head on desk
- * Hitting self with hammer

- * Jump from building
- * Jump out of window
- * Jumping from a bridge
- * Jumping off high place
- * Knife to the throat
- * Pills
- *Punch wall
- * Run in front of car
- * Scissors
- * Self-mutilation
- * Set self on fire
- * Shoot self
- * Slash wrist
- * Stab self
- * Starvation
- * Suffocate
- * Suffocation with plastic bag
- *Wrote threatening note

Threatened Methods 2013 – 2014

- * Banging head against wall
- * Chocking with headband
- * Cut throat
- * Cut Wrists
- * Cutting with a knife
- * Slash wrist
- *Stabbing self with sharp object
- *Started a fire to burn self

Post-Intervention Implementation 2013-14

Post-intervention occurs only in the event of a suicide completion. For the 2013-14 school year, there was one completed suicide by gun. Post-intervention, as described below, was implemented.

Post-intervention training is provided yearly in the event that it may be needed. The Department of Counseling Services implements a district-wide crisis team approach to all campus crises, which includes dealing with the aftermath of suicide. Specific counselors and social workers are trained in the *National Organization for Victim Assistance (NOVA) model*. Teams have extensive skills based training specific to dealing with crisis at all grade levels. These counselors and social workers respond to crises from an intentional, informed position. In the event of a crisis, campus principals work closely with the NOVA team in order to respond to the specific needs of the campus.

In addition to the specific processes implemented by NOVA-trained personnel, the following would be included in all post-intervention activities:

- Action plan
- Crisis counseling for students and faculty, including those at the high-school and the feeder-pattern levels
- Home visits
- Grief counseling
- Ongoing provisions for teachers, administrators and school support personnel
- Memorials and funerals
- Parent responses
- Media responses
- Monitoring social media
- Long-term effects and follow-up
- Coordinating committee and community linkage



Information/Discussion

Topic: GPISD Education Foundation Update and Successes

Submitted by: Teri Wilson on behalf of the GPISD Education Foundation Board

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

INFORMATIONAL REPORT:

The GPISD Education Foundation will provide an update of Education Foundation successes and provide a revised MOU for the GPISD Board of Trustees consideration.



Information/Discussion

Topic: Dual Credit Program Update

Submitted by: Jeffery Miller and Pat Lewis

Approved for transmittal to school board:

Date assigned for board consideration: August 21, 2014

INFORMATIONAL REPORT:


The Board will receive program updates about GPISD Dual Credit Programming which will enrollment data, course opportunities, college/university partnerships, and district plan of action for 2014-2015.



Information/Discussion

Topic: STAAR Data and Graduation/Dropout Update

Submitted by: Melissa Rowe, Ex. Director of Assessment & Research

Approved for transmittal to school board: 

Date assigned for board consideration: August 21, 2014

INFORMATIONAL REPORT:

The most recent STAAR data and graduation and dropout rates will be presented.



Information/Discussion

Topic: Review of Board Agenda Calendar

Submitted by: Dr. Susan Hull

Approved for transmittal to school board:

A handwritten signature in blue ink, appearing to read "Susan Hull", is written over the text "Approved for transmittal to school board:".

Date assigned for board consideration: August 21, 2014

INFORMATIONAL REPORT:

The Board Agenda Calendar is presented for your review for revisions or additions, if any.

Grand Prairie Schools

Board of Trustees Agenda Calendar

AUGUST 2014

Planning/ Evaluation	1. STAAR/TAKS Performance Report & Graduation Rate Report
Personnel	1. Critical Shortage Areas
Budget	<ol style="list-style-type: none"> 1. Public hearing for new fiscal year budget 2. Approval for new fiscal year budget 3. Approval for amendments to current year budget 4. Order establishing tax rate and levying/assessing ad valorem taxes 5. 2014-2015 Budget Workshop
Team Development	1. Board participation in TASA/TASB annual convention
Policy	
Other	<ol style="list-style-type: none"> 1. Approval for Memorandum of Understanding for Dallas County JJAEP 2. Suicide Awareness Report 3. Update and MOU: GPISD Education Foundation 4. Pre-K tuition letter to TEA
District Events	<ol style="list-style-type: none"> 1. Summer Graduation 2. Convocation 3. Vendor Fair 4. First day of school: August 25, 2014
Other Board Related Events	1. Approval for board delegate and alternate to TASB Delegate Assembly

Revised August 2014

Grand Prairie Schools

Board of Trustees Agenda Calendar

SEPTEMBER 2014

Planning/ Evaluation	
Personnel	
Budget	
Team Development	1. Board Training
Policy	
Other	1. Submission to TEA: Class size waiver 2. Update and MOU: GPISD Education Foundation
District Events	1. Football season begins 2. Labor Day Holiday: September 1, 2014
Other Board Related Events	1. TASA/TASB Convention: Sept. 26-28, 2014

Grand Prairie Schools

Board of Trustees Agenda Calendar

OCTOBER 2014

Planning/ Evaluation	1. Adoption of Textbook Committee (every two years)
Personnel	
Budget	1. School F.I.R.S.T. Report 2. Present budget calendar
Team Development	
Policy	
Other	
District Events	1. Fall Break: October 13, 2014
Other Board Related Events	

Grand Prairie Schools

Board of Trustees Agenda Calendar

NOVEMBER 2014

Planning/ Evaluation	1. Academic Calendar
Personnel	
Budget	
Team Development	
Policy	
Other	1. Technology Update 2. Update on Staff Development Waiver Days
District Events	1. Thanksgiving Break: November 24-28, 2014
Other Board Related Events	1. TASB Large School District Leadership Forum

Grand Prairie Schools

Board of Trustees Agenda Calendar

DECEMBER 2014

Planning/ Evaluation	
Personnel	
Budget	1. Approve Audit Report
Team Development	1. Board Member Training Credits 2. Board Work Session
Policy	
Other	
District Events	1. Holiday Break: December 22, 2014 – January 2, 2015 2. Bad Weather Make-up Day: December 22, 2014
Other Board Related Events	

Grand Prairie Schools

Board of Trustees Agenda Calendar

JANUARY 2015

Planning/ Evaluation	1. Approve Academic Calendar
Personnel	1. Evaluation of Superintendent/Superintendent's Contract
Budget	1. Budget Workshop
Team Development	
Policy	
Other	1. Texas Scholars Presentations to 8 th grade students 2. Adoption of Election Order
District Events	1. Martin Luther King, Jr. Day:
Other Board Related Events	1. School Board Recognition Month

Grand Prairie Schools

Board of Trustees Agenda Calendar

FEBRUARY 2015

Planning/ Evaluation	1. Texas Academic Performance Report (TAPR) Public Hearing
Personnel	1. Administrator (11 & 12 mo.) contract recommendations
Budget	
Team Development	
Policy	
Other	
District Events	
Other Board Related Events	

Grand Prairie Schools

Board of Trustees Agenda Calendar

MARCH 2015

Planning/ Evaluation	
Personnel	<ol style="list-style-type: none">1. Non-administrator contract recommendations and proposed non-renewals2. Administrator contract recommendations
Budget	<ol style="list-style-type: none">1. Approval of bank depository contract (every odd-numbered year)
Team Development	
Policy	
Other	<ol style="list-style-type: none">1. Waiver request for inclement weather make-up days
District Events	<ol style="list-style-type: none">1. Spring Break2. Texas Public Schools Week
Other Board Related Events	

Grand Prairie Schools

Board of Trustees Agenda Calendar

APRIL 2015

Planning/ Evaluation	
Personnel	<ol style="list-style-type: none">1. Non-administrator contract recommendations and proposed non-renewals2. Administrator contract recommendations
Budget	
Team Development	
Policy	
Other	<ol style="list-style-type: none">1. Bad Weather Make-up Day
District Events	<ol style="list-style-type: none">1. Service Awards Banquet and Retiree Recognition
Other Board Related Events	<ol style="list-style-type: none">1. Education Foundation Annual Fundraising Event

Grand Prairie Schools

Board of Trustees Agenda Calendar

MAY 2015

Planning/ Evaluation	1. Approve hazardous bus routes
Personnel	1. Non-administrator contract recommendations and proposed non-renewals 2. Administrator contract recommendations
Budget	1. Review first draft of budget
Team Development	1. New Board Member orientation (if needed)
Policy	
Other	1. Canvass school board election
District Events	1. Crosswinds Graduation
Other Board Related Events	

Grand Prairie Schools

Board of Trustees Agenda Calendar

JUNE 2015

Planning/ Evaluation	
Personnel	
Budget	
Team Development	
Policy	
Other	<ol style="list-style-type: none">1. Student Handbooks and Student Code of Conduct2. Reorganization of Board
District Events	<ol style="list-style-type: none">1. GPFAA Graduation2. High school graduations for SGPHS, GPHS, Dubiski
Other Board Related Events	<ol style="list-style-type: none">1. TASB Fiscal Fitness Camp2. TASB Summer Leadership Institute

Grand Prairie Schools

Board of Trustees Agenda Calendar

JULY 2015

Planning/ Evaluation	
Personnel	
Budget	
Team Development	1. CRSS for new board members: July 25-28, 2014, Santa Fe, NM
Policy	
Other	5. Student Organization Constitutions & Baseline Guidelines (Presented every five years – Board approved in 2012)
District Events	1. Mandatory GPISD Closing: June 30 – July 4, 2014
Other Board Related Events	