

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 Thursday, May 16, 2024, beginning at 5:30 PM in the Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, TX 75052.

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**
2. **RECESS TO CLOSED SESSION**
 - A. Personnel Matters (§ 551.074)
Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements.
 1. Chapter 21 Contract Recommendations for 2024-2025
 2. Nonrenewal of Term Contract
 - a. Nonrenewal of Term Contract 5
 3. Superintendent Search
 - B. Deliberation Regarding Real Property (§ 551.072)
 - C. School Children; School District Employees; Disciplinary Matter or Complaint (§ 551.082)
 - D. Consultation with Attorney (§ 551.071)
Consultation with the attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the district, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act, or on a matter which the attorney determines should be confidential, including but not limited to, contract negotiations in accordance with the Texas Government Code §§ 551.071, 551.082, 551.0821, 551.087.

E.	Deliberation Regarding Security Devices or Security Audits (§§ 551.076; .089). The deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.	
	1. Intruder Detection Audit	
3.	RECONVENE IN OPEN SESSION	
4.	INVOCATION	
5.	PLEDGE TO THE AMERICAN FLAG AND TEXAS FLAG	
6.	RECOGNITION OF SPECIAL GUESTS Presenter: Sam Buchmeyer, Public Information Officer	
	A. Dr. Melissa Steger - YMCA Volunteer of the Year	
	B. 1,000 Books Before 3rd Grade Achievers	
	C. GPISD Spotlight - Teacher Incentive Allotment	
	D. Students of Character	
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 by 7:00 p.m. The first Open Forum is limited to agenda items other than personnel, public officers, and individual/specific students. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.	
8.	ACTION AS A RESULT OF CLOSED SESSION	
9.	SUPERINTENDENT UPDATE Presenter: Linda Ellis, Superintendent of Schools	
10.	CONSIDER APPROVAL OF CONSENT AGENDA ITEMS	
	A. Minutes	
	1. Minutes 4.3.24	6
	2. Minutes 4.11.24	7
	3. Minutes 4.16.24	11
	4. Minutes 4.24.24	13
	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, Administrator Contract Recommendations, Non- Administrator Contract Recommendations	
	2. Personnel Report	
	3. Personnel Report	
	C. Regular Reports of the Superintendent Presenter: Tracy Ray, Interim Deputy Superintendent of Business Operations	
	1. Contract Listing	
	a. Board Agenda Contracts	
	2. Property Tax Collection Report	
	a. Tax Report	16
	3. Revenue and Expenditure	
	a. Revenue and Expenditure Report	17
	b. Revenue and Expenditure - \$16 Million Donation	18
	4. Budget Transfers and Amendments	
	a. Donation Transfers and Amendments	19
	b. Budget Transfer and Amendments - General Fund #9	20
	c. Locally Defined Capital Projects Transfers and Amendments	21

D.	Resolution on Hazardous Areas for the 2024-2025 School Year	22
	Presenter: Joel Falcon, Chief of Operations	
E.	Proclamation 2024 Instructional Materials Adoption	28
	Presenter: Dr. Angela Herron, Chief of Teaching and Learning, and Aniska Douglas, Chief of Career and Technical Education and Innovative Programs	
F.	Instructional Materials Technology Allotment and TEKS Certification, 2024-2025	40
	Presenter: Dr. Angela Herron, Chief of Teaching and Learning, and LaParis Jarden, Instructional Materials Specialist	
G.	Waiver for Low Attendance	65
	Presenter: Dr. Melissa Steger, Chief Data and Information Systems Officer	
11.	CONSIDER APPROVAL OF ACTION AGENDA ITEMS	
A.	Out-of-State Travel – 2024 SkillsUSA National Leadership Conference in Atlanta, GA	66
	Presenter: Traci Davis, Associate Superintendent of Academics, Innovation and School Leadership, and Aniska Douglas, Chief of Career and Technical Education and Innovative Programs	
B.	Adams ADA Exterior Parking Lot and Sidewalk	69
	Presenter: Joel Falcon, Chief of Operations	
C.	South Grand Prairie High School Theatre Stucco Walls	70
	Presenter: Joel Falcon, Chief of Operations	
D.	Sam Rayburn Elementary STEAM Academy Playground Installation	71
	Presenter: Joel Falcon, Chief of Operations	
E.	Student Device Refresh	72
	Presenter: Dr. Melissa Steger, Chief Data and Information Systems Officer	
F.	Revision to the 2024-2025 School Calendar	73
	Presenter: Sam Buchmeyer, Public Information Officer	
G.	Voluntary Benefits for 2024-2025	74
	Presenter: Tracy Ray, Interim Deputy Superintendent of Business Operations	
12.	INFORMATION/DISCUSSION ITEMS	
A.	District Technology Plan	75
	Presenter: Dr. Melissa Steger, Chief Data and Information Systems Officer	
B.	2024-2025 Budget Planning Update	112
	Presenter: Tracy Ray, Interim Deputy Superintendent of Business Operations	
C.	Proposed Cell Phone Policies and Procedures for the 2024-2025 School Year	113
	Presenter: Traci Davis, Associate Superintendent of Academics, Innovation and School Leadership; Neal Sandlin, Chief of Security and Emergency Preparedness; Dr. Dana Jackson, Associate Superintendent of Student Support Services	
D.	Review of Board Agenda Calendar	114
	Presenter: Linda Ellis, Superintendent of Schools	
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 by 7:00 p.m. 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 three (3) 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	

Grand Prairie ISD Board of Trustees

CREATE.
EMPOWER.
LEAD.

Information

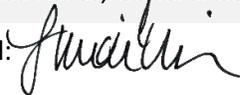
Action

Consent

Topic: Nonrenewal of Term Contract

Submitted by: Dr. Melissa Kates, General Counsel

Approved for Transmittal:



Board Meeting Date: 5/16/2024

Recommendation:

The Administration recommends that the Board take final action to nonrenew the 2023-2024 Chapter 21 term contract of C. Christensen, and to direct the Superintendent to provide written notice to the employee as required by law.

Rationale:

Pursuant to the Texas Education Code §21.206 and Board Policies DFBB (LEGAL) and (LOCAL), the Board may take action on a nonrenewal of a term contract at the end of the contract term.

On April 24, 2024, the Board voted to propose nonrenewal of the 2023-2023 Chapter 21 term contract of the employee. Notice of Proposed Term Contract Nonrenewal has been provided to the employee as required under DFBB(LEGAL) and (LOCAL). In the event the employee does not request a hearing before the Board in writing within the timelines required under DFBB(LOCAL), the Board may vote to nonrenew the contract.

Budget Information:

No budgetary impact.

Board Policy Reference and Compliance:

Texas Education Code Chapter 21; DFBB(LEGAL) and (LOCAL); DEC(LOCAL)

Special Meeting

Wednesday, April 3, 2024, 5:30 PM

Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, Texas 75052

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

Board President Emily Liles called the meeting to order at 5:30 p.m. Other trustees present were Gloria Carrillo, Terry Brooks, Bryan Parra, Nancy Bridges, David Espinosa, and Amber Moffitt.

2. RECESS TO CLOSED SESSION

A. Personnel Matters (§551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements.

1. Superintendent Search

B. Deliberation Regarding Real Property (§551.072)

C. Consultation with Attorney (§551.071)

Consultation with the attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the district, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act, or on a matter which the attorney determines should be confidential, including but not limited to, contract negotiations in accordance with the Texas Government Code §§551.071, 551.082, 551.0821, 551.087.

3. RECONVENE IN OPEN SESSION

The Board reconvened in open session at 7:50 p.m.

4. OPEN FORUM FOR AGENDA ITEMS

No one addressed the Board during open forum for agenda items.

5. ACTION AS A RESULT OF CLOSED SESSION

No action taken.

6. ADJOURN

President Liles adjourned the meeting at 7:55 p.m.

Approved: May 16, 2024

President, Board of Education

Attest: _____
Secretary, Board of Education

Regular Meeting

Thursday, April 11, 2024, 5:30 PM

South Grand Prairie High School Theatre, 301 W. Warrior Trail, Grand Prairie, Texas 75052

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

Board President Emily Liles called the meeting to order at 5:32 p.m. Other trustees present were Gloria Carrillo, Terry Brooks, Bryan Parra, Nancy Bridges, and David Espinosa. Amber Moffitt was not in attendance.

2. RECESS TO CLOSED SESSION

A. Personnel Matters (§ 551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements.

1. Chapter 21 Contract Recommendations for 2024-2025

2. Proposed Termination of Probationary Contract(s) at the End of the Contract Term

3. Proposed Nonrenewal of Term Contract(s) at the End of the Contract Term

4. Superintendent Search

B. Deliberation Regarding Real Property (§ 551.072)

C. School Children; School District Employees; Disciplinary Matter or Complaint (§ 551.082)

D. Consultation with Attorney (§ 551.071)

Consultation with the attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the district, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act, or on a matter which the attorney determines should be confidential, including but not limited to, contract negotiations in accordance with the Texas Government Code §§ 551.071, 551.082, 551.0821, 551.087.

E. Deliberation Regarding Security Devices or Security Audits (§§ 551.076; .089).

The deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.

1. Intruder Detection Audit

3. RECONVENE IN OPEN SESSION

The Board reconvened in open session at 7:22 p.m. Ms. Moffitt was in attendance.

4. INVOCATION

5. PLEDGE TO THE AMERICAN FLAG AND TEXAS FLAG

6. RECOGNITION OF SPECIAL GUESTS

Sam Buchmeyer, Public Information Officer

A. Performance: Treble Choir

- B. South Grand Prairie High School Varsity Girls' Basketball
 - C. Grand Prairie HS/South Grand Prairie HS Wrestling Teams
 - D. HEB - Book Vending Machine
 - E. Students of Character
 - F. TMEA All-State Musicians
 - G. CTE Gold Medal Winners
 - H. 2024 BEAM Bilingual Teacher of the Year - Juliana Quezada, Eisenhower
 - I. GPISD Spotlight: District Teachers of the Year
7. **OPEN FORUM FOR AGENDA ITEMS**
No one addressed the Board during open forum for agenda items.
8. **ACTION AS A RESULT OF CLOSED SESSION**
No action taken.
9. **SUPERINTENDENT UPDATE**
Linda Ellis, Superintendent of Schools
A. Announcement of Board Hours
10. **CONSIDER APPROVAL OF CONSENT AGENDA ITEMS**
Mr. Parra made the motion that the consent agenda be approved as presented. Ms. Moffitt seconded the motion. Motion passed 7-0.
- A. Minutes
 - 1. Minutes 3.21.24
 - 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, Administrator Contract Recommendations, Non-Administrator Contract Recommendations
 - 2. Personnel Report
 - a. Personnel Report
 - C. Regular Reports of the Superintendent
Tracy Ray, Interim Deputy Superintendent of Business Operations
 - 1. Contract Listing
 - a. Board Agenda Contracts
 - 2. Property Tax Collection Report
 - a. Tax Report
 - 3. Revenue and Expenditure
 - a. Revenue and Expenditure Report
 - b. Revenue and Expenditure - \$16 Million Donation
 - 4. Budget Transfers and Amendments
 - a. Budget Transfers and Amendments - General Fund #8
 - D. Quarterly Investment Report
11. **CONSIDER APPROVAL OF ACTION AGENDA ITEMS**
Mr. Parra made a power motion for items A, B, and C. Mr. Brooks seconded the motion. Motion passed 7-0.

- A. Out-of-State Travel - 2024 Business Professionals of America (BPA) National Leadership Conference
Traci Davis, Associate Superintendent of Academics, Innovation and School Leadership, and Aniska Douglas, Chief of Career and Technical Education and Innovative Programs
- B. Out-of-State Travel - 2024 DECA International Career Development Conference in Anaheim, CA
Traci Davis, Associate Superintendent of Academics, Innovation and School Leadership, and Aniska Douglas, Chief of Career and Technical Education and Innovative Programs
- C. Out-of-State Travel - 2024 TAFE Educators Rising National Conference
Traci Davis, Associate Superintendent of Academics, Innovation and School Leadership, and Aniska Douglas, Chief of Career and Technical Education and Innovative Programs
- D. Construction for Installation of Food-Service Equipment at Various Campuses
Joel Falcon, Chief of Operations
Mr. Espinoza made the motion to approve the construction for installation of food-service equipment at various campuses for \$465,863 from the General Fund as presented. Mr. Parra seconded the motion. Motion passed 7-0.
- E. Hector P. Garcia HVAC Replacement
Joel Falcon, Chief of Operations
Mr. Parra made the motion to approve the Hector P. Garcia HVAC replacement for \$4,400,000 from the General Fund as presented. Mr. Espinoza seconded the motion. Motion passed 7-0.

12. INFORMATION/DISCUSSION ITEMS

- A. Weight-Room Equipment Upgrades at Grand Prairie High School and South Grand Prairie High School
Troy Mathieu, Chief of Athletics
- B. Elementary Shade Structures
Joel Falcon, Chief of Operations
- C. South Grand Prairie High School Theatre Stucco Walls
Joel Falcon, Chief of Operations
- D. Adams ADA Exterior Parking Lot and Sidewalks
Joel Falcon, Chief of Operations
- E. Student Device Refresh
Dr. Melissa Steger, Chief Data and Information Systems Officer
- F. Review of Board Agenda Calendar
Linda Ellis, Superintendent of Schools
April 17, 2024, at the Ruthe Jackson Center at 11:30 a.m. State of the District.
April 18, 2024, at Hilton Garden Inn Convention Center at 9:00 a.m. Volunteer Breakfast.
April 18, 2024, at Hilton Garden Inn Convention Center at 5:30 p.m. Service Awards.
May 4, 2024, Cinco de Mayo Parade and Celebration.

13. **OPEN FORUM FOR NON-AGENDA ITEMS**

Harold George Jr.
Alexander Frair
Bennie Washington

14. **COMMENTS FROM INDIVIDUAL BOARD MEMBERS**

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

B.

15. **ADJOURNMENT**

President Liles adjourned the meeting at 9:49 p.m.

Approved: May 16, 2024

President, Board of Education

Attest: _____

Secretary, Board of Education

Special Meeting

Tuesday, April 16, 2024, 5:30 PM

Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, Texas 75052

1. **5:30 P.M. - CALL TO ORDER**
Board President Emily Liles called the meeting to order at 5:30 p.m. Other trustees present were Gloria Carrillo, Terry Brooks, Bryan Parra, Nancy Bridges, David Espinosa, and Amber Moffitt.
2. **RECESS TO CLOSED SESSION**
 - A. Personnel Matters (§551.074)
Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements.
 1. Superintendent Search
 - B. Deliberation Regarding Real Property (§551.072)
 - C. Consultation with Attorney (§551.071)
Consultation with the attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the district, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act, or on a matter which the attorney determines should be confidential, including but not limited to, contract negotiations in accordance with the Texas Government Code §§551.071, 551.082, 551.0821, 551.087.
3. **RECONVENE IN OPEN SESSION**
The Board reconvened in open session at 7:11 p.m.
4. **OPEN FORUM FOR AGENDA ITEMS**
No one addressed the Board during open forum for agenda items.
5. **ACTION AS A RESULT OF CLOSED SESSION**
No action taken.
6. **ADJOURN**
President Liles adjourned the meeting at 7:12 p.m.

Approved: May 16, 2024

President, Board of Education

Attest: _____
Secretary, Board of Education

Special Meeting

Wednesday, April 24, 2024, 5:30 PM

Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, Texas 75052

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

Board President Emily Liles called the meeting to order at 5:32 p.m. Other trustees present were Gloria Carrillo, Terry Brooks, Bryan Parra, Nancy Bridges, David Espinosa, and Amber Moffitt.

2. RECESS TO CLOSED SESSION

A. Personnel Matters (§551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements.

1. Chapter 21 Contracts 2024-2025

2. Proposed Termination of Probationary Contract(s) at the End of the Contract Term

a. Proposed Termination of Probationary Contract

3. Proposed Nonrenewal of Term Contract(s) at the End of the Contract Term

a. Proposed Nonrenewal of Term Contract

4. Proposed Termination of Term Contract(s)

B. Consultation with Attorney (§551.071)

Consultation with the attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the district, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act, or on a matter which the attorney determines should be confidential, including but not limited to, contract negotiations in accordance with the Texas Government Code §§551.071, 551.082, 551.0821, 551.087.

3. RECONVENE IN OPEN SESSION

The Board reconvened in open session at 5:53 p.m.

4. OPEN FORUM FOR AGENDA ITEMS

Doris Hill

5. ACTION AS A RESULT OF CLOSED SESSION

Motion to approve the Superintendent's recommendation for the Chapter 21 Contracts for the 2023-2024 school year as discussed in closed session was made by Ms. Carrillo. Mr. Espinosa seconded the motion. Motion passed 7-0.

Motion to approve the proposed nonrenewal of the 2023-2024 Term Contract of Curtis Christensen and authorize the Superintendent to provide written notice to the employee of the proposed nonrenewal on behalf of the District as required by law; and for the Board of Trustees to conduct the proposed nonrenewal hearing, if any. Motion made by Mr. Parra. Seconded by Mr. Espinosa. Motion passed 7-0.

6. CONSIDER APPROVAL OF ACTION AGENDA ITEMS

Power motion made for action items A, and B by Mr. Brooks. Seconded by Mr. Parra. Motion passed 7-0.

- A. Out-of-State Travel - Reagan Middle School
Donna Grant, Area Chief of School Leadership
- B. Out-of-State Travel - South Grand Prairie High School
Dr. Suzy Meyer, Area Chief of School Leadership
- C. Weight-Room Equipment Upgrades at Grand Prairie High School and South Grand Prairie High School
Troy Mathieu, Chief of Athletics
Mr. Espinosa made the motion to approve the weight-room equipment upgrades at Grand Prairie High School and South Grand Prairie High School as presented. Ms. Bridges seconded the motion. Motion passed 7-0.

7. RECESS TO CLOSED SESSION

- A. Personnel Matters (§ 551.074)
Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements.
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8. ACTION AS A RESULT OF CLOSED SESSION

No action taken.

9. ADJOURN

President Liles adjourned the meeting at 8:47 p.m.

Approved: May 16, 2024

President, Board of Education

Attest: _____
Secretary, Board of Education



**GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT
PROPERTY TAX COLLECTION REPORT
FOR THE PERIOD ENDING MARCH 31, 2024**

MAINTENANCE & OPERATION (M&O)

Description	2023-2024		MARCH	
	Original Budget	Revised Budget	2023-2024 Monthly Activity	2023-2024 FYTD Activity
LOCAL TAXES-CURRENT	\$ 88,997,711.00	\$ 88,997,711.00	\$ 864,312.59	\$ 87,868,998.51
LOCAL TAXES-PRIOR YR	700,000.00	700,000.00	(87,713.76)	(8,808.08)
PENALTY/INTEREST	500,000.00	500,000.00	91,065.38	397,797.67
TOTAL	\$ 90,197,711.00	\$ 90,197,711.00	\$ 867,664.21	\$ 88,257,988.10

INTEREST & SINKING (I&S)

Description	2023-2024		MARCH	
	Original Budget	Revised Budget	2023-2024 Monthly Activity	2023-2024 FYTD Activity
LOCAL TAXES - CUR YR	\$ 39,658,320.00	\$ 39,658,320.00	\$ 385,146.69	\$ 39,155,354.28
LOCAL TAXES - PRIOR YEAR	100,000.00	100,000.00	(36,372.82)	(3,060.96)
PENALTY/INTEREST/DEL	50,000.00	50,000.00	39,503.22	166,980.52
TOTAL	\$ 39,808,320.00	\$ 39,808,320.00	\$ 388,277.09	\$ 39,319,273.84

This report is prepared for the Board of Trustees meeting held May 16, 2024.

2023-2024 GENERAL FUND
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FINANCIAL POSITION AS OF MARCH 31, 2024

	General Fund Original Budget	March 31, 2024 Amended Budget	03/31/24 Revenue, Expenditures, and Change in FB	% of Budget
REVENUES:				
5700 Local revenues	\$ 102,097,711	\$ 102,597,711	\$ 95,938,879	94%
5800 State revenues	178,721,115	179,721,115	105,046,594	58%
5900 Federal revenues	4,855,000	3,355,000	844,007	25%
TOTAL REVENUES	\$ 285,673,826	\$ 285,673,826	\$ 201,829,480	71%
EXPENDITURES:				
11 Instruction	\$ 162,073,885	\$ 161,570,027	\$ 76,681,340	47%
12 Inst. Resources/Media	3,264,282	3,269,398	1,767,244	54%
13 Curr & Staff Develop	3,091,530	3,291,364	1,495,027	45%
21 Inst Leadership	4,971,482	5,002,326	2,774,534	55%
23 School Leadership	20,854,215	20,891,141	12,142,112	58%
31 Guidance/Counseling	13,825,769	13,973,015	7,354,838	53%
32 Social Services	412,602	414,147	236,143	57%
33 Health Services	4,182,123	4,189,547	2,139,838	51%
34 Transportation	9,018,267	9,034,096	5,506,740	61%
35 Food Service	-	26,250	26,250	100%
36 Extra-Curricular	6,025,410	6,021,350	3,289,364	55%
41 General Admin.	7,503,163	7,482,878	4,350,331	58%
51 Maint & Operations	33,268,202	33,218,340	18,812,894	57%
52 Security	6,514,692	6,924,978	2,487,758	36%
53 Data Processing	8,834,291	8,838,718	4,836,406	55%
61 Community Services	4,812,815	4,872,968	2,357,031	48%
71 Debt Service	1,207,600	1,207,600	1,057,750	88%
81 Facilities Acq/Constr.	1,417,886	1,917,886	22,974	1%
95 Juvenile Justice Prgm	67,328	22,328	14,286	64%
97 Payments to TIF	-	-	-	0%
99 Intergovernmental Chgs	484,807	484,807	363,606	75%
TOTAL EXPENDITURES	\$ 291,830,349	\$ 292,653,164	\$ 147,716,466	50%
OTHER SOURCES:				
7912 Sale of Property	\$ -	\$ -	\$ 40,011	
7913 Proceeds from Capital Leases	-	-	-	
7915 Operating Transfer In	-	-	-	
TOTAL OTHER SOURCES	\$ -	\$ -	\$ 40,011	
OTHER USES:				
8911 Operating Transfer Out	\$ -	\$ -	\$ -	
TOTAL OTHER USES	\$ -	\$ -	\$ -	
CHANGE IN FUND BALANCE	\$ (6,156,523)	\$ (6,979,338)	\$ 54,153,025	

2023-2024 GENERAL FUND - DONATION
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FINANCIAL POSITION AS OF MARCH 31, 2024

	General Fund Original Budget	March 31, 2024 Amended Budget	03/31/24 Revenue, Expenditures, and Change in FB	% of Budget
REVENUES:				
5700 Local revenues	\$ -	\$ -	\$ 546,013	0%
5800 State revenues	-	-	-	0%
5900 Federal revenues	-	-	-	0%
TOTAL REVENUES	\$ -	\$ -	\$ 546,013	0%
EXPENDITURES:				
11 Instruction	\$ -	\$ -	\$ -	0%
12 Inst. Resources/Media	-	-	-	0%
13 Curr & Staff Develop	-	-	-	0%
21 Inst Leadership	-	-	-	0%
23 School Leadership	-	-	-	0%
31 Guidance/Counseling	-	-	-	0%
32 Social Services	-	-	-	0%
33 Health Services	-	-	-	0%
34 Transportation	-	-	-	0%
35 Food Service	-	-	-	0%
36 Extra-Curricular	-	-	-	0%
41 General Admin.	-	-	-	0%
51 Maint & Operations	-	-	-	0%
52 Security	-	-	-	0%
53 Data Processing	-	-	-	0%
61 Community Services	-	-	-	0%
71 Debt Service	-	-	-	0%
81 Facilities Acq/Constr.	-	-	-	0%
95 Juvenile Justice Prgm	-	-	-	0%
97 Payments to TIF	-	-	-	0%
99 Intergovernmental Chgs	-	-	-	0%
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	0%
OTHER SOURCES:				
7912 Sale of Property	\$ -	\$ -	\$ -	0%
7913 Proceeds from Capital Leases	-	-	-	0%
7915 Operating Transfer In	-	-	-	0%
TOTAL OTHER SOURCES	\$ -	\$ -	\$ -	0%
OTHER USES:				
8911 Operating Transfer Out	\$ -	\$ -	\$ -	0%
TOTAL OTHER USES	\$ -	\$ -	\$ -	0%
CHANGE IN FUND BALANCE	\$ -	\$ -	\$ 546,013	

8/31/23 FUND BALANCE	\$ 16,662,125
2023-2024 Revenue (Interest Earnings) as of 03/31/24	\$ 546,013
2023-2024 Expenditures as of 03/31/24	\$ -
03/31/24 FUND BALANCE	\$ 17,208,138

**2023-2024 MacKenzie Scott Donation
Summary of Proposed Budget Transfers/Amendments
5/16/2024 Regular Board Meeting**

	MacKenzie Scott Donation Original Budget	May, 2024 Proposed Budget Transfers	May, 2024 Proposed Budget Amendment	May, 2024 Proposed Amended Budget
REVENUES:				
5700 Local revenues	\$ 900,000	\$ -	\$ -	\$ 900,000
5800 State revenues	-	-	-	-
5900 Federal revenues	-	-	-	-
TOTAL REVENUES	\$ 900,000	\$ -	\$ -	\$ 900,000
EXPENDITURES:				
11 Instruction	\$ 4,500,000	\$ -	\$ -	\$ 4,500,000
12 Inst. Resources/Media	-	-	-	-
13 Curr & Staff Develop	-	-	-	-
21 Inst Leadership	-	-	-	-
23 School Leadership	-	-	-	-
31 Guidance/Counseling	-	-	-	-
32 Social Services	-	-	-	-
33 Health Services	-	-	-	-
34 Transportation	-	-	-	-
35 Food Service	-	-	-	-
36 Extra-Curricular	849,438	-	-	849,438
41 General Admin.	-	-	-	-
51 Maint & Operations	-	-	-	-
52 Security	-	-	-	-
53 Data Processing	6,212,687	-	-	6,212,687
61 Community Services	-	-	-	-
71 Debt Service	-	-	-	-
81 Facilities Acq/Constr.	6,000,000	-	-	6,000,000
95 Juvenile Justice Prgm	-	-	-	-
99 Intergovernmental Chgs	-	-	-	-
TOTAL EXPENDITURES	\$ 17,562,125	\$ -	\$ -	\$ 17,562,125
OTHER SOURCES:				
7912 Sale of Property	\$ -	\$ -	\$ -	\$ -
7913 Proceeds from Capital Leases	-	-	-	-
7915 Operating Transfer In	-	-	-	-
7917 SBITA	-	-	-	-
TOTAL OTHER SOURCES	\$ -	\$ -	\$ -	\$ -
OTHER USES:				
8911 Operating Transfer Out	\$ -	\$ -	\$ -	\$ -
TOTAL OTHER USES	\$ -	\$ -	\$ -	\$ -
CHANGE IN FUND BALANCE	\$ (16,662,125)	\$ -	\$ -	\$ (16,662,125)

8/31/23 FUND BALANCE	\$ 16,662,125
2023-2024 Proposed Revenue	\$ 900,000
2023-2024 Proposed Expenditures	\$ (17,562,125)
Proposed FUND BALANCE	\$ -

**2023-2024 General Fund
Summary of Proposed Budget Transfers/Amendments
05/16/2024 Regular Board Meeting**

	General Fund Original Budget	April, 2024 Amended Budget	May, 2024 Proposed Budget Transfers	May, 2024 Proposed Budget Amendment	May, 2024 Proposed Amended Budget
REVENUES:					
5700 Local revenues	\$ 102,097,711	\$ 102,597,711	\$ -	\$ -	\$ 102,597,711
5800 State revenues	178,721,115	180,271,115	-	-	180,271,115
5900 Federal revenues	4,855,000	2,805,000	-	-	2,805,000
TOTAL REVENUES	\$ 285,673,826	\$ 285,673,826	\$ -	\$ -	\$ 285,673,826
EXPENDITURES:					
11 Instruction	\$ 162,073,885	\$ 159,667,835	\$ (533,632)	\$ -	\$ 159,134,203
12 Inst. Resources/Media	3,264,282	3,269,398	-	-	3,269,398
13 Curr & Staff Develop	3,091,530	3,412,301	2,490	-	3,414,791
21 Inst Leadership	4,971,482	5,164,102	14,421	-	5,178,523
23 School Leadership	20,854,215	21,655,377	(19,000)	-	21,636,377
31 Guidance/Counseling	13,825,769	13,938,532	(24,821)	-	13,913,711
32 Social Services	412,602	410,147	-	-	410,147
33 Health Services	4,182,123	4,189,547	12,611	-	4,202,158
34 Transportation	9,018,267	9,556,148	145,000	-	9,701,148
35 Food Service	-	26,250	-	-	26,250
36 Extra-Curricular	6,025,410	6,225,995	76,126	-	6,302,121
41 General Admin.	7,503,163	7,641,286	1,000	-	7,642,286
51 Maint & Operations	33,268,202	33,218,140	103,780	-	33,321,920
52 Security	6,514,692	6,924,978	-	(407,815)	6,517,163
53 Data Processing	8,834,291	8,838,718	-	-	8,838,718
61 Community Services	4,812,815	4,881,789	(8,689)	-	4,873,100
71 Debt Service	1,207,600	1,207,600	-	-	1,207,600
81 Facilities Acq/Constr.	1,417,886	6,783,749	230,714	(7,014,463)	-
95 Juvenile Justice Prgm	67,328	22,328	-	-	22,328
99 Intergovernmental Chgs	484,807	484,807	-	-	484,807
TOTAL EXPENDITURES	\$ 291,830,349	\$ 297,519,027	\$ -	\$ (7,422,278)	\$ 290,096,749
OTHER SOURCES:					
7912 Sale of Property	\$ -	\$ -	\$ -	\$ -	\$ -
7913 Proceeds from Capital Leases	-	-	-	-	-
7915 Operating Transfer In	-	-	-	-	-
7917 SBITA	-	-	-	-	-
TOTAL OTHER SOURCES	\$ -	\$ -	\$ -	\$ -	\$ -
OTHER USES:					
8911 Operating Transfer Out	\$ -	\$ -	\$ -	\$ 7,422,278	\$ 7,422,278
TOTAL OTHER USES	\$ -	\$ -	\$ -	\$ 7,422,278	\$ 7,422,278
CHANGE IN FUND BALANCE	\$ (6,156,523)	\$ (11,845,201)	\$ -	\$ -	\$ (11,845,201)

2023-2024 Locally Defined Capital Projects Fund 636
Summary of Proposed Budget Transfers/Amendments
5/16/2024 Regular Board Meeting

	Locally Defined Capital Projects Fund 636 Original Budget	5/16/2024 Proposed Budget Amendment	5/16/2024 Proposed Amended Budget
REVENUES:			
5700 Local revenues	\$ 645,000	\$ -	\$ 645,000
5800 State revenues	-	-	-
5900 Federal revenues	-	-	-
TOTAL REVENUES	\$ 645,000	\$ -	\$ 645,000
EXPENDITURES:			
11 Instruction	\$ -	\$ -	\$ -
12 Inst. Resources/Media	-	-	-
13 Curr & Staff Develop	-	-	-
21 Inst Leadership	-	-	-
23 School Leadership	-	-	-
31 Guidance/Counseling	-	-	-
32 Social Services	-	-	-
33 Health Services	-	-	-
34 Transportation	-	-	-
35 Food Service	-	-	-
36 Extra-Curricular	-	-	-
41 General Admin.	-	-	-
51 Maint & Operations	2,364,110	-	2,364,110
52 Security	399,922	407,815	807,737
53 Data Processing	10,298,810	-	10,298,810
61 Community Services	-	-	-
71 Debt Service	-	-	-
81 Facilities Acq/Constr.	571,690	7,014,463	7,586,153
95 Juvenile Justice Prgm	-	-	-
99 Intergovernmental Chgs	-	-	-
TOTAL EXPENDITURES	\$ 13,634,532	\$ 7,422,278	\$ 21,056,810
OTHER SOURCES:			
7915 Operating Transfer In	-	7,422,278	7,422,278
TOTAL OTHER SOURCES	\$ -	\$ 7,422,278	\$ 7,422,278
OTHER USES:			
8911 Operating Transfer Out	\$ -	\$ -	\$ -
TOTAL OTHER USES	\$ -	\$ -	\$ -
CHANGE IN FUND BALANCE	\$ (12,989,532)	\$ -	\$ (12,989,532)

8/31/23 FUND BALANCE	\$ 13,986,685
2023-2024 Proposed Revenue	\$ 645,000
2023-2024 Proposed Transfer In	\$ 7,422,278
2023-2024 Proposed Expenditures	\$ (21,056,810)
Proposed FUND BALANCE	\$ 997,153

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Resolution on Hazardous Areas for the 2024-2025 School Year

Submitted by: Joel Falcon, Chief of Operations

Approved for Transmittal: 

Board Meeting Date: 5/16/2024

Recommendation:

It is recommended that the Board of Trustees approve the resolution declaring 37 areas to be hazardous for students walking to and from school and request approval for bus transportation from the commissioner of the Texas Education Agency for the 2024-2025 school year.

Rationale:

The Texas Education Code allows a school district to apply for additional transportation funding from the Texas Education Agency for transporting students to school who live within two (2) miles of their home campus and would have to walk through areas that are deemed hazardous. Prior to applying for this additional transportation funding, the Board must approve a resolution describing the hazardous areas for which funding may be requested.

Budget Information:

After approval, transportation funding will be requested from the Texas Education Agency as allowed by the state statute.

Board Policy Reference and Compliance:

CNA (Legal)

A RESOLUTION DECLARING THIRTY-SEVEN AREAS AS HAZARDOUS FOR STUDENTS WALKING TO AND FROM SCHOOL, THUS REQUESTING APPROVAL FOR BUS TRANSPORTATION FROM THE COMMISSIONER OF THE TEXAS EDUCATION AGENCY

2024-2025

WHEREAS, the Board of Trustees of the Grand Prairie Independent School District has placed great emphasis on the safety of all students in all phases of the school program:

WHEREAS, the Board of Trustees has duly reviewed the District for hazardous areas, as provided in the Texas Education Code 42.155(d), and has determined that 37 hazardous areas exist:

1. The area in the [David Daniels Academy of Science and Math](#) attendance zone north of the Union Pacific Railroad tracks is hazardous. Students would have to cross railroad tracks to get to the campus.
2. The area in the [Delmas F. Morton Elementary](#) attendance zone north of the Union Pacific Railroad tracks is hazardous. Students would have to cross railroad tracks to get to the campus.
3. The area in the [James Bowie Fine Arts Academy](#) attendance zone from The Landings of Carrier Parkway Apartments, which borders Carrier Parkway and Desco Lane, is hazardous due to the lack of walkways or crosswalks.
4. The area in the [Fannin Middle School](#) and [Hector P. Garcia Elementary School](#) attendance zones located in the Willowbend Mobile Home Park, bordering Mimosa and Main, is hazardous due to the lack of walkways or sidewalks. Students would have to cross a major thoroughfare to get to the campuses.
5. The area in the [Whitt Fine Arts Academy](#) and [South Grand Prairie High School](#) attendance zones on the east side of Belt Line Road and south of Warrior Trail is hazardous due to the lack of sidewalks and walkways.
6. The area in the [Suzanna Dickinson Montessori Academy](#) attendance zone on Matthew Road at Bent Tree is hazardous due to the lack of sidewalks and walkways.
7. The area in the [John F. Kennedy Campus](#) attendance zone north of Warrior Trail and south of Marshall Drive on the east side of Belt Line Road is hazardous due to the high traffic patterns at major intersections on Belt Line Road and Pioneer Parkway.

8. The area in the [Stephen F. Austin Environmental Science Academy](#) attendance zone west of Carrier Parkway and north and south of Tarrant Road is hazardous. Students must cross a major intersection on Carrier Parkway and Tarrant Road to get to the campus.
9. The area in the [Digital Arts & Technology Academy at Adams Middle School](#) attendance zone west of State Hwy 161 is hazardous. Students would have to cross State Hwy 161 to get to the campus.
10. The area in the [Delmas F. Morton Elementary School](#), [Bill Arnold Middle School](#), and [John F. Kennedy Campus](#) attendance zones west of Belt Line Road servicing Hillside Drive and Show Place is hazardous due to lack of sidewalks or walkways on Belt Line Road.
11. The area in the [Bill Arnold Middle School](#) attendance zone west of Belt Line Road, north of Pioneer Parkway, south of Dickey, and east of State Hwy 161 is hazardous due to lack of sidewalks and walkways on Belt Line Road and Marshall Drive.
12. The area in the [Dwight D. Eisenhower Elementary](#) attendance zone north of I-30 and west of State Hwy 161 is hazardous. Students would have to cross State Hwy 161 to get to the campus.
13. The area in the [Hobbs Williams Elementary](#), [Bill Arnold Middle School](#) and [John F. Kennedy Campus](#) attendance zones on Belt Line Road from Enfield Street, Hartford Street, Middleton Avenue, Milford Street, New Haven Street, Stratford Drive, and Waterbury Drive to the campus is hazardous due to the lack of sidewalks and walkways.
14. The area in the [Bill Arnold Middle School](#) attendance zone south of Pioneer Parkway, east of Corn Valley Road, north of Warrior Trail, and west of SE 14th Street is hazardous due to lack of sidewalks on SE 14th Street and Belt Line Road.
15. The area in the [Delmas F. Morton Elementary School](#) attendance zone south of Dickey Road, west of SW 3rd Street, and east of Carrier Parkway is hazardous due to lack of sidewalks on the south side of Dickey Road and no pedestrian crossing to the north side of Dickey Road at Dickey Road or SW 3rd Street.
16. The area in the [Ellen Ochoa STEM Academy at Ben Milam Elementary](#) attendance zone south of west Pioneer Parkway, north of west Springdale Lane, east of south Carrier Parkway, and west of Gregory Lane is hazardous due to high traffic volume on west Pioneer Parkway.

17. The area in the [Jackson Middle School](#) attendance zone northeast of S Beltline Road (FM 1382), south of E Warrior Trail and west of SE 14th Street is hazardous due to the high traffic volume on S Belt Line Road (FM 1382).
18. The area in the [South Grand Prairie High School](#), [Dubiski Career High School](#), and [Thurgood Marshall Leadership Academy](#) attendance zones from Forum Drive to these campuses on Robinson Road is hazardous due to the lack of sidewalks.
19. The area in the [Dubiski Career High School](#) attendance zone west of State Highway 161 on Warrior Trail to the campus is hazardous due to the lack of sidewalks and walkways.
20. The area in the [Dubiski Career High School](#) attendance zone west of State Highway 161 on Arkansas Lane to the campus is hazardous due to the lack of sidewalks and walkways.
21. The area in the [Grand Prairie High School](#) attendance zone south of the Union Pacific Railroad tracks on SW 2nd Street is hazardous. Students would have to cross railroad tracks to get to the campus.
22. The area in the [Grand Prairie High School](#) attendance zone at the Grand Manor Apartments, 1750 W Tarrant Road, is hazardous due to the lack of sidewalks to the campus.
23. The area in the [Grand Prairie High School](#) attendance zone east of Belt Line Road and west of NE 19th Street is hazardous. Students would have to cross a major thoroughfare to get to the campus.
24. The area in the [Grand Prairie High School](#) and [Austin Environmental Science Academy](#) attendance zones west of Stadium Drive is hazardous due to the lack of sidewalks.
25. The area in the [South Grand Prairie School](#) attendance zone east of Belt Line Road and north of Warrior Trail is hazardous due to students having to cross seven lanes of traffic.
26. The area in the [Austin Environmental Science Academy](#) attendance zone west of Carrier Pkwy and north of Hill Street is hazardous. Students would have to cross a major thoroughfare to get to the campus.
27. The area in the [Thurgood Marshall Leadership Academy](#) attendance zone east of Robinson Road is hazardous due to the lack of sidewalks on Crossland Boulevard leading to Robinson Road.
28. The area in the [Sallye Moore College & Career Preparatory](#) attendance zone at the intersection south of Forum Drive and Waterwood Drive is hazardous due to the lack of a crosswalk over four lanes of traffic.

29. The area in the [Colin Powell Elementary](#) attendance zone north of Bardin Road is hazardous due to the lack of crosswalks at Sandra Lane and Bardin Road and Payne Parkway and Bardin Road.
30. The area in the [Sam Rayburn Elementary STEAM Academy](#) attendance zone north of Pioneer Parkway and east of Belt Line Road is hazardous. Students would be required to cross a major thoroughfare to get to the campus.
31. The area in the [Harry S. Truman Middle School](#) attendance zone north of Bardin Drive and east of Lake Ridge Parkway is hazardous due to the lack of sidewalks on Vineyard Road.
32. The area in the [John F. Kennedy Campus](#) attendance zone north of Phillips Court and west of 3rd Street is hazardous due to the lack of sidewalks.
33. The area in the [John F. Kennedy Campus](#) attendance zone south of Pioneer Parkway and east of Carrier Parkway is hazardous. Students would be required to cross a major thoroughfare to get to the campus.
34. The area in the [John F. Kennedy Campus](#) attendance zone at the Tree Top Apartments is hazardous due to the lack of sidewalks on the State Highway 161 Frontage Road.
35. The area in the [Bill Arnold Middle School](#) and [Hobbs Williams Elementary](#) attendance zones north of Garrett Boulevard is hazardous due to the lack of sidewalks on SE 14th Street.
36. The area in the [Florence Hill Elementary](#) attendance zone west of Robinson Road and north of Westchester Parkway is hazardous due to the lack of sidewalks.
37. The area in the [John F. Kennedy Campus](#) attendance zone south of Pioneer Parkway and west of Robinson Road is hazardous. Students would be required to cross a major thoroughfare to get to the campus.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees has declared the 37 areas described above to be hazardous and does respectfully request approval from the Commissioner of the Texas Education Agency for additional funding as provided by Texas Education Code 42.155(d).

ADOPTED ON the _____ day of _____, 2024

ATTEST:

Board of Trustees,

Grand Prairie Independent School District:

Name: Emily Liles
Board President

Name: Amber Moffitt
Board Secretary

Grand Prairie ISD Board of Trustees

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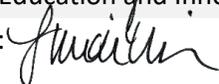
Information

Action

Consent

Topic: Proclamation 2024 Instructional Materials Adoption

Submitted by: Dr. Angela Herron, Chief of Teaching and Learning, and Aniska Douglas, Chief of Career and Technical Education and Innovative Programs

Approved for Transmittal: 

Board Meeting Date: 5/16/2024

Recommendation:

The Administration recommends that the Board approve the Proclamation 2024 Instructional Materials Adoption for science K-12, career and technology education (CTE), and personal financial literacy and economics, described on the supporting document.

Rationale:

During this four-month period, Dr. Angela Herron, Chief Teaching & Learning Officer, Ms. Aniska Douglas, Chief of Career & Technical Education and Innovative Programs, Dr. Mandi Nelson, Secondary Science Facilitator, Ms. Tamara Majors, Elementary Math and Science Facilitator, Ms. Lanette Aguero, PK-12 Social Studies Facilitator, and Mr. Kevin Walker, Director of CTE, have been working with K-12 Science, career and technology, and social studies teachers to ensure that the process of reviewing textbooks was very intense and thorough. Our teachers have spent numerous hours reviewing sample instructional materials and attending publisher presentations. Attached are position statements from the departments to support these selections.

Budget Information:

State Technology Instructional Materials Allotment Funds (TIMA) and General Funds will be used to purchase the instructional materials for Proclamation 2024.

Board Policy Reference and Compliance:

EF(LEGAL), CMD(LEGAL), EH(LOCAL)

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

Grand Prairie ISD teachers have selected the following instructional materials and request that the Board approve their use for the 2024-2025 school year:

Science/K-12

Grades K-5 Science Eng/Span – *STEMscopes Science TX* – Accelerate Learning Inc.
Grades 6-8 Science – *McGraw Hill Texas Science* – McGraw-Hill Education Division
Biology – *National Geographic Biology, Texas Edition* – Cengage Learning Inc.
Chemistry – *McGraw Hill Texas Chemistry* – McGraw-Hill School Division
Earth Systems Science – *Earth Systems, Texas Edition* – Cengage Learning Inc.
Environmental Systems – *Environmental Science: Sustaining Your World, Texas Edition* – Cengage Learning Inc.
Physics – *Texas Experience Physics TX* – Savvas
Astronomy – *Astronomy 1a/1b* – eDynamic Holdings LP
Aquatic Science – *Oceanography: An Invitation to Marine Science HS Edition* – Cengage Learning Inc.
AP Biology – *Biology for the AP Course* – Bedford, Freeman, and Worth
AP Chemistry – *Chemistry, AP Edition* – McGraw-Hill Education Division
AP Physics – *College Physics for the AP Physics 1 & 2 Courses* – Bedford, Freeman, and Worth
AP Environmental Systems – *Environmental Science for the AP Course* – Bedford, Freeman, and Worth

Personal Financial Literacy and Economics - Secondary

Personal Financial Literacy and Economics – *Personal Finance High School Edition* – McGraw-Hill School Division

Career and Technology Education - Secondary

Anatomy and Physiology – *Understanding Anatomy & Physiology (Texas Edition)* – B.E. Publishing
Child Guidance – *Working with Young Children* – G-W Publisher
Engineering Design and Presentation I – *Exploring Drafting* – G-W Publisher
Food Science – *Principles of Food Science* – G-W Publisher
Forensic Science – *Forensics: The Science of Crime 1a/1b* – eDynamic Holdings LP
Fundamentals of Computer Science – *Principles of Information Technology 1a/1b* – eDynamic Holdings LP
Health Science Theory – *Health Science Concepts and Skills* – G-W Publisher
Human Growth and Development – *Lifespan Development* – G-W Publisher
Medical Assisting – *Medical Assisting* – National Geographic Learning
Medical Terminology – *Introduction to Medical Terminology* – G-W Publisher
Pathophysiology – *Human Diseases* – National Geographic Learning
Pharmacy I – *Essentials of Pharmacology* – National Geographic Learning
Principles of Applied Engineering – *Applied Engineering 1a/1b* – eDynamic Holdings LP
Principles of Education and Training – *Teaching* – G-W Publisher
Child Development – *Child Development 1a/1b* – eDynamic Holdings LP
Communications and Technology in Education – *Technology Integration for Meaningful Classroom Use* – National Geographic Learning
Computer Science I – *Introduction to Programming 1a/1b* – eDynamic Holdings LP

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

Computer Science II – *Programming 2a/2b* – eDynamic Holdings LP
Cybersecurity Capstone – *Operational Cybersecurity 1a/1b* – eDynamic Holdings LP
Digital Forensics – *Guide to Computer Forensics and Investigation* – National Geographic Learning
Foundation of Cybersecurity – *Network Security Fundamentals 1a/1b* – eDynamic Holdings LP
Healthcare Administration – *Healthcare Administration and Management* – National Geographic Learning
Pharmacology – *Pharmacology 1a/1b* – eDynamic Holdings LP

The science, social studies, and CTE facilitators have prepared position statements to support these selection.

Science Instructional Materials ~ Proclamation 2024

Elementary Science, Kindergarten-Fifth Grade

GPISD took the following steps to ensure that the textbook selected for elementary science instruction is high-quality instructional material (HQIM) and provides rigorous learning opportunities and instructional support for students and educators.

Step 1: Before the Proclamation 2024 hearing, the GPISD Teaching and Learning team analyzed the instructional materials quality review for each publisher provided by the Texas Resource Review (TRR). Developed by the Texas State Board of Education, the TRR process provides quality reviews that are independent, objective, comprehensive, and focused on the TEKS.

Step 2: In addition to reviewing the TRR, the Elementary Math and Science Department attended the Instructional Materials Publisher Showcase held by Region 10 in January 2024.

Step 3: GPISD elementary science teachers had the opportunity to attend a publisher hearing for each resource where they: 1) received an overview and demonstration of the materials and 2) asked questions about the materials.

Step 4: Each teacher had the opportunity to explore print (at each campus) and digital samples to conduct their evaluations utilizing the TRR rubric. As a result, teachers had the information needed to make a well-informed final vote.

After careful consideration, GPISD's elementary science teachers have selected STEMscopes as their science instructional material for its relevance to District goals and to meet the needs of our students.

STEMscopes offers: 1) 100% alignment to the newly adopted science TEKS; 2) hands-on science investigations; 3) targeted language support and Spanish availability for Emergent Bilingual students; 4) teacher support to provide science background knowledge and pedagogy; and 5) embedded opportunities for writing which supports students short-constructed response on STAAR.

Moreover, the instructional material focuses on phenomena-based learning, science and engineering practices, and an emphasis on recurring themes and concepts. These components provide a strong foundation for students' conceptual understanding and knowledge application for science.

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

Secondary Science

In preparation for the GPISD Proclamation 2024 hearing, the GPISD Teaching and Learning team thoroughly analyzed the instructional materials quality review for each publisher provided by the Texas Resource Review (TRR). The TRR process was created by and for Texas educators to provide quality reviews that are independent, objective, comprehensive, and Texas-focused. These quality reviews were performed by teams of rigorously vetted and trained educators from around the state to ensure that evaluations were detailed and comprehensive. In addition to reviewing the TRR, the Teaching and Learning team attended the Instructional Materials Publisher Showcase held by Region 10 in January 2024 where state-approved SBOE instructional materials for science courses were presented.

In a publisher hearing held for each resource, teachers received a demonstration of the materials and had the opportunity to ask any questions they may have had. Additionally, each teacher had the opportunity to explore digital samples of the instructional materials presented for their course at their own pace in the weeks following the hearing in order to conduct their own evaluations utilizing the TRR rubric. As a result, teachers were equipped with the information necessary to make a well-informed decision when casting their final vote. After careful consideration, our secondary science teachers have chosen the following as their instructional materials.

Course	Instructional Material Selection
6-8 Science	McGraw-Hill Education
Astronomy	eDynamic Learning
Aquatics	Cengage
Biology	Cengage
Chemistry	McGraw-Hill Education
Earth Systems Science	Cengage
Environmental Systems	Cengage
Physics	Savvas

AP SCIENCE

In preparation for the GPISD Proclamation 2024 hearing, the GPISD teaching and learning team thoroughly analyzed the instructional materials on the College Board Course Audit page for each course.

Instructional materials had to be identified by the College Board as meeting the curricular requirements of the course in question in order to be selected for teacher review.

In a publisher hearing held for each resource, teachers received a demonstration of the materials and had the opportunity to ask any questions they may have had. Additionally, each teacher had the opportunity to explore digital samples of the instructional materials presented for their course at their own pace in the weeks following the hearing in order to conduct their own evaluations. As a result, teachers were equipped with the information necessary to make a well-informed

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

decision when casting their final vote. After careful consideration, our AP science teachers have chosen the following as their instructional materials.

Course	Instructional Material Selection
AP Biology	BFW
AP Chemistry	McGraw-Hill Education
AP Environmental Science	BFW
AP Physics	BFW

Personal Financial Literacy and Economics Instructional Materials ~ Proclamation 2024

In preparation for the GPISD Proclamation 2024 hearing, the GPISD social studies facilitator attended the Proclamation 2024 Summit held by Region 10 on January 23, 2023 which showcased state approved instructional materials for the new Personal Financial Literacy and Economics course. Following the Proclamation 2024 Summit, we hosted five publishers for presentations via Zoom meetings on February 13 and February 20, 2024. Our teacher reviewer heard each presentation, had time to answer questions, then had sufficient time to review both digital and paper samples using a district-created rubric to thoroughly evaluate each of the identified resources in terms of content rigor, resource flexibility, differentiated supports for all learners, implementation support, and innovative technology integration.

After the review time and submission of the rubric, our teacher cast her final vote. After careful consideration, our teacher chose the McGraw Hill Focus on Personal Financial Literacy 1st edition/high school edition book (copyright 2024) as the best choice for adoption for the following reasons:

- The book is 100% aligned with the TEKS for Personal Financial Literacy and Economics. The sequencing and order in which the textbook is done match with the TEKS. There was also a guarantee for updates if the TEKS change (for digital).
- The textbook has multiple different platforms for easier access to students.
 - . There is a hardcover book and student workbook.
 - a. Digital platform
 - i. There is complete integration with Canvas; the teacher can upload and tailor the information the students will read, assignments students will complete; even additional resources provided by McGraw Hill will be available with Canvas. Since high schools are supposed to be using the Canvas interface this is a huge bonus.

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

- ii. The digital platform also has access to the McGraw Hill app. If a student does not have access to the internet once they leave school, they can use the app to download chapters or even the whole book. They will then have access to those chapters outside of school.
- Smart Book Feature--When students are given reading assignments, questions will be generated after a set amount of reading for checks for understanding. If students are not answering correctly, it will tell the student to re-read the material. If a student continues to be unsuccessful, then it will force the student to go back and read and answer different questions to check for understanding, before it allows them to move forward. With this feature, it also gives teachers data to determine what students know and why they need additional help with.
- The text can be changed digitally, to differentiate it for all students.
 - a. McGraw Hill has a partnership with Google, and so the text can be translated to 130 languages.
 - b. Students can tailor the font, size, color of letters and background to their liking. The students can customize to their own reading preferences.
 - c. Read-a-loud is available for all students. This can be tailored, from different voices reading to the speed at which the text is read.
- The textbook also comes with many additional resources to help teachers teach and convey material to the students and for student understanding. The resources are up to date and current with the ever-changing economies of the world.

Career and Technology Education Instructional Materials ~ Proclamation 2024

Health Science Anatomy and Physiology

The CTE health science teachers of Grand Prairie, in conjunction with the CTE textbook committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

After careful consideration, our CTE health science teachers have selected **B.E.Publishing - Understanding Anatomy and Physiology** as their anatomy and physiology text for its relevance to our District goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Health Science Theory

The CTE health science teachers of Grand Prairie, in conjunction with the CTE textbook committee, attended textbook hearings and had opportunities to ask publishers questions about

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

After careful consideration, our CTE health science teachers have selected **G-W Publisher - Health Science Concepts and Skills** as their **Health Science Theory** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Medical Assisting

The CTE health science teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

After careful consideration, our CTE health science teachers have selected **National Geographic Learning** as their **Medical Assisting** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Medical Terminology

The CTE health science teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

After careful consideration, our CTE health science teachers have selected **G-W Publisher – Introduction to Medical Terminology** as their **Medical Terminology** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Pathophysiology

The CTE health science teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

After careful consideration, our CTE health science teachers have selected **National Geographic Learning – Human Diseases** as their **Pathophysiology** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

Pharmacy I

The CTE health science teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

After careful consideration, our CTE health science teachers have selected **National Geographic Learning – Essentials of Pharmacology** as their **Pharmacy I** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Pharmacology

The CTE health science teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

After careful consideration, our CTE health science teachers have selected **eDynamicLearning – Pharmacology 1a/1b** as their **Pharmacology** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Healthcare Administration

The CTE health science teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

After careful consideration, our CTE health science teachers have selected **National Geographic Learning** as their **Healthcare Administration** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Hospitality and Tourism Food Science

The CTE hospitality and tourism teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessment and progress monitoring.

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

After careful consideration, our CTE hospitality and tourism teachers have selected **G-W Publisher – Principles of Food Science** as their **Food Science** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

STEM **Fundamentals of Computer Science**

The CTE STEM teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE STEM teachers have selected **eDynamicLearning – Principles of Information Technology 1a/1b** as their **Fundamentals of Computer Science** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Computer Science I

The CTE STEM teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE STEM teachers have selected **eDynamicLearning – Introduction to Programming 1a/1b** as their **Computer Science I** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Computer Science II

The CTE STEM teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE STEM teachers have selected **eDynamicLearning – Programming 2a/2b** as their **Computer Science II** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

Cybersecurity Capstone

The CTE STEM teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE STEM teachers have selected **eDynamicLearning – Operational Cybersecurity 1a/1b** as their **Cybersecurity Capstone** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Foundation of Cybersecurity

The CTE STEM teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE STEM teachers have selected **eDynamicLearning – Network Security Fundamentals 1a/1b** as their **Foundation of Cybersecurity** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Digital Forensics

The CTE STEM teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE STEM teachers have selected **National Geographic Learning – Guide to Computer Forensics and Investigation** as their **Digital Forensics** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Engineering Design and Presentation I

The CTE STEM teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

After careful consideration, our CTE STEM teachers have selected **G-W Publisher – Exploring Drafting** as their **Engineering Design and Presentation I** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Principles of Applied Engineering

The CTE STEM teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE STEM teachers have selected **eDynamicLearning – Applied Engineering 1a/1b** as their **Principles of Applied Engineering** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Teaching and Training Child Guidance

The CTE teaching and training teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE teaching and training teachers have selected **G-W Publisher – Working with Young Children** as their **Child Guidance** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Human Growth and Development

The CTE teaching and training teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE teaching and training teachers have selected **G-W Publisher – Lifespan Development** as their **Human Growth and Development** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Child Development

The CTE teaching and training teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about

Proclamation 2024 Instructional Materials Adoption List of Proposed Instructional Materials and Publishers

the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE teaching and training teachers have selected **eDynamicLearning – Child Development 1a/1b** as their **Child Development** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Communication and Technology in Education

The CTE teaching and training teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE teaching and training teachers have selected **National Geographic Learning - Technology Integration for Meaningful Classroom Use** as their **Communication and Technology in Education** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Principles of Education and Training

The CTE teaching and training teachers of Grand Prairie, in conjunction with the CTE Textbook Committee, attended textbook hearings and had opportunities to ask publishers questions about the materials. In addition to listening to the textbook presentations, they evaluated each text for its alignment to the TEKS, quality of literature, digital access and technology components, differentiation support, assessments and progress monitoring.

After careful consideration, our CTE Teaching and Training teachers have selected **G-W Publisher - Teaching** as their **Principles of Education and Training** text for its relevance to our district goals and its vision for personalizing instruction to meet the needs of our students. The text presents rigorous ideas that are aligned to the TEKS.

Grand Prairie ISD Board of Trustees

CREATE.
EMPOWER.
LEAD.

Information

Action

Consent

Topic: Instructional Materials Technology Allotment and TEKS Certification, 2024-2025

Submitted by: Dr. Angela Herron, Chief of Teaching and Learning, and LaParis Jarden, Instructional Materials Specialist

Approved for Transmittal:



Board Meeting Date: 5/16/2024

Recommendation:

The Administration recommends that the Board approve the 2024-2025 TEKS Certification Form in order for the District to have access to the IMTA funds appropriated by the Legislature.

Rationale:

TEA requires the District to certify that instructional materials purchased through the EMAT system are approved by the state of Texas and support the TEKS. This is an annual certification.

Budget Information:

Board Policy Reference and Compliance:

EF(LEGAL), CMD(LEGAL), EH(LOCAL)



Certification of Provision of Instructional Materials Survey 2024–25

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Survey Pre-Work

2024–25 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2024–25 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2024–25 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2024–25 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2024–25 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2024–25 Survey and upload of the ratified Certification 2024–25 Form.

TEA recommends that LEAs complete these steps by **May 1, 2024**. The Certification 2024–25 Form can be accessed at the following link on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 29, 2024, and is scheduled to reopen on May 15, 2024. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2024.**

Certification 2024–25 Survey submissions received after May 15, 2024, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2024–25

1. **Review the Certification 2024–25 Form:** Print the fillable TEKS Certification 2024–25 Form found on the [Instructional Materials website](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2024–25 Form:** Complete the TEKS Certification 2024–25 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2024–25 Form** by the LEA’s board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2024–25 Survey:** Complete the online Certification 2024–25 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2024–25 Form from Step 4. The survey will be open for submissions beginning Monday, March 18, 2024, and will be located on the [Instructional Materials website](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2024–25 Process on *Monday, March 18th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours on *Monday, March 25, at 11:00 a.m. CDT and Thursday, March 28, at 11:00 a.m. CDT*. [Registration](#) is required.
- To facilitate completion of this year’s submission, LEAs may request a copy of their previous year’s submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2024–25 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

Certification 2024–25 Survey

Background Information

QUESTION 1.0: Name of person completing this form

LaParis Jarden

QUESTION 1.1: Your email address

LaParis.Jarden@gpisd.org

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

10

QUESTION 2.1: LEA Name and Number

Grand Prairie ISD - 057910

QUESTION 2.2: Superintendent's Name

Ms. Linda Ellis

QUESTION 2.3: Superintendent's email address

Linda.Ellis@gpisd.org

QUESTION 2.4: School board president's or governing body's name

Ms. Emily Liles

QUESTION 2.5: School board president's or governing body's email address

Emily.Liles@gpisd.org

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

05/16/2024

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt Into Reading (Tier 1) , Empowering Writers (Tier 1 supplemental) , Heggerty (Tier 2-3), Learning Dynamic (Supplemental Tier 1, 2, 3)

English RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:

English RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:
Houghton Mifflin Harcourt Into Reading (Tier 1) Empowering Writers (Tier 1 supplemental), Heggerty (Tier 2, 3 Supplemental), Learning Dynamic (Supplemental Tier 2, 3)

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA grades K-2 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt Arriba la Lectura (Tier 1), Empowering Writers (Tier 1 Supplemental)
Heggerty (Tier 2, 3) Esperanza (Tier 2, 3)

Spanish RLA grades 3-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Houghton Mifflin Harcourt Arriba la Lectura (Tier 1), Empowering Writers (Tier 1 Supplemental)
Heggerty (Tier 2, 3) Esperanza (Tier 2, 3)

English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas myPerspectives / Writable

English Reading Language Arts 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Literature / Writable

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

STEMscopes

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:
McGraw-Hill Texas Math 6-8 and Desmos Curriculum 6-8

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw-Hill Texas Algebra 1, Algebra 2, Geometry, Precalculus
Cosenza Algebraic Reasoning

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K-5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

SAVVAS

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

Yes

No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

World Geography - McGraw Hill Education; World History and U.S. History - HMH; Government and Economics - Pearson/SAAVAS

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

STEMscopes

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

6th Grade Science - McGraw-Hill - McGraw Hill Texas Science Grade 6
7th Grade Science - McGraw-Hill - McGraw Hill Texas Science Grade 7
8th Grade Science - McGraw-Hill - McGraw Hill Texas Science Grade 8

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Aquatic Science - Cengage Learning Inc. - Oceanography: An Invitation to Marine Science HS Edition
Astronomy - eDynamic Holdings LP - Astronomy 1a/1b
Biology - Cengage Learning Inc. - National Geographic Biology, Texas Edition
Chemistry - McGraw-Hill - McGraw Hill Texas Chemistry
Earth Systems Science - Cengage Learning Inc. - Earth Systems, Texas Edition
Environmental Systems - Cengage Learning Inc. - Environmental Science: Sustaining Your World, Texas Edition
Physics - Savvas - Texas Experience Physics

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

Yes

No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

English Reading Language Arts

Spanish Reading Language Arts

Prekindergarten

English Phonics

Spanish Phonics

Science

QUESTION 36.0:

How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 37.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="NWEA MAP Universal Screener"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="District Assessments"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

QUESTION 38.0:

Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?

SBOE-Approved Instructional Materials Allotment - An annual entitlement of \$40 per enrolled student credited to a district's Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

QUESTION 39.0:

Is your LEA planning on using the Open Education Resource Funding Allotment?

Open Education Resource Printing Allotment - An annual entitlement of up to \$20 per enrolled student credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

Certification 2024-25 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

057910

District Name:

Grand Prairie ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

05/16/2024

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan THIS SIGNATURE PAGE of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Waiver for Low Attendance

Submitted by: Dr. Melissa Steger, Chief Data and Information Systems Officer

Approved for Transmittal:



Board Meeting Date: 5/16/2024

Recommendation:

The Administration recommends that the Board of Trustees approve a waiver for low attendance for Grand Prairie Independent School District for the date of April 8, 2024.

Rationale:

Districts or campuses can request a waiver to excuse any instructional days from ADA and FSP funding calculations that have attendance at least 10 percentage points below the last school year's overall average attendance for the district or applicable campus due to inclement weather, health, or safety-related issues.

The low attendance on April 8, 2024, was a school safety-related issue.

District attendance on April 8, 2024 – 65.2%

District ADA Total Last Year – 92.5%

(Difference – 27.3%)

Budget Information:

If granted, the attendance for April 8, 2024, will not be included in calculations for the District ADA for the 2023-2024 school year. This will have a positive effect on funding received from the State.

Board Policy Reference and Compliance:

FEB(LEGAL)

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Out-of-State Travel – 2024 SkillsUSA National Leadership Conference in Atlanta. GA

Submitted by: Traci Davis, Associate Superintendent of Academics, Innovation and School Leadership, and Aniska Douglas, Chief of Career and Technical Education and Innovative Programs

Approved for Transmittal: 

Board Meeting Date: 5/16/2024

Recommendation:

The GPISD CTE Department requests consideration of the approval of out-of-state travel for the 2024 SkillsUSA National Leadership Conference in Atlanta, Georgia, June 22-29, 2024. Students from Dubiski Career High School, Grand Prairie Collegiate Institute, School for the Highly Gifted, and Young Women’s Leadership Academy will attend.

Rationale:

The students from DCHS, GPCI, SHG and YWLA have qualified for the national competition.

Students will experience educational opportunities that include visiting the largest technical education trade show in the nation at SkillsUSA TECHSPO, transformative leadership training, insightful workshops, and community service activities. Other educational experiences include the Georgia Aquarium, National Center for Human and Civil Rights, and the World of Coca-Cola Museum.

Budget Information:

Local General Fund

Board Policy Reference and Compliance:

EHBF(LEGAL) - SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION

Student Travel
12/2023

SCHOOL SPONSORED TRIP REQUEST
[See FMG (LOCAL) for Travel Requirements]

In-State Trips
Form must be submitted
15 days prior to trip.

Out-of-State Trips
Form must be submitted
30 days prior to the trip.

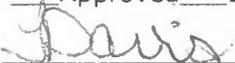
DO NOT USE GRAY AREA

School Bus Charter Bus Air
Overnight No Yes If yes, how many nights 7

Date of request:	4/25/2024
Campus Name:	Dubiski CHS / GPCI / YWLA/SHG
Requested by:	Gloria Trevino
Contact number:	CAMPUS NUMBER 972-343-7800
	CELL NUMBER 214-986-4438
Purpose of trip/Event(s) to be Attended:	SkillsUSA NLSC
Educational Relevance:	Students have advanced to the national level of competition
Number of Students:	57
Names of Chaperones: If non teacher chaperones are attending, they MUST have background check approval prior to travel.	11
	DCHS - Gloria Trevino, Luis Varela, Ashley Piper, Johnathan Taylor
	Dartagnan Harris, Edgar Hernandez, Jericka Nava Rojo
	GPCI - Eris Flores YWLA - Rebecca Cavitt
	SHG - Carlos Yoder, Andrea Cook
Funding Source:	CTE
Departure Date:	6/22/2024
Departure Time:	8:00am
Departure Location:	Dubiski Career HS
Destination Name:	Hilton Atlanta Hotel
Destination Address: (PHYSICAL)	
	CITY & STATE 255 Courtland St NE Atlanta GA
	ZIP CODE 30303
Return Date:	6/29/2024
Arrival Time Back to Campus:	7:00pm
Return Departure Pickup Location:	Hilton Atlanta Hotel
Special Instructions:	
Total Round Trip Miles:	1,598 miles
Transportation needed at the event?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>
SPED Bus Needed?	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> # of Students _____

FOR OFFICE USE

Account Code:	
Estimate/Bid cost:	
Trip Number:	

<input checked="" type="checkbox"/> Approved ___ Denied  <small>Digitally signed by [Name] /ES Built in Signing Certificate Date: 2024 04 28 13:21:48 -0500</small>	<input checked="" type="checkbox"/> Approved ___ Denied Aniska Douglas <small>Digitally signed by Aniska Douglas Date: 2024 04 28 13:13:56 -0500</small>	<input checked="" type="checkbox"/> Approved ___ Denied  Supt. or Asst. Supt. Of Admin/Date
Principal /Date	Area Supt. Or Program Director / Date	Supt. or Asst. Supt. Of Admin/Date

**After principal approval or denial, forward a copy to the Area Superintendent
FINE ARTS MUST SEND TO SABRINA GARCIA FIRST FOR FA APPROVAL**



NATIONAL LEADERSHIP & SKILLS CONFERENCE

ATLANTA | JUNE 2024



2024 NLSC Condensed Conference Agenda

Monday, June 24

1 p.m. – 6 p.m. SkillsUSA Store Grand Opening

Tuesday, June 25

7:30 a.m. – 5 p.m. SkillsUSA Store Open
9 a.m. – 12 p.m. Advisor of the Year Interviews
9:30 a.m. – 4:30 p.m. Academy of Excellence
9:30 a.m. – 3:30 p.m. SkillsUSA University
10 a.m. – 5 p.m. SkillsUSA Championships
10 a.m. – 5:30 p.m. SkillsUSA TECHSPO
7 p.m. Opening Session

Wednesday, June 26

7:30 a.m. – 5 p.m. SkillsUSA Store Open
8 a.m. – 5 p.m. SkillsUSA Championships
8 a.m. – 5:30 p.m. SkillsUSA TECHSPO
9 a.m. – 5 p.m. Models of Excellence Interviews
9:30 a.m. – 4:30 p.m. Academy of Excellence
9:30 a.m. – 3:30 p.m. SkillsUSA University
1:30 p.m. – 3:30 p.m. Annual Meeting of SkillsUSA, Inc.
6 p.m. – 9:30 p.m. Champions Festival

Thursday, June 27

7:30 a.m. – 2 p.m. SkillsUSA Store Open
8 a.m. – 5 p.m. SkillsUSA Championships
8 a.m. – 5 p.m. SkillsUSA TECHSPO
9:30 a.m. – 4:30 p.m. Academy of Excellence
9:30 a.m. – 3:30 p.m. SkillsUSA University

Friday, June 28

9 a.m. – Noon Community Service Project
5 p.m. Awards Session

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Adams ADA Exterior Parking Lot and Sidewalk

Submitted by: Joel Falcon, Chief of Operations

Approved for Transmittal:



Board Meeting Date: 05/16/2024

Recommendation:

It is recommended that the Board of Trustees approve the Adams ADA exterior parking lot and sidewalk repairs through CSP #23-10 with Holton Houston Builders Inc in the amount of \$220,000.00.

Rationale:

The Texas Department of Licensing and Regulations (TDLR) has required a sidewalk ramp for the school's new secured vestibule. The current sidewalk ramp is non-compliant. The Board-approved architect has provided specifications and scope of work for parking lot and sidewalk repairs to meet ADA requirements.

Budget Information:

General Fund

Board Policy Reference and Compliance:

CH (Local)

CH (Legal)

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: South Grand Prairie High School Theatre Stucco Walls

Submitted by: Joel Falcon, Chief of Operations

Approved for Transmittal:



Board Meeting Date: 05/16/2024

Recommendation:

It is recommended that the Board of Trustees approve the repairs on the stucco walls of the South Grand Prairie High School Theatre through CSP #23-09 with Tri-Lam Roofing in the amount of \$400,000.00.

Rationale:

The exterior stucco walls have failed, and this is causing water intrusion. The Board-approved architect's recommendation is to install exterior metal panels that will encase the stucco walls, eliminating the water intrusion.

Budget Information:

General Fund

Board Policy Reference and Compliance:

CH(LOCAL)

CH(LEGAL)

Grand Prairie ISD Board of Trustees

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LEAD.

Information

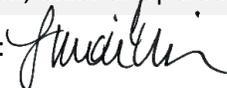
Action

Consent

Topic: Sam Rayburn Elementary STEAM Academy Playground Installation

Submitted by: Joel Falcon, Chief of Operations

Approved for Transmittal:



Board Meeting Date: 05/16/2024

Recommendation:

It is recommended that the Board of Trustees approve the installation of playground equipment at Sam Rayburn Elementary STEAM Academy with Child's Play, Inc. in the amount of \$177,893.00.

Rationale:

Currently, Rayburn does not have a playground at the campus; therefore, students use the city playground at Sycamore Park. Because of rising safety concerns, the City of Grand Prairie graciously agreed to lease a portion of the land for a playground to be installed. This playground will be located on the east side of the campus, which is close to where portable buildings used to be, on land that was leased to the District by the City.

The new playground will be secured with a six-foot fence and gate.

Budget Information:

MS Donation

Board Policy Reference and Compliance:

CH(LOCAL)

CH(LEGAL)

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Student Device Refresh

Submitted by: Dr. Melissa Steger, Chief Data and Information Systems Officer

Approved for Transmittal: *M. Steger*

Board Meeting Date: 5/16/2024

Recommendation:

The administration recommends the Board of Trustees approve a refresh of 6th-12th grade student devices.

Rationale:

In April, the administration outlined a three-phased student device refresh with devices for students in grades 6-12 being the first to refresh in 2024.

The total cost of the refresh is \$6,774,317

Dell Marketing LP - \$652,288 – DIR-TSO-3763

Apple Computer Inc – \$5,932,029 - Choice Partners Contract #23/036SG

Second Life Mac - \$190,000 – RFP 22-09

Budget Information:

Local Technology Budget - \$1,000,000

Mackenzie Scott Donation - \$5,774,317

Board Policy Reference and Compliance:

CQ (LEGAL)

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Revision to the 2024-2025 School Calendar

Submitted by: Sam Buchmeyer, Public Information Officer

Approved for Transmittal: 

Board Meeting Date: 5/16/2024

Recommendation:

It is recommended the Board adopt the revision to the 2024-2025 school calendar as presented.

Rationale:

To align with the 2025 spring schedules of Dallas College and districts surrounding GPISD, there is a need to move the March 10-14, 2025, spring break forward one week to March 17-21, 2025.

Budget Information:

N/A

Board Policy Reference and Compliance:

EB(LEGAL)
EB(LOCAL)

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Voluntary Benefits for 2024-2025

Submitted by: Tracy Ray, Interim Deputy Superintendent of Business Operations

Approved for Transmittal:



Board Meeting Date: 5/16/2024

Recommendation:

The Administration recommends that the Board of Trustees approve the proposed voluntary benefits providers and corresponding benefits and rates to be effective September 1, 2024.

Rationale:

The District released an RFP for voluntary benefits providers for 2024-2025. We received multiple submissions. Our insurance consultant, Gallagher Benefit Services, analyzed the submissions and presented the information to the Benefits Steering committee and to the larger Benefits committee. Gallagher will present the information to the Board of Trustees.

Budget Information:

The benefits in this solicitation are 100% employee paid with the exception of Basic Life/AD&D, Employee Assistance Program, and Hospital Indemnity. The estimated annual premium costs to the District are below.

Basic Life / AD&D: \$110,547; Employee Assistance Program: \$23,889; Hospital Indemnity: \$294,205

Board Policy Reference and Compliance:

CRD(LEGAL) and CRD(LOCAL)

Grand Prairie ISD Board of Trustees

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Action

Consent

Topic: District Technology Plan

Submitted by: Dr. Melissa Steger, Chief Data and Information Systems Officer

Approved for Transmittal: 

Board Meeting Date: 5/16/2024

Recommendation:

The Administration will update the Board of Trustees on the District Technology Plan.

Rationale:

The District Technology Plan was an action item included in one of the technology community visioning objectives, and it provides a roadmap for instructional technology, technology infrastructure, cybersecurity, and other areas in technology for the District. The plan has been developed in conjunction with the District Technology Advisory Committee and will be regularly reviewed and updated quarterly.

Budget Information:

No budget implications

Board Policy Reference and Compliance:

CQ(LEGAL)
CQ(LOCAL) - A
CQC(LEGAL)



Technology Plan

2024-2027

Updated 05.05.24

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INTRODUCTION:

The district vision is Grand Prairie ISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

The mission of GPISD is to provide an exceptional learning community committed to student academic growth, innovation, and equity for all.

The core values of GPISD are:

Grow, attract, and retain students and staff through high quality programming.

Prepare scholars through college, career, and military readiness for the 21 st century and beyond.

Innovative and inclusive educational practices.

Secure the largest rate of return on the public's tax dollar by adopting conservative budget practices.

Develop high community standards through the engagement of parents, business, and the community in a collaborative and transparent process.

The GPISD graduate:

Prepares for academic success in post-secondary college and career endeavors

Communicates effectively

Values inclusiveness

Listens actively and empathetically

Thinks critically

Operates with integrity and high ethical standards

Possesses emotional intelligence

Practices self-awareness

Manages conflict to achieve successful resolution

Demonstrates responsibility and accountability

These tenets serve as a foundation and guiding principles for the development and continued improvement of the GPISD technology plan.

District Technology Advisory Committee:

This plan is a result of the hard work and thoughtful consideration by the following members of the technology Committee:

Dr. Melissa Steger, Chief Data and Information Systems Officer

Dianna Drew, Executive Director of Technical and Digital Solutions

Tara Cahill, Executive Director of Technology Support and Integration
Antwone Robertson, Director of Technology Services and Mobile Devices
Mark Bovinich, Manager of Cybersecurity and Network Solutions
Laighta Boyle, Principal Grand Prairie High School
Dr. Shelley Handcock, Principal Digital Arts and Technology Academy at Adams Middle School
Magdalena Garcia, Principal Eisenhower Elementary
April Wyatt, Principal Daniels Elementary Academy
Tanya Gilliam, Principal Truman Middle School
Diondria Phillips, Principal Dubiski Career High School
Rosie Zapeda-Acosta, Dual Language Facilitator, Bilingual/ESL
Lauren Plemons, Coordinator of Assessment and Related Services, Special Education
Veronica Benzvi, World Languages Facilitator, Teaching and Learning
Christian Cranfill, Secondary Math Strategist, Teaching and Learning
Julie Hungaski – Manager of Technology Integration and Library Services
Andrew Low - Instructional Technology Specialist
Sasha Hurtado – Teacher Eisenhower Elementary, Kindergarten
Valerie Sierra – Teacher Fannin Middle School, ELA
Christy Stone – Teacher Garner Fine Arts Academy, GT
Michael Garcia, Parent and Community Leader
Heather Anderson, Grand Prairie Education Foundation Officer

EXECUTIVE SUMMARY:

In spring 2021, the first of a three-phase upgrade to network infrastructure began. Phase 1 included refreshing core WAN/LAN switches, uninterruptible power supplies (UPS) for existing MDF and IDF closets, and wireless access points. The cost of the project at just over \$8.5 million, of which E-Rate reimbursements offset approximately \$6.2 million, leaving a net cost of approximately \$1.8 million for the district. This phase of the upgrade was completed in the summer of 2023.

Phase 2 of the network upgrades included core network equipment for non-instructional buildings; building new network closets; adding new edge switches with UPS to support new cameras, paging, and wireless access points; and to transition from maintaining individual switches in each classroom. The approximate cost of the phase II upgrades was \$8 million, of which E-Rate reimbursements offset approximately \$1.7 million. ESSER funds were used for the \$6.3 million balance of Phase 2. This phase of the upgrade was completed in the summer of 2023.

Phase 3 of the network upgrades is currently in progress and includes increases to our door access control system, replacement and increase to our security camera system, a complete voice (telephone) upgrade to the cloud, and cabling and equipment to transition our analog campus paging systems to an IP based system. This paging system upgrade enhances security for our staff and students by having the speakers connected to IDF switches supported by UPS back-ups allowing for continued service in the event of a loss of power. Phase 3 work began in August 2023 and is expected to be completed early 2026. The expected cost for all of Phase 3 is \$12M and has already been budgeted.

As of April 2024, we are 95% complete with additional door access control. Cabling for data, phones, paging, and additional cameras has been started at Travis, Bonham, and the Kennedy campus. We have completed 100% of the back-end voice system and have deployed all new handsets (phones) to all GPISD locations. Cabling each individual handset will occur during the cabling portion of the paging project.

In Fall 2023, a Community Visioning Committee was put together by the Board of Trustees to lay the groundwork for strategic planning of the district's future. The committee consisted of teachers, students, parents, administrators, and community leaders. This committee would work to set the course for student success in GPISD for years to come. During this time, it was determined that the immediate areas of focus for technology should be Classroom Technology and Cybersecurity. The technology department then began to develop a strategic plan to identify the best devices for students to use in the classroom and take steps to strengthen our network against threats and vulnerabilities. The specific technology objectives and action steps developed during the community visioning are included in Appendix B.

This technology plan addresses the two community visioning objectives as well as additional important areas in technology. Strategic planning involves establishing refresh cycles for student and staff devices as well as vital infrastructure equipment while budgeting for annual recurring costs for software licensing, inventory systems, monitoring tools for network security, and device management tools. This plan outlines the framework for technology integration in instruction and professional learning provided to staff; addresses artificial intelligence and its impact on district operations and instruction; provides information on the network infrastructure; describes current and planned cybersecurity measures; defines a replacement cycle for technology devices; and provides a three-year annual, tactical roadmap. The pandemic of 2020 created a dramatic change in the role of technology in education, and cybersecurity and artificial intelligence are rapidly evolving areas. Because of this, the tactical roadmap provided in the plan only outlines the next three years. However, technology staff and the advisory committee are strategically drafting out longer-range plans to serve as a foundation for the future tactical plans that will be published in 2027 and beyond.

This plan is a living document intended to be evaluated and updated on at least a quarterly basis.

CURRENT ENVIRONMENT: INVENTORY AND USE OF TECHNOLOGY IN GPISD

Grand Prairie Independent School District is a public school serving approximately 26,600 students with a workforce of approximately 3,500 employees. The district has 39 campuses consisting of 24 elementary schools, 6 middle schools, 5 high schools, three 6-12 grade schools and 1 alternative school. The district has one administration building that houses the Technology department and one technical building that houses our Digital Solutions Team.

What technology encompasses

Student, Staff, and Other Internet Devices	Security Technology	Audio Visual	Infrastructure (Internet)	Software
<ul style="list-style-type: none"> • iPads • Laptops • Desktops • Monitors • Printers • HVAC controls/ thermostats • Child nutrition point of sale (POS) devices • Children’s Health scopes • Refrigerator/ freezer controls • Environmental monitoring 	<ul style="list-style-type: none"> • Security cameras • Phones • Paging • Door access control - Badge readers • Door phone cameras • Raptor visitor scanners 	<ul style="list-style-type: none"> • Projectors • Interactive panels • Displays/TV • Apple TV and NovoPRO display streamers • Digital signs • Theater sound systems and control panels 	<ul style="list-style-type: none"> • Core network gear • Servers • Wireless access points • Switches • Uninterruptible power supplies (UPSs) • Storage arrays • Cables and wires 	<ul style="list-style-type: none"> • Microsoft Office • Ticketing system • Learning management system • Cybersecurity monitoring • Device management • Skyward Student and Finance

While not all of these devices are explicitly discussed in this plan, they are all considerations in strategically planning for long-term budgeting and staffing.

When considering instructional technology, the primary purpose in GPISD is to create and implement a dynamic, adaptive and real-world learning environment that fosters the four C's of communication, collaboration, creativity, and critical thinking skills. Grand Prairie ISD is a one-to-one district with each student in grades PreK-12 issued an iPad and each teacher issued a MacBook and an iPad. There are approximately 1100 Windows machines issued to students throughout the district. These machines are required to support special programs like Onramps, Early College, and Dual Credit courses. Additionally, some career and technical education (CTE) courses necessitate access to additional student devices.

Technology Staffing

Technology staffing supports the areas of helpdesk, technical support, technology integration, library services, audio/visual, networking and infrastructure, mobile device management, and digital solutions.

Focus Groups and Surveys

The District Technology Advisory Council (DTAC) is comprised of principals, teachers, teaching and learning staff, special programs, parents, and community members. The group collaborates in developing the technology plan and provides feedback on key performance indicators in the plan and reflections on survey results pertaining to technology.

Student Technology Advocates provide feedback on technology integration while helping develop lessons for students and teachers.

Our district uses survey data from the BrightBytes Clarity Dashboard to look at trends in technology and learning. The online survey provides questions to students in grades 3-12, teachers, and parents. The survey includes questions related to three categories: Classroom, Access, Skills, and Environment.

Data from the survey can help assist the Technology Department in planning items such as professional learning needs, future technology purchases, curriculum integration, trends, access to technology and more. GPISD's current overall rating is Advanced on a five-level scale: Beginner, Emerging, Proficient, Advanced, Exemplary.

Current Category Ratings for GPISD

Category	Rating
Classroom	Proficient
Access	Exemplary
Skills	Advanced
Environment	Advanced

THE GRAND PRAIRIE ISD FRAMEWORK: RESEARCH ON THE IMPACT OF TECHNOLOGY IN K-12

To begin the planning process, it is important to have a framework for the role of technology. The district has gathered resources based on research, best practices and lessons learned since technology was first infused into lessons.

The framework is aligned to the following national and international planning documents:

- International Society for Technology in Education (ISTE) Standards
- Renaissance Framework
- Elements of Learning
- Innovation in Schools

Each of the resources GPISD uses is based on current research and principles outlining practices ensuring instruction is student-centered and allows students a voice in their learning.

The Renaissance Framework is a resource developed from over 30 years in actual K-12 settings and it breaks down the following elements that can positively impact teaching and learning. Under each of the four elements are additional details that show how meaningful technology enhances student learning.

1. ***Connecting the Learner: Ensuring universal access to appropriate technology for all students, teachers, and staff***

Enhanced Learning Materials

Technology devices should facilitate access to interactive and dynamic learning materials, such as eBooks, simulations, and multimedia content, to make lessons more engaging.

Collaborative Learning

Technology should enable students to collaborate on projects, share ideas, and engage in group activities through online platforms, fostering teamwork and communication skills.

Parent-Teacher Communication

Technology should be used to facilitate communication between teachers and parents,

providing regular updates on student progress, assignments, and classroom activities.

2. **Promoting Learning:** *Developing skills for students and staff for online, blended, and technology-enhanced classroom instruction*

Research and Information Retrieval

Students should be able to use technology devices to access the internet for research purposes, encouraging them to gather information from various sources.

Digital Literacy Skills

Technology should be incorporated into the curriculum to teach students essential digital literacy skills, including online safety, information evaluation, and effective internet use.

Coding and Computational Thinking

Staff should integrate coding and computational thinking into the curriculum, helping students develop problem-solving skills and a deeper understanding of technology.

Real-World Applications

Technology should be employed to simulate real-world scenarios and virtual labs, allowing students to explore and experiment in subjects like science and mathematics.

Multimedia Presentations

Students should be encouraged to create multimedia presentations using technology devices, enhancing their communication and presentation skills.

Preparation for Future Careers

Classroom instruction should equip students with the skills necessary for future careers by integrating relevant technologies, such as 3D printing, robotics, and virtual reality, into the learning environment.

3. **Leveling the Playing Field:** *Ensuring all learners have equal access to the content using accessibility standards and adaptive/assistive technology*

Personalized Learning

Technology should be used to provide personalized learning experiences, adapting to individual student needs and pacing, allowing for a more customized educational journey.

Time Management and Organization

Staff should utilize educational apps to help students develop effective time management and organizational skills, aiding them in managing assignments and deadlines.

Inclusive Education

Staff should ensure that technology devices have accessibility features to support students with disabilities and diverse learning needs, promoting inclusive education and facilitating access for all learners.

4. **Measuring the Impact:** *Using modern data tools and techniques to measure learning and provide accountability and documentation*

Assessment and Feedback

The district should use technology for formative and summative assessments, providing real-time feedback to both students and teachers, allowing for timely intervention and support.

The research is also clear that when technology is not implemented properly, it can become a distraction and undermine the personal connections critical to teaching and learning. This technology plan aligns the Grand Prairie ISD Framework to the unique needs of the district and makes recommendations for improvements in technology access, training, and the infrastructure to support the district’s vision.

Key Performance Indicators

Item	Responsible	Detail
Lesson plans with technology integration	Manager of Technology Integration	Provide evidence of professional development (PD) offered teachers and those accessing it, PLC support from instructional technology staff and lesson plans including digital literacy skills, coding and computational thinking, virtual labs and real-world scenarios
Student, parent, and teacher awareness of accessibility features available on student devices	Manager of Technology Integration	Provide evidence of professional development support for general education and special programs teachers regarding accessibility features available on student devices and modeling how they can be used in instruction. Additional evidence will demonstrate efforts to raise awareness with students and parents of students with disabilities and diverse learning needs of the features available to support their learning. This will be accomplished through professional development targeted toward teachers and coordinators of programs

		supporting students with disabilities and diverse learning needs.
Digital literacy	Manager of Technology Integration	Digital literacy lessons and resources for students aligned to the ISTE 5 Competencies of Digital Citizenship

Essential Instructional Technology

In summer 2024, technology staff in conjunction with Teaching and Learning staff will complete a table of essential instructional technology broken out by campus, grade level, content area, and programs. The list will be used as a basis for categorizing existing professional development, determining additional needs, and prioritizing needed devices and refresh cycles.

Key Performance Indicators

Item	Responsible	Detail
Essential instructional technology	Executive Director of Technology Support and Integration	Essential technology list and alignment of professional development

INTEGRATION STRATEGIES AND SUPPORTS IN GPISD

Learning with Technology Resources

These teacher resources, created by the GPISD Learning with Technology Specialist team and GPISD classroom educators, can be used by any teacher in GPISD. All lessons are TEKS-based and integrate technology to enhance student learning. Students will complete the lessons using their iPad devices.

We use these lessons in GPISD because they:

- target course-specific TEKS
- are student facing
- are immediately able to be implemented
- span all grade levels and allow for differentiation
- promote creativity over technology consumption
- utilize the same apps and programs as industry professionals
- include tutorials and examples that can alleviate the fear of integrating with technology

Elements of Learning

This eBook created by Apple helps our educators design lessons that incorporate five elements of learning.

1. Teamwork
2. Communication and Creation
3. Personalization of Learning
4. Critical Thinking
5. Real-World Engagement

The five elements help to “design deeper, more meaningful learning experiences for our students and prepare them to be productive, empowered creators in the future workplace and in the world.”

Excerpt From *Elements of Learning*

Apple Education

<https://books.apple.com/us/book/elements-of-learning/id1367981260>

The Elements of Learning book also include a special rubric which is a spreadsheet to help “identify the degree to which a lesson supports the elements of learning. The rubric is used by teachers to help reflect on past lessons or design new ones that support deeper learning experiences.”

Excerpt From *Elements of Learning*

Apple Education

<https://books.apple.com/us/book/elements>

Innovation in Schools

Apple has created a book that shares innovative practices for leaders, teachers, and students that help a school go from vision to implementation. GPISD campus leaders leverage this book during professional learning experiences with their strategic planning teams.

“When leaders connect the potential of technology with the vision for their schools, they expand what’s possible for learning, create new opportunities for teaching, and establish a dynamic environment that inspires both.”

The Innovation in Schools book contains a chapter with a practical Learning Snapshot tool. Since innovative practices look different in every school, the “School Snapshot Tool”, an interactive spreadsheet, is used on campuses in walk-throughs to capture and share learning, teaching, and environment practices at our schools.

Excerpt From *Innovation in Schools*

Apple Education

<https://itunes.apple.com/WebObjects/MZStore.woa/wa/viewBook?id=1259499861>

Everyone Can Create

This collection of eBooks created by Apple is an excellent resource for teachers and students as they learn to create using their district devices. These books give step by step examples for all content areas with accessibility features built in to support all learners. Apple “developed **Everyone Can Create** with the idea that you should have the opportunity to learn skills across different creative mediums to become the next generation of **innovators, artists, and creators.**”

Excerpt From Everyone Can Create Photo

Apple Education

<https://books.apple.com/us/book/everyone-can-create-photo/id1434898103>

Digital Citizenship

GPISD uses Common Sense Media lessons to create engaging activities and allow time for students to practice the ethical and effective application of technology as well as to develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.

Key Performance Indicators

Item	Responsible	Detail
------	-------------	--------

Common Sense Media lesson implementation	Manager of Technology Integration	Provide evidence of the implementation of the lessons by school.

PROFESSIONAL LEARNING AND STUDENT ENRICHMENT IN GPISD

Apple Teacher Badges

This is a professional learning program designed to support and celebrate educators using Apple products for teaching and learning. New to GPISD teachers are expected to take the self-paced journey to learn foundational skills on iPad and Mac and continue as they integrate Apple technology into their lessons. With three badges to explore, teachers can be recognized for understanding the best teaching — teaching that gives students more connected, creative, collaborative, and personal learning experiences.

Distinguished Leadership Academy

This event, held annually in the summer is a specialized learning experience to equip campus and district leaders with time to practice the strategies necessary for embedding technology into inspiring lessons that maximize student achievement. Leaders are invited to explore how to create success, empower others and lead by example with the best practices of effective technology integration.

Coaching Cycles with Teachers

Engaging in coaching cycles with our Apple Professional Learning Specialist cultivates learning
Grand Prairie ISD Technology Plan 2024-2027

environments that address the needs of all learners. These cycles help create innovative approaches to curriculum and assessments through personalized engagements designed to meet the teacher where they are comfortable with technology and willing to grow. As a result, educators are innovating across every subject. Science lessons combine hands-on work with augmented reality — students use iPads to research topics, document their findings, and create visuals of their solutions. In mathematics, students use animations in Keynote to better recognize and understand the logic behind equations. In the past, the focus has been on providing the opportunity to pursue extracurricular activities that harness creative thinking and problem-solving skills, such as joining Swift coding enrichments to develop apps.

Apple Learning Coach

GPISD encourages participation in a unique professional learning program designed to coach educators to support teachers in getting more out of their use of Apple technology in classrooms. Coaches engage in an online course that provides a dynamic mix of self-paced lessons and virtual workshops with Apple Professional Learning Specialists and fellow coaches. Participants complete personal creative projects — resulting in custom Coaching journals and actionable takeaways.

Apple Executive Leadership Coaching

Apple Executive Coaching is a 6-part coaching experience designed to help leaders identify, explore, and create new opportunities for innovation on their campus. When leaders connect the potential of technology with the vision for their schools, they expand what is possible for learning, create new opportunities for teaching, and establish a dynamic environment that inspires both. This coaching experience inspires GPISD leaders to raise their expectations for technology and the role it can play for their students.

Apple Learning Academy

Since 2017, GPISD has had a small group of educators that were able to attend this specialized, robust, week-long robust opportunity for critical thinking and conversations around creativity, building culture and enhancing personalized learning. The group developed a working definition of culture in regard to the five cornerstones: collaboration, respect, relationship, trust, and growth mindset. This group continues to model and lead the same five cornerstones in GPISD.

Technology Application TEKS

Beginning in the 2024-2025 school year, TEA is updating the [Technology Applications TEKS for grade K-8](#). In summer 2024, the instructional technology team will collaborate with Teaching and Learning to integrate technology application TEKS into appropriate content areas and develop PD to communicate and support the expectations with teachers.

Student Summer Camps

The program's primary objective is to ignite passions, unleash potential, and empower students to explore their interests and develop new skills. GPISD Technology provides three summer camps: Digital Arts Camp, Coding and Robotics Camp, and App Development Camp. In the Digital Arts Camp, students express themselves through music, the arts, making videos, or acting—anything that allows them to be unique and to be seen. Students are immersed in the world of digital arts on the iPad. In the Coding and Robotics Camp, students interact with robots and games, as well as leverage problem-solving skills in innovative ways using their iPad. In the App Development Camp, students learn the skills of a coder and the mindset of an entrepreneur by building apps. They will build an actual app for the iPad. Last year's camp launched an app idea that is currently available worldwide in the Apple App Store. Students use their district-issued iPad and their strong desire to delve deep into learning this in-demand skill preparing them for our app-driven world.

Student Technology Advocates

The goal of the Student Technology Advocate program is to engage GPISD students in offering support services for peers and faculty in the use of Apple devices and creativity apps. Not only will students help determine technology areas of focus, but they will also develop customer service and interpersonal communication skills. As a capstone to the 3-day learning experience, students are invited to a speed learning experience. These are short sessions designed for the advocates to teach a strategy the students determine to be essential to teachers' integration success. Learners will provide feedback to the Tech Advocates as they develop these mentoring skills.

Key Performance Indicators

Item	Responsible	Detail
------	-------------	--------

Apple teacher badge completion	Manager of Technology Integration	Reports will break out teacher and administrator completion by campus.
Teacher and administrator coaching sessions	Manager of Technology Integration	Logs will report the coaching sessions by campus and identify where the team can provide additional support.
Technology application TEKS	Executive Director of Technology Support and Integration	Sessions designed in collaboration with Teaching and Learning staff to raise awareness and support implementation of the updated TEKS

ARTIFICIAL INTELLIGENCE IN EDUCATION

Artificial intelligence is a rapidly evolving area in education. Procedures outlining responsible and ethical use of Artificial Intelligence (AI) tools and resources by students, teachers, and staff within the GPISD learning environment are being developed for inclusion in student and staff handbooks. The procedures will be regularly reviewed and refined as AI continues to develop. The intent of the procedures is to emphasize transparency, fairness, and adherence to ethical principles in all AI applications.

Educational Alignment:

- AI use will directly support and enhance learning experiences, aligning with established Texas Essential Knowledge and Skills (TEKS) standards.
- Student privacy and data security will be prioritized throughout AI implementation.

Operational Integration:

- The use of AI will align with the district improvement plan, aiding in the development of best practices for standard operating procedures across all departments.

Acceptable Uses of AI:

AI tools can be utilized for a variety of purposes within GPISD schools, including:

- Personalized Learning: Tailoring instruction to individual student needs.
- Accessibility Tools: Supporting students with disabilities and diverse learning needs and enhancing learning opportunities.
- Research Projects: Facilitating research, data analysis, and exploration of complex concepts.
- Creative Expression: Fostering innovation and imagination through AI-assisted creative endeavors.
- Collaboration: Encouraging collaborative projects, online discussions, and communication across diverse learners.
- Assessment: Providing personalized assessments and feedback to support student growth.

Responsibilities:

The district's Acceptable Use Procedures assign specific responsibilities to teachers, students, staff, and administrators to ensure the responsible and ethical use of AI. Because the area of artificial intelligence is rapidly evolving, the procedures will be published in a document separate from the student and staff handbooks. These responsibilities will be outlined in detail within the procedure documents and referenced in both student and staff handbooks. Training will be developed and delivered to both students and staff about appropriate uses.

Key Performance Indicators

Item	Responsible	Detail
Acceptable use procedures for AI	Chief Data and Information Systems Officer	The AUP will be referenced in the student and staff handbooks and will be posted on the same webpage as the handbooks.
AI training for staff and students	Chief Data and Information Systems Officer	Evidence will include the training materials, mode of delivery, and statistics on engagement

NETWORK INFRASTRUCTURE

Once the elements of the framework have been outlined, we focus on the infrastructure requirements to accommodate the instructional and business needs of the district. Infrastructure includes technology staff and support, data networks, information systems, document workflows, and wireless networks.

Staffing: Skilled staff who can communicate effectively are crucial to achieving the district's objectives. Staff will be equipped with training and resources to stay updated on technology advancements.

Current Infrastructure Environment

- Multiple Datacenters
- 192 Network Closets (MDFs/IDFs)
- 62 Physical Servers
- 195 Virtual Servers
- Multiple ISPs (totaling 20Gbps)
- 80Gbps WAN to each school
- 2812 Wi-Fi 6 Wireless Access Points
- 2542 Network Switches
- 188 UPS Battery Backups Systems
- 555 Printers

Connectivity

The reliability and speed of the network are critical to supporting the main elements of the framework. Technology will ensure key infrastructure is upgraded to provide adequate bandwidth needed to connect the learner and support the district's operations.

Actions

- Maintain internet capacity to meet or exceed SETDA's recommendations
- Upgrade internet routers and firewalls to meet internet capacity requirements.
- Upgrade campus local area network (LAN) switches and upgrade structured cabling
- Expand partnership with our regional service centers to interconnect the district with Fiber Network Consortium and participate in shared network services.
- Expand wireless network capacity throughout campuses including non-traditional learning spaces.
- Provide battery backup for classroom paging, emergency alerts and classroom phones.
- Increase the network bandwidth required for the use of high-resolution security cameras.

- Comply with E-Rate rules and regulations to ensure the district is eligible for funding.

Key Performance Indicators

Item	Responsible	Detail
Measures of internet capacity in relation to SETDA recommendations	Manager of Cybersecurity and Technical Services	Reports of internet capacity in relation to SETDA recommendations. Additional reports will provide district traffic in relation to the available capacity
Upgrades and expansions for network equipment and wireless access	Manager of Cybersecurity and Technical Services	Schedule of upgrade and expansion completions and added wireless access points
Schedule of category 1 and 2 E-Rate funds	Executive Director of Technical and Document Services	Reports of expenses available through E-Rate and how the funds are used by the district. The reports will be used in planning the refresh years for integral core network gear.

CYBERSECURITY

The district has enacted a comprehensive cybersecurity plan based upon the National Institute of Standards and Technology (NIST) cybersecurity framework. This plan outlines key domains to govern, identify, protect, detect, respond, and recover from cyber-related challenges. It provides a roadmap to prioritize security measures necessary to achieve the outcomes in the framework. In addition to the cybersecurity plan, the district maintains an Emergency Operation Plan which includes a Cybersecurity Annex. This annex includes roles, responsibility, and actions when responding to a cyber related incident. Through proactive measures and ongoing training initiatives, we foster a culture of cybersecurity awareness district wide. By strengthening our digital defenses and remaining vigilant, we safeguard our data infrastructure and ensure data security.

In 2023, with the support of the Texas legislature, the TEA enacted the K-12 Cybersecurity Initiative to support school districts in efforts to protect against cyberattacks. Initiatives provided through the K-12 Cybersecurity Initiative are currently focused on small and mid-sized districts. As the initiative evolves and expands to include larger districts, this section of the technology plan will be updated to include that information.

Actions

- Audit compliance with district board policy CQB
- Perform regular audits of the district security posture against the cybersecurity plan
- Implement controls based on risk data and district requirements
- Provide cybersecurity awareness training to our staff, students, and the greater educational community
- Sponsor cybersecurity champions to promote the safe and responsible use of cyberspace within each campus and department
- Implement a 24x7x365 managed Security Operation Center (SOC) and the accompanying security information & event management (SIEM) platform
- Earn CoSN Trusted Learning Environment Seal (TLE Seal) for Student Data Privacy Practice

Key Performance Indicators

Item	Responsible	Detail
Cybersecurity champions and training	Manager of Cybersecurity and Technical Solutions	Evidence will provide the dates of training, rosters of attendance, content of the trainings, and references to repositories for on-demand training
Cybersecurity micro-training communications	Manager of Cybersecurity and Technical Solutions	Documented communications sent to parents, staff, and students raising cybersecurity awareness with dates and delivery methods
CoSN Trusted Learning Environment Seal	Chief Data and Information Systems Officer	Resource outlining the requirements of the seal and reports of progress toward those requirements each quarter

REPLACEMENT CYCLE

Strategic planning involves establishing refresh cycles for student and staff devices as well as vital infrastructure equipment while budgeting for annual recurring costs for software licensing, inventory systems, monitoring tools for network security, and device management tools. District technology will be placed on a defined replacement cycle as outlined below. Exact schedules and costs will be outlined year by year in the Roadmap included in Appendix A. Technology staff will continually explore funding options through grants and state and federal sources to offset costs for the district for the purchases.

Replacement Cycle

Technology	Replacement Cycle	Responsible	Next Cycle	Funding Source
Student Devices	5 years	Technology Staff	6 th -12 th grades – 2024 3 rd -5 th grades – 2025 PK-2 nd grades - 2026	Local
Network Electronics	7 years	Technology Staff		ERate/Local
Wireless Access Points	5 years	Technology Staff		ERate/Local
Teacher Devices	5 years	Technology Staff	2027	Local

Lifecycle Expectancy



POLICY CONSIDERATIONS

Policy has always been critical in the accountability and success of a K-12 technology program. The pandemic brought about a need to for the considerations for new policies and procedures to address remote learners and workers and other evolving educational needs. The continually changing landscape of education and the role of technology necessitates continual review of policies and procedures in GPISD.

Current technology-related policies and procedures in place for GPISD:

- AUP, Acceptable Use Procedures for students (included in the Student Handbook)
- AUP, Acceptable Use Policy for staff (included in the Staff Handbook)
- AUP for Artificial Intelligence for students and staff (referenced in student and staff handbooks)
- CIPA, [Childrens Internet Protection Act](#)
- COPPA, [Children’s Online Privacy Protection Rule](#)
- Cybersecurity Policy to meet needs of SB 820 - Board Policy CQB
- FERPA, [Family Educational Rights and Privacy Act](#)
- Policy for Student Use of Personal Electronic Devices – Board Policy FNCE
- Student Privacy and Virtual Learning: <https://studentprivacy.ed.gov/>

FUNDING AND PROCUREMENT

Procurement Laws and Best Practices

GPISD maintains a list of district-approved hardware and software that has been vetted to ensure alignment to instructional goals and interoperability with the district’s data networks and systems.

The district has implemented a Digital Review Process to vet new hardware, software, apps, and technology initiatives. The process evaluates the technology based on:

- The impact it will have on instruction and business operations
- Compatibility with network infrastructure and security
- The ability of the district staff and the district network to support the technology
- Total cost of ownership, which includes the initial cost plus training, support, and other ongoing costs

To initiate a digital review, there are software approval and technology equipment approval forms in Laserfiche.

GPISD follows Texas laws and local purchasing policies for procuring technology hardware and services. The district seeks vendors with purchasing authority under the Department of Information Resources (DIR) or co-ops with purchasing authority recognized by Texas bidding rules. In addition, GPISD seeks at least three bids for hardware and software purchases and chooses the best bid based on a universally accepted bidding rubric that takes into consideration initial cost, long range costs, total costs of ownership, and the company's ability to provide the services and equipment.

GPISD will leverage and maximize the federal E-rate program for up to an 85% discount on network electronics and services.

GPISD will also leverage state Instructional Materials and Technology Allotment (IMTA) funds for digital content and devices used in instruction. The district will also seek and utilize federal, state, and additional grant funding to maximize opportunities for students and staff.

MARKETING AND COMMUNICATING THE PLAN

Stakeholder Engagement

Communication plays a key role in developing a shared understanding of the role of technology in GPISD and the district's technology initiatives. The GPISD Technology Plan will be communicated in the following manner:

- Board of Trustees: May 16, 2024
- Add to District Web Site: May 17, 2024
- Central Administrator Update: June 2024
- Principal and Additional Staff Updates: Summer 2024

EVALUATING THE PLAN: ONGOING MONITORING AND ASSESSMENT

Evaluation of the technology program and plan will be a systematic ongoing process. Each strategy will be evaluated using the methods shown in the key performance indicators in each

section, and will be documented for evaluation and review. All aspects of the plan will be evaluated and updated on a quarterly basis.

Monitoring and ongoing assessment of progress in the technology plan includes real-time monitoring of critical milestones in the tactical roadmap found in Appendix A and quarterly updates on progress to district leadership.

The technology plan will be adjusted and amended based on the program evaluation as well as the arrival of new technology and integration strategies.

Evaluation Methods:

- Surveys of the staff, students, and parents are conducted at least once yearly with regard to their use of technology
- Informal interviews conducted as needed by the District Technology Advisory Committee representatives in their respective campuses, departments, or community groups
- Records of staff member participation in technology training monitored by sign-in sheets and teacher professional development records
- Integration of training into the classroom as measured by lesson plans and classroom observations
- Yearly inventory of hardware and software
- Support and maintenance of technology as documented by technical support record
- Monitoring of KPIs

APPENDIX A: ANNUAL TACTICAL ROADMAP

This is a living document. These initiatives will be monitored regularly and updated at least quarterly.

Year One: June 1, 2024 – August 31, 2025

Year one will include refreshing student devices for grades 6-12. These include iPads for general programming and laptops for identified special programs such as Early College High School, Grand Prairie Collegiate Institute (GPCI) upper classes and identified Dual Credit and OnRamps courses.

Cabling and internet-based paging systems will be installed as the beginning of the two-year Phase 3 of network upgrades enhancing safety for students and staff.

Action	Responsible	Cost	Est Completion Date	Progress 6.1.24	Funding Source
Refresh student devices in grades 6-12	Chief Data and Information Systems Officer	\$6,700,000	August 13, 2024		Local
Cabling for and installation of internet-based paging speakers	Executive Director of Technical and Document Services	Portion of the approximately \$12M budgeted for Phase 3 outlined in Executive Summary	Summer 2026 - Continuation of Phase 3 network upgrades outlined in the Executive Summary section of this plan		Local
Implement a 24x7x365 managed Security Operation Center and the accompanying security information & event management (SIEM) platform	Manager of Cybersecurity and Technical Solutions	\$300,000	July 2024		Local
Establish cybersecurity champions and define an explicit training and communication plan	Chief Data and Information Systems Officer	N/A	May 2024 - cybersecurity champions defined June 2024 - establish training cycle for campuses and begin training for department champions		N/A
Establish Essential Instructional Technology by grade, content, campus, and program	Executive Director of Technical Support and Integration	N/A	June 30, 2024		N/A
Establish a resource outlining CoSN Trusted Learning Environment	Chief Data and Information	N/A	June 30, 2024		N/A

Seal requirements and to report progress each quarter	Systems Officer				
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Year Two: September 1, 2025 – August 31, 2026

Year two will include refreshing student iPads for grades 3-5.

Cabling and internet-based paging systems will continue for the two-year Phase 3 of network upgrades enhancing safety for students and staff.

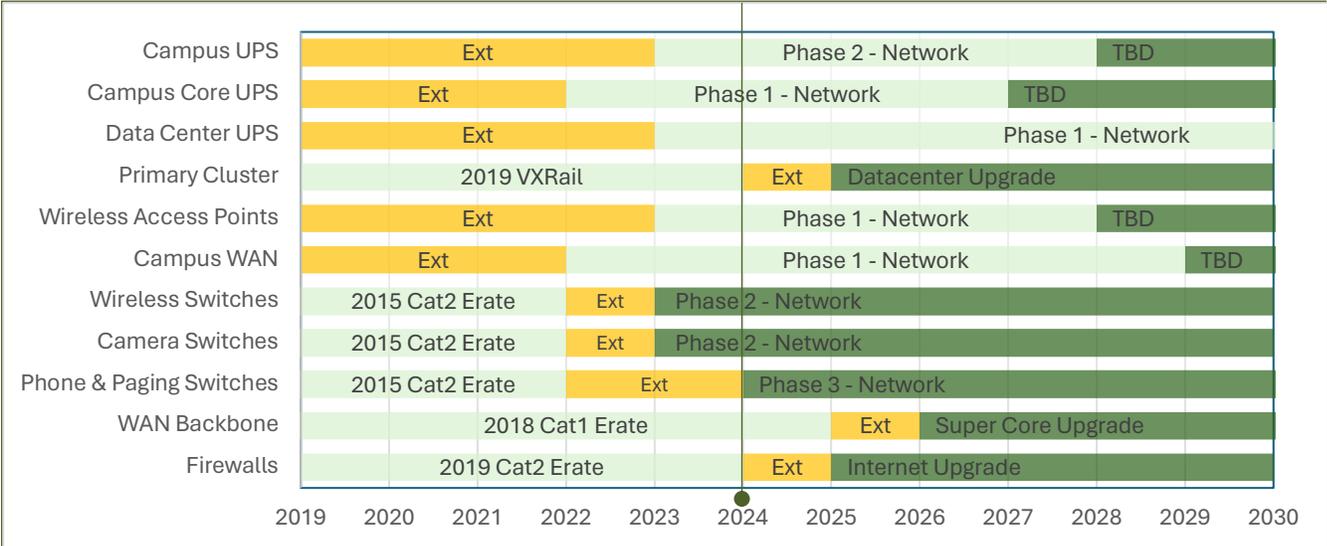
Action	Responsible	Cost		Est Completion Date	Progress 6.1.24	Funding Source
Refresh student devices in grades 3-5	Chief Data and Information Systems Officer	\$2,100,000		August 2025		Local
Cabling for and installation of internet-based paging speakers	Executive Director of Technical and Document Services	Portion of the approximately \$12M budgeted for Phase 3 outlined in Executive Summary	Summer 2026 - Continuation of Phase 3 network upgrades outlined in the Executive Summary section of this plan			Local

Year Three: September 1, 2026 – August 31, 2027

Year three will include refreshing student iPads for grades PK-2.

Action	Responsible	Cost	Est Completion Date	Progress 6.1.24	Funding Source
Refresh student devices in grades PK-2	Chief Data and Information Systems Officer	\$2,900,000	August 13, 2024		Local

Infrastructure Refresh Cycles



APPENDIX B: COMMUNITY VISIONING OBJECTIVES

Objective	Determine the best researched based technologies and integration and instructional strategies to create and implement a dynamic adaptive and real-world learning environment that fosters the four C's of communication, collaboration, creativity and critical thinking skills
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Measures	<ul style="list-style-type: none"> Survey of staff and students to measure reliability, usage, and effectiveness of technology in the district Comparison of GPISD Technology Plan to those of comparable districts
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Action Steps	Owner	Measure	Resources	Timeline
Establish a District Technology Advisory Council comprised of district and campus administrators, teachers, parents, and students to provide feedback and input in the development and regular reviews of the District Technology	Technology Department	Established council and meeting agendas	Community Visioning Committee, District and Campus Administrators	Early spring 2024

Plan				
Develop and maintain a detailed strategic and tactical technology plan that addresses equitable access, appropriate use of technology, outlines key performance indicators, and evaluates the effectiveness of instruction and business practices.	Technology Department	Completed plan presented to the Board of Trustees	District Technology Advisory Council (DTAC), Technology Department	Spring 2024
Implement a digital review process to ensure that the district considers various factors to ensure that the technology aligns with educational goals, enhances the learning experience, and meets the need of all students and educators.	Technology Department	Documented alignment to established standards, Technology survey results	Technology and Teaching and Learning Departments, District Technology Advisory Council (DTAC)	Spring 2024
Establish a recurring district budget line item for a refresh cycle for student and staff devices and infrastructure equipment.	Technology and Finance Departments	Technology budget	District and Technology funds	Spring 2024
Raise awareness of the appropriate role of technology in instruction through trainings for our staff and students by creating a culture of	Technology, Communications, Teaching and Learning and additional District	Professional development offerings and attendance, Technology survey results	Technology, Teaching and Learning, and Communications Departments, Apple Professional Learning staff	Ongoing

positive collaboration and personal responsibility.	Departments			
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Objective	Implement research-based best strategies in Cybersecurity and Data Loss Prevention
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Measures	Evidence of network monitoring Utilization of Cybersecurity Champions to increase awareness Reports of badge/certificate attainment CoSN Trusted Learning Environment seal attainment
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Action Steps	Owner	Measure	Resources	Timeline
Create campus and department Cybersecurity Champions	Technology Department, District and Campus Administrators	Roster of Cybersecurity Champions	Technology Department, District and Campus Administrators, Campus Staff	Spring 2024
Raise awareness through trainings for our staff and students by creating a culture of positive collaboration and personal responsibility	Technology Department	Badge/certificate system to indicate culture	Technology Department, Cybersecurity Champions, Campus Staff	Ongoing
Implement Network Monitoring to identify threats and vulnerabilities	Technology Department	Reports of monitoring findings	District Network Staff, Security Information and Event Management (SIEM) tools	Ongoing
Earn CoSN Trusted Learning Environment Seal (TLE Seal) for Student	Technology Department	Seal attainment	CoSN Standards, Technology Department, Cybersecurity	Spring 2026

Data Privacy Practices			Champions, District and Campus Staff	
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APPENDIX C: GLOSSARY OF TERMS

- **E-Rate:** The FCC's E-Rate program makes telecommunications and information services more affordable for schools and libraries. With funding from the Universal Service Fund ([fcc.gov/general/universal-service-fund](https://www.fcc.gov/general/universal-service-fund)), E-Rate provides discounts for telecommunications, Internet access, and internal connections to eligible schools and libraries.
- **IDF:** An independent distribution frame is a remote room or closet connected to the MDF, in which you can expect to find hubs and patch panels.
- **LAN:** A local area network is a computer network that interconnects computers within a limited area such as a school or office building
- **MDF:** A main distribution frame is the main computer room for servers, hubs, routers, DSL's, etc. to reside
- **UPS:** Uninterruptable power supply for IDF/MDF closets are backup “batteries” used to provide temporary power to equipment during power outages & work as surge protectors during spikes and dips in the power stream
- **WAN:** A wide-area network is the technology that connects offices, data centers, cloud applications, and cloud storage together. It is called a wide-area network because it spans beyond a single building or large campus to include multiple locations spread across a specific geographic area. A WAN not only covers a larger geographic distance but also generally involves leased telecommunication circuits

APPENDIX D: DETERMINING THE BEST DEVICES FOR USE IN THE CLASSROOM

Choosing the best device for K-12 classrooms involves careful consideration of various factors to ensure that the technology aligns with educational goals, enhances the learning experience, and meets the needs of both students and educators. By carefully considering the factors listed, GPISD will choose devices that seamlessly integrate into the educational environment, supporting effective teaching and learning in our classrooms.

Educational Goals and Curriculum:

Ensure that the device supports the goals and objectives of the educational curriculum.

Consider how the device can enhance specific subjects or areas of focus within the curriculum.

Durability and Build Quality:

K-12 environments can be demanding, so select devices that are durable and can withstand everyday wear and tear.

Look for devices with rugged designs, reinforced corners, and spill-resistant features.

Adaptability and Versatility:

Choose devices that can adapt to various teaching styles and learning activities.

Consider devices with features like touchscreens, detachable keyboards, or stylus support for versatility.

Battery Life:

Longer battery life is crucial to ensure devices can last throughout the school day without frequent recharging.

Consider devices with power-efficient components and technologies.

Manageability and Security:

Select devices that are easy to manage, both in terms of software updates and security settings.

Explore device management solutions that allow centralized control and monitoring for deploying software updates and ensuring security protocols are in place.

Affordability and Total Cost of Ownership:

Consider the initial cost as well as long-term costs, including maintenance, support, and software licensing.

Look for devices that offer good value for money and have a reasonable total cost of ownership.

Accessibility Features:

Ensure that devices have built-in accessibility features to support students with diverse learning needs.

Consider features such as screen readers, magnification options, and customizable settings.

Collaboration and Connectivity:

Choose devices that facilitate collaboration and communication among students and teachers.

Ensure devices have sufficient connectivity options, such as USB ports and wireless capabilities.

App and Software Compatibility:

Verify that the chosen devices are compatible with the educational apps and software used in the curriculum.

Check for a diverse range of applications that support various learning activities.

Internet Connectivity:

Ensure devices have reliable internet connectivity, especially if online research and collaboration are integral to the curriculum.

Consider devices with both Wi-Fi and, if possible, cellular connectivity options.

Device Size and Portability:

Consider the size and weight of devices, especially for younger students.

Balance portability with screen size to ensure a comfortable and practical user experience.

Teacher Professional Development:

Provide professional development opportunities for teachers to become proficient in using the selected devices for educational purposes.

Consider devices with intuitive interfaces and user-friendly features.

Privacy and Data Security:

Ensure that devices comply with privacy regulations and have robust security features to protect student data.

Implement strict policies regarding data privacy and security.

Technical Support and Warranty:

Choose devices from reputable manufacturers with reliable technical support and warranty services.

Consider extended warranty options for added peace of mind.

Parental Controls:

Consider devices that have features or support third-party apps that allow parents to set controls and monitor their child's device usage.

Grand Prairie ISD Board of Trustees

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Action

Consent

Topic: 2024-2025 Budget Planning Update

Submitted by: Tracy Ray, Interim Deputy Superintendent of Business Operations

Approved for Transmittal: *Justin*

Board Meeting Date: 5/16/2024

Recommendation:

The Administration will present a preliminary update on the 2024-2025 budget.

Rationale:

Budget Information:

Board Policy Reference and Compliance:

CE(LEGAL) and CE(LOCAL)

Grand Prairie ISD Board of Trustees

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Action

Consent

Topic: Proposed Cell Phone Policies and Procedures for the 2024-2025 School Year

Submitted by: Traci Davis, Assoc. Supt. of Academics, Innovation, and School Leadership; Neal Sandlin, Chief of Security and Emergency Preparedness; Dr. Dana Jackson, Assoc. Supt. of Student Support Services

Approved for Transmittal: 

Board Meeting Date: 5/16/24

Recommendation:

The Administration will share information about a proposal to make certain campuses phone-free during the school day as a way to improve teaching and learning and enhance safety for students.

Rationale:

Schools are increasingly considering the implementation of cell phone-free zones to address various concerns and promote a more conducive learning environment. Research suggests that prohibiting cell phone use during school hours can significantly enhance safety and reduce discipline issues. Instances of cyberbullying, recording fights, and other disciplinary incidents are often mitigated when students do not have access to their phones. By creating a phone-free environment, schools can foster a safer and more secure atmosphere where students can focus on learning and interpersonal interactions without the distractions and potential negative consequences associated with constant phone use. Research supports the benefits of limiting phone access during school, including improved academic performance, decreased distractions, and enhanced social interactions, contributing to a more focused and conducive learning environment.

Budget Information:

Information Only

Board Policy Reference and Compliance:

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Review of Board Agenda Calendar

Submitted by: Linda Ellis, Superintendent of Schools

Approved for Transmittal: *J. Smith*

Board Meeting Date: 5/16/2024

Recommendation:

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

Rationale:

Budget Information:

N/A

Board Policy Reference and Compliance:

Grand Prairie ISD
Board of Trustees
AGENDA CALENDAR

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May 2024

Planning/ Evaluation	
Personnel	
Budget	
Team Development	
Policy	
Other	<ol style="list-style-type: none">1. Cinco de Mayo: May 5, 20242. Memorial Day Holiday: May 27, 20243. Asian American and Pacific Islander Heritage Month
District Events	<ol style="list-style-type: none">1. GPISD Graduations
Other Board Related Events	

Grand Prairie ISD
 Board of Trustees
 AGENDA CALENDAR

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June 2024

Planning/ Evaluation	
Personnel	
Budget	
Team Development	<ol style="list-style-type: none"> 1. New Board Member Orientation
Policy	
Other	<ol style="list-style-type: none"> 1. Reorganization of Board 2. Juneteenth: June 19, 2024
District Events	
Other Board Related Events	<ol style="list-style-type: none"> 1. TASB Post-Legislative Conference 2. TASB Summer Leadership Institute

Grand Prairie ISD
 Board of Trustees
 AGENDA CALENDAR

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July 2024

Planning/ Evaluation	1. Approve Hazardous Bus Routes
Personnel	
Budget	1. Review Draft of Budget
Team Development	
Policy	
Other	
District Events	<ol style="list-style-type: none"> 1. Mandatory GPISD Closing 2. Independence Day Observed
Other Board Related Events	<ol style="list-style-type: none"> 1. Approve Board Participation in TASA/TASB Annual Convention 2. Approve Board Delegate and Alternate to TASB Delegate Assembly 3. Texas Institute for School Boards Center for Reformed School Systems Training (CRSS)

Grand Prairie ISD
 Board of Trustees
 AGENDA CALENDAR

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August 2024

Planning/ Evaluation	
Personnel	
Budget	<ol style="list-style-type: none"> 1. Public Hearing for New Fiscal Year Budget 2. Approval of New Fiscal Year Budget 3. Order Establishing Tax Rate and Levying/Assessing Ad Valorem Taxes 4. Budget Workshop 5. Final Budget Amendment for Current Year
Team Development	
Policy	<ol style="list-style-type: none"> 1. Student Code of Conduct
Other	
District Events	<ol style="list-style-type: none"> 1. Convocation 2. Summer Graduation 3. First Day of School
Other Board Related Events	<ol style="list-style-type: none"> 1. Virtual Summer School for Trustees 2. MASBA: September 14-16, 2024

Grand Prairie ISD
 Board of Trustees
 AGENDA CALENDAR

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September 2024

Planning/ Evaluation	
Personnel	
Budget	<ol style="list-style-type: none"> 1. Budget Amendment #1
Team Development	<ol style="list-style-type: none"> 1. Board Team of 8 Training/Annual Goal Setting
Policy	
Other	<ol style="list-style-type: none"> 1. National Hispanic Heritage Month
District Events	<ol style="list-style-type: none"> 1. Football season begins 2. Labor Day Holiday
Other Board Related Events	<ol style="list-style-type: none"> 1. TASA/TASB Convention

Grand Prairie ISD
Board of Trustees
AGENDA CALENDAR

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October 2024

Planning/ Evaluation	
Personnel	
Budget	
Team Development	
Policy	
Other	
District Events	<ol style="list-style-type: none">1. Indigenous Peoples' Day2. Education Foundation Golf Tournament
Other Board Related Events	

Grand Prairie ISD
Board of Trustees
AGENDA CALENDAR

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November 2024

Planning/ Evaluation	
Personnel	
Budget	
Team Development	
Policy	
Other	
District Events	1. Thanksgiving Break
Other Board Related Events	

Grand Prairie ISD
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AGENDA CALENDAR

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December 2024

Planning/ Evaluation	
Personnel	
Budget	
Team Development	
Policy	
Other	
District Events	<ol style="list-style-type: none">1. YES Conference2. Winter Break
Other Board Related Events	

Grand Prairie ISD
Board of Trustees
AGENDA CALENDAR

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January 2025

Planning/ Evaluation	
Personnel	1. Evaluation of Superintendent/Superintendent's Contract
Budget	1. Approve Audit Report
Team Development	
Policy	
Other	1. Adoption of Election Order
District Events	1. Martin Luther King, Jr. Day: January 20, 2025
Other Board Related Events	1. School Board Recognition Month

Grand Prairie ISD
 Board of Trustees
 AGENDA CALENDAR

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February 2025

Planning/ Evaluation	<ol style="list-style-type: none"> Attendance Zones Texas Academic Performance Report (TAPR) Public Hearing
Personnel	<ol style="list-style-type: none"> Administrator Contract Recommendations
Budget	
Team Development	
Policy	
Other	
District Events	<ol style="list-style-type: none"> Bad Weather Make-Up Day: February 17, 2025
Other Board Related Events	<ol style="list-style-type: none"> Soup's on for Love TASA/TASB Legislative Conference

Grand Prairie ISD
 Board of Trustees
 AGENDA CALENDAR

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March 2025

Planning/ Evaluation	
Personnel	<ol style="list-style-type: none"> 1. Non-Administrator Contract Recommendations and Proposed Non-renewals/ Terminations
Budget	
Team Development	
Policy	
Other	<ol style="list-style-type: none"> 1. Dolores C. Huerta and Cesar E. Chavez Day 2. Good Friday Holiday
District Events	<ol style="list-style-type: none"> 1. GPISD Experience 2. Texas Public Schools Week 3. Spring Break: March 10-March 14, 2025
Other Board Related Events	

Grand Prairie ISD
 Board of Trustees
 AGENDA CALENDAR

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April 2025

Planning/ Evaluation	
Personnel	<ol style="list-style-type: none"> 1. Administrator Contract Recommendations 2. Non-Administrator Contract Recommendations and Proposed Non-renewals; Terminations
Budget	
Team Development	
Policy	<ol style="list-style-type: none"> 1. Investment Policy and Strategy Review and Approval
Other	<ol style="list-style-type: none"> 1. Holiday/Bad Weather Make-Up Day: April 21, 2025
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. Announce Board Member Training Credits