Regular

Monday, November 15, 2010 6:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order - 6:00 PM - GISD Board Room**
2. **Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.**
   a. Chapter 551.074 - Personnel
   1. Consider staff appointments
   b. Chapter 551.072 - Purchase, exchange, lease or value of real property
3. **Reconvene in open session - 7:00 PM**
4. **Opening Comments/Invocation**
5. **Pledges - U.S. Flag & Texas Flag**
6. **Achievement Spotlight**
   a. Acton Middle School, Kellan Jones, Red Steagall Cowboy Poetry second place winner
   b. Emma Roberson Elementary, Lillian Fuller and Tyler Ellis, Score A Goal in the Classroom reading bee district winner and alternate
   c. Nettie Baccus Elementary, Lani Hickey and Leila Arbabi, National Geography Awareness Week poster contest winners
   d. Granbury Middle School, Robotics Team
   e. Granbury High School, Bret Roper, WFAA Scholar-Athlete
   f. Gold Performance
7. **Public comments/audience participation**
8. **Discussion/Action**
   a. Consider Consent Agenda Items
   1. Minutes of the October 25, 2010 regular meeting
   2. Consider Budget Amendments
   3. Consider Renewal of Towing Services CSP 2010-07
   4. Consider Copy Paper Bid 2011-03
   5. Consider Custom Label Bottled Water CSP 2011-01
   6. Consider Renewal of Printing and Copying Services CSP 2010-06
   7. Consider Renewal of Promotional Items, District Clothing and Student Awards CSP 2009-10
   b. Consider Technology Purchases
   c. Consider Hood County Appraisal District Board of Directors
   d. Consider ESL Certification Requirements
9. **Discussion/Information**
   a. Technology Purchases
   b. Facilities and Maintenance Report
   c. Transportation Report
   d. Public Notificaton of Teacher Quality (Highly Qualified)
   e. Gifted and Talented
   f. 2010-2011 School Calendar Report
   g. Financial Picture
10. **Consider action on items discussed in closed session**
    a. Consider staff appointments
    b. Consider purchase, exchange, lease or value of real property
11. **Adjourn**

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
October 25, 2010

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, October 25, 2010, at 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas.

Presiding Officer ..... Barbara Herrington, President

Board Members Present

Charlie Cloud
Mark Jackson
Micky Shearon
B.J. Wallace
Don Walton

Board Members Absent

Nancy Alana

School Officials Present

Ron Mayfield, Superintendent
Carol Howard, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Tom Howard, Director of Human Resources
Amy Wood, Technology Director
Jeff Meador, Public Information Officer
Carola Bradley, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

Barbara Herrington, President, called the meeting to order at 6:00 p.m. and noted that a quorum of board members was present, the meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 6:01 p.m. under the Texas Open Meeting Act, Chapter 551.072 – purchase, exchange, lease or value of real property and 551.074 – personnel.

Reconvened

The Board reconvened at 6:47 p.m. and recessed until 7:00.

Reconvened

The Board reconvened in open session at 7:00 p.m.

Invocation/Opening Comments

Youth Minister, Jason Turberville, from Acton Baptist Church, led the invocation.

Pledge U.S. Flag and Texas Flag

Max Holly and Faith Nestle from Nettie Baccus Elementary led the pledges.

Achievement Spotlight

Julia Pannell, United Way representative, recognized Stowaways Destiny Wyrick, Tabitha Bond, Katarina Pretz, Taylor Starnes, Rachel Ferrero, Katie Gunderson, Alegra Green and Katie Rose for participating in the United Way Special Event.

Achievement Spotlight continued

Julia Pannell, United Way representative recognized Choir student Aylssia Murphy, who sang at the United Way Gala.

Roger Arbabi, Granbury High School Assistant Principal, recognized National Merit Commended Students Kirk Wallace and Hayden Meek.

Donnie Cody, Principal Oak Woods School, recognized Luminant Environmental Scholar Mackenzie Reiner. Mackenzie was awarded a $1000.00 United States Savings Bond.

Judy Gentry, Director of Career and Technology Education, recognized Lake Granbury Medical Center for their donations to the CTE program.

Public comments/audience participation

None

Consent Agenda Items

A motion was made by Micky Shearon and seconded by Charlie Cloud to approve consent agenda items as presented: 1. minutes of the September 20, 2010 regular meeting; 2. budget amendments; 3. renewal of guidance, evaluation and testing supplies and materials bid 2010-05; 5. pest management services CSP 2010-30; 6. renewal of records management services CSP 2010-01; 7. CTE donation from Lake Granbury Medical Center. **MOTION CARRIED**: Yes 6 – Noe 0

Consider Technology Purchases

A motion was made by Charlie Cloud and seconded by Don Walton to approve technology purchases as presented. **MOTION CARRIED**: Yes 6 – Noe 0

Consider Investment Policy

A motion was made by Micky Shearon and seconded by Mark Jackson to approve the Investment Policy – Annual Review as presented. Board Secretary, Charlie Cloud, read the resolution. **MOTION CARRIED**: Yes 6 – Noe 0

Consider Action on Dual Credit College Algebra

A motion was made by Micky Shearon and seconded by Charlie Cloud to approve the Dual Credit College Algebra as presented. **MOTION CARRIED**: Yes 6 – Noe 0

Consider Financial Health of the District Issues

A motion was made by Don Walton and seconded by Mark Jackson to approve the financial health of the district issues and for the Superintendent to balance the budget. **MOTION CARRIED**: Yes 6 – Noe 0

Consider Eliminating Tuition Charges for Transfers to Granbury ISD

A motion was made by Charlie Cloud and seconded by Don Walton to approve eliminating tuition charges for transfers to Granbury ISD as presented. **MOTION CARRIED**: Yes 6 – Noe 0 A motion was made by Charlie Cloud and seconded by Don Walton to reimburse the one student who had paid tuition for the 2010-2011 school year. **MOTION CARRIED**: Yes 5 – Noe 0 Abstained 1 – Mark Jackson abstained.

Consider Staff Development Waiver

A motion was made by Mark Jackson and seconded by Micky Shearon to approve the staff development waiver as presented. **MOTION CARRIED**: Yes 6 – Noe 0

Consider ESL Certification Requirements

This item was tabled until the November 15, 2010 meeting.

Reports

Sharay Boynton, Executive Director of Finance, gave the Investment report for the period ending August 31, 2010.

Sharay Boynton, Executive Director of Finance, presented the Financial Statements for the period ending September 30, 2010.

Amy Wood, Director of Technology, presented the Board with the technology purchases for the Period ending October 15, 2010.

Carol Howard, Assistant Superintendent, gave a report to the Board on PBMAS (Performance-Based Monitoring Analysis System).

Action on Items Discussed in Closed Session

Staff Appointments

A motion was made by Mark Jackson and seconded by Don Walton to approve staff appointments as presented: Ronda Johnson, District Nurse Specialist, BTC/Curriculum (roaming nurse). **MOTION CARRIED**: Yes 6 – Noe 0

Consider purchase, exchange, lease or value of real property

None

Adjournment

There being no further business, the meeting was adjourned at 8:35 p.m.

_____ _____

Barbara Herrington, Board President Charlie Cloud, Board Secretary

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**November 15, 2010**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**November 15, 2010**
		Re:	**Consider Hood County Appraisal District Board of Directors**

SUMMARY:
I have attached the ballot for the Hood County Appraisal District Board of Directors.

RECOMMENDATION:
I think the recommendation for GISD was clear at our last board meeting.

Respectfully submitted,

Ron Mayfield

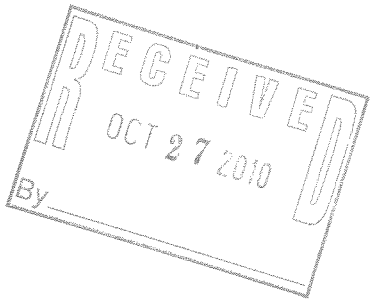
Ron Mayfield
Superintendent

Staff Persons Responsible:

HOOD COUNTY APPRAISAL DISTRICT

1902 WEST PEARL STREET • P. O. BOX 819
GRANBURY, TEXAS 76048
PHONE: 817-573-2471 • FAX: 817-573-6451

GREG STEWART, CHIEF APPRAISER



October 26, 2010

ATTN: Ron Mayfield, Superintendent
Granbury I.S.D.
600 West Pearl St.
Granbury, TX 76048

Dear Mr. Mayfield:

Enclosed is a ballot for the election of two members to the Hood County Appraisal District Board of Directors as prescribed by Section 6.031 of the Property Tax Code, and resolutions passed by a majority of Hood County taxing entities. The term of office is for two years beginning January 1, 2011.

There are two seats currently up for re-election. Those seats are currently held by Jim Coleman and Mary Ward. Mary Ward expressed her willingness to continue serving on the Board if re-elected. Jim Coleman does not wish to serve again.

The nominations from the taxing entities were Charlie Cloud, Jim Coleman (does not wish to serve), Cullen Crisp, Bill Gilliam, Mark Jackson, Kevin Meyers, Brian Thomas, and Mary Ward..

Please cast your votes and return the ballot before **December 15, 2010**. The two candidates with the greatest number of votes will be declared the winners and will be sworn in as Board Members for the 2011-2012 years.

Sincerely,
Hood County Appraisal District

Greg Stewart

Greg Stewart
Chief Appraiser

GS/lh

Enclosure

STATE OF TEXAS)

COUNTY OF HOOD)

OFFICIAL BALLOT

Granbury I.S.D.

INSTRUCTION NOTE: There are two places to be filled on the Hood County Appraisal District Board. Each voting district may cast one vote for each place. Please place a check (√) in front of the **two** names which indicate your choices.

In the event of a tie, the Chief Appraiser, according the section 6.03(k), will resolve the tie by placing the names of the candidates receiving equal number of votes into a hat and then having someone draw out a single name.

CANDIDATES IN ALPHABETICAL ORDER
(PICK TWO)

_____ **Charlie Cloud**

_____ **Jim Coleman (Does Not Wish to Serve)**

_____ **Cullen Crisp**

_____ **Bill Gilliam**

_____ **Mark Jackson**

_____ **Kevin Meyers**

_____ **Brian Thomas**

_____ **Mary Ward**

_____

President, Granbury I.S.D.

ATTEST:

_____

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**November 15, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**November 15, 2010**
		Re:	**Facilities and Maintenance Report**

SUMMARY:
I sent the Facilities and Maintenance Report to you earlier. Mr. Leach will make a brief report and answer questions.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Staff Persons Responsible:

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Maintenance and Facilities Department Board Report

Randy Leach, Director of Maintenance and Facilities

Board of Directors

November 15, 2010

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Maintenance Personnel

Name	Position	Years with District
Linda Hall	Secretary	20
Sharla Everette	Clerk, Eduphoria, Mail Delivery	11
Scott Campbell	Supervisor	24
Rick Schulte	HVAC Supervisor	11
Greg Harris	General Maintenance Supervisor	5
Bobby Elkins	Lead Grounds Supervisor	14
Donald Smith	Lead Athletic Fields Supervisor	21
Jerry Biles	Electrician	11
James Garlick	HVAC - Electrician	10
Russell Neely	HVAC - Technician	3
Martin Briones	HVAC - Technician Helper	11
Don Zimmerman	Carpenter	12
Steve Thompson	Carpenter	9
Daniel Bryant	Plumber	0

Name	Position	Years with District
Joe Dawson	Irrigation Specialist	3
Jesse Lawson	General Maintenance	9
Ray Thomas	General Maintenance	9
Bobby Williams	General Maintenance	6
Mark Davis	General Maintenance	2
Gilbert Chagolla	Groundskeeper	5
Daniel Davis	Groundskeeper	5
Jody Jones	Groundskeeper	11
Isidro Montoyo	Groundskeeper	10
Jamie Ornelas	Groundskeeper	3
Todd Knapp	Groundskeeper	2
James Starks	Athletic Fields	9
Richard Mandel	Athletic Fields	4

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TASB Staffing Study

The staffing in the Granbury ISD Maintenance Department is approximately nine positions under the benchmarks provided by the Physical Plant Administrators (APPA) standards. This analysis considers actual employees of the District. Considering the very small amount of work currently being contracted to outside vendors and/or summer maintenance crews, the staffing shortage in this area is correctly represented.

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TASB Staffing Study (cont)

Across all crafts, there is a moderate mix of skilled tradesmen. There is a welcome number of HVAC technicians, plumbers, and electricians, rather than large numbers of general maintenance workers. Most Texas school districts have not been able to retain such a solid mix of skilled tradespersons. Granbury ISD is to be commended in this area.

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TASB Staffing Study (cont)

Operating with this level of short staffing should be carefully reviewed. An assessment of the adequacy of preventative maintenance routines as well as actual work order completion should be performed. A lowering of the level of preventative actions can lead to a long-term consequences for buildings as well as HVAC and electrical equipment.

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Maintenance of Facilities and Grounds

Type	Quantity
Facilities – 12 Campuses & 7 Departments	1,450,000 Sq Ft
Grounds	548.094 Acres
Athletic Fields	18 Game / Practice Facilities

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Work Orders

- Approximate 4,000 work orders per year
- Eduphoria - New Online Work Order System
  - Tracks Work Orders by Campus, Person, Area
  - Tracks Inventory

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Maintenance's Standard Budget Items

Budget Code	Budgeted Amt
Object 6200 (Contract Svc)	$ 245,455
Object 6300 (Supplies)	$ 296,739
Object 6400 (Travel)	$ 2,100
Object 6600 (Equipment)	$ 49,111
TOTAL	**$ 593,405**

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Facilities Responsibilities

- Energy Conservation
- Safety / Security
- Facilities
- Workers' Compensation

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Energy Conservation

- **Automated HVAC Systems**
  - Granbury High School
  - Crossland Ninth Grade Center
  - Acton Middle School
  - Granbury Middle School
  - Mambrino
  - Acton Elementary
- **Utility Tracking –** SchoolDude Software
- **Energy Audits –** Campus/Dept Walk Through

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Energy Conservation (cont.)

- **Efficient Lighting**
  - T-8 Fluorescent Lights
  - Light Sensor Project
  - HB 3693 Energy Consumption Data is posted on GISD website

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Energy Conservation (cont.)

- **Efficient Lighting – Gyms**
  - T-5 Replacement Project (Halide to the T-5 Fluorescent Lights)
    - AMS (2 gyms): Funded with United Coop Grant and 2007-08 Utility Budget
    - GHS (JWSC): Funded with Utility Dividend and 2008-09 Utility Budget
    - GMS (1 gym): Funded with 2008-09 Utility Budget
    - GHS (Pirate & Activity Gyms): Funded with 2009-10 Utility and Facilities Budgets

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Energy Conservation (cont.)

- **Efficient Lighting – Gyms (cont.)**
  - Halide to Fluorescent Replacement Bulbs
    - Brawner Activity Gym
    - CNG Main Gym (upcoming project)
    - GMS Activity Gym (upcoming project)
    - Decker Gym (upcoming project)
    - Brawner Main Gym (upcoming project)

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Utility Budget 2010-11

- Electric $1,298,140
- Natural Gas $ 165,500
- Water $ 118,400

TOTAL $1,582,040

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Electric: Usage

Usage (kw)	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	1,300,340	-3%	1,265,044	7%	1,359,133	2%	1,392,783
October	1,257,540	-16%	1,058,614	-9%	960,268		
November	906,767	3%	934,621	-9%	849,771		
December	753,327	-13%	653,286	23%	803,575		
January	804,444	-2%	791,557	14%	905,840		
February	803,375	8%	871,594	12%	976,167		
March	667,546	16%	772,370	2%	783,972		
April	809,837	1%	821,328	2%	836,358		
May	970,560	3%	1,001,770	1%	1,009,937		
June	1,124,036	-7%	1,041,590	-3%	1,014,216		
July	777,772	-1%	769,943	14%	877,265		
August	989,494	9%	1,075,475	20%	1,289,414		
TOTAL	**11,165,038**	-1%	**11,057,192**	6%	**11,665,916**		**1,392,783**

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

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Electric: Avg. Unit Cost

Avg Unit Cost	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	$ 0.1071	4%	$ 0.1114	3%	$ 0.1150	-3%	$ 0.1118
October	$ 0.1001	12%	$ 0.1122	-4%	$ 0.1079		
November	$ 0.0984	5%	$ 0.1037	4%	$ 0.1081		
December	$ 0.1020	1%	$ 0.1035	5%	$ 0.1083		
January	$ 0.1009	3%	$ 0.1044	6%	$ 0.1108		
February	$ 0.1001	2%	$ 0.1025	8%	$ 0.1103		
March	$ 0.0983	5%	$ 0.1035	8%	$ 0.1113		
April	$ 0.1179	-10%	$ 0.1058	11%	$ 0.1173		
May	$ 0.1081	-2%	$ 0.1063	10%	$ 0.1173		
June	$ 0.1078	0.5%	$ 0.1083	9%	$ 0.1180		
July	$ 0.1072	3.1%	$ 0.1105	7%	$ 0.1185		
August	$ 0.1080	2.5%	$ 0.1107	7%	$ 0.1190		
AVG TOTAL	**$ 0.1047**	2%	**$ 0.1069**	6%	**$ 0.1135**		

Average Unit Cost = Average cost of all campuses and utility providers

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

GRANBURY ISD
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Electric: Cost

Cost	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	$ 139,244.95	1%	$ 140,907.18	11%	$ 156,290.50	-0.4%	$ 155,670.65
October	$ 125,928.57	-6%	$ 118,791.70	-13%	$ 103,647.17		
November	$ 89,262.63	9%	$ 96,919.08	-5%	$ 91,827.89		
December	$ 76,845.69	-12%	$ 67,610.61	29%	$ 87,000.14		
January	$ 81,203.77	2%	$ 82,669.85	21%	$ 100,324.37		
February	$ 80,406.52	11%	$ 89,329.70	21%	$ 107,645.97		
March	$ 65,644.48	22%	$ 79,928.46	9%	$ 87,282.75		
April	$ 95,442.83	-9%	$ 86,865.02	13%	$ 98,074.97		
May	$ 104,912.24	1%	$ 106,469.87	11%	$ 118,480.88		
June	$ 121,199.26	-7%	$ 112,767.10	6%	$ 119,645.50		
July	$ 83,405.54	2%	$ 85,077.77	22%	$ 103,979.72		
August	$ 106,891.45	11%	$ 119,013.14	29%	$ 153,391.71		
TOTAL	**$ 1,170,387.93**	1%	**$ 1,186,349.48**	12%	**$ 1,327,591.57**		**$ 155,670.65**

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

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Electric: Vendors

Vendor	Avg. Unit Cost *	Campus Covered
Granbury Municipal	$ 0.1273	Administration Behavior Transition Center Brawner Intermediate Granbury High School Granbury Middle School Transportation/Maintenance
Tri-County	$ 0.0985	Nettie Baccus
United Cooperative Services	$ 0.0997	Acton Elementary Acton Middle School Emma Roberson Elementary Mambrino Oak Woods Stars

*** Billing Period Range:** July 2010 to September 2010

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Natural Gas: Usage

Usage (mcf)**	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	146	53%	223	-11%	198	44%	285
October	323	-31%	222	41%	313		
November	466	-24%	356	16%	414		
December	1,442	24%	1,794	24%	2,230		
January	2,517	5%	2,641	51%	3,995		
February	3,097	-36%	1,983	79%	3,551		
March	1,821	-30%	1,273	73%	2,203		
April	612	6%	648	44%	930		
May	364	-13%	316	19%	376		
June	190	0.5%	191	-32%	129		
July	99	15.2%	114	7%	122		
August	96	49.0%	143	57%	225		
TOTAL	**11,173**	**-11%**	**9,904**	**48%**	**14,686**		**285**

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

GRANBURY ISD
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Natural Gas: Avg. Unit Cost

Avg Unit Cost	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	$ 12.4659	9%	$ 13.5687	-38%	$ 8.3593	-1%	$ 8.3130
October	$ 10.8361	15%	$ 12.4291	-37%	$ 7.8077		
November	$ 11.4347	5%	$ 11.9629	-25%	$ 8.9790		
December	$ 10.3138	7%	$ 11.0285	-33%	$ 7.3644		
January	$ 9.3364	-11%	$ 8.3097	-15%	$ 7.0671		
February	$ 9.1198	-26%	$ 6.7104	-1%	$ 6.6198		
March	$ 8.4384	-35%	$ 5.5258	13%	$ 6.2508		
April	$ 10.9590	-55%	$ 4.9260	30%	$ 6.3862		
May	$ 11.3339	-50%	$ 5.6325	15%	$ 6.4593		
June	$ 14.1832	-58%	$ 6.0062	57%	$ 9.4587		
July	$ 18.0819	-56%	$ 7.8813	24%	$ 9.8090		
August	$ 17.7024	-50%	$ 8.9141	-0.4%	$ 8.8815		
AVG TOTAL	**$ 12.0171**	-29%	**$ 8.5746**	-9%	**$ 7.7869**		

Average Unit Cost = Average cost of all campuses and utility providers

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

GRANBURY ISD
Helping Students Reach New Heights

Natural Gas: Cost

Cost	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	$ 1,818.78	66%	$ 3,021.74	-45%	$ 1,657.64	43%	$ 2,367.55
October	$ 3,500.07	-21%	$ 2,761.75	-11%	$ 2,446.15		
November	$ 5,327.44	-20%	$ 4,252.80	-13%	$ 3,718.20		
December	$ 14,875.59	33%	$ 19,783.96	-17%	$ 16,420.49		
January	$ 23,495.06	-7%	$ 21,947.71	29%	$ 28,232.21		
February	$ 28,240.28	-53%	$ 13,306.75	77%	$ 23,508.80		
March	$ 15,368.86	-54%	$ 7,033.20	96%	$ 13,768.66		
April	$ 6,708.01	-52%	$ 3,190.08	86%	$ 5,939.80		
May	$ 4,127.80	-57%	$ 1,780.42	37%	$ 2,430.62		
June	$ 2,699.07	-58%	$ 1,146.59	7%	$ 1,222.07		
July	$ 1,797.34	-50%	$ 895.32	34%	$ 1,195.72		
August	$ 1,702.97	-25%	$ 1,270.26	57%	$ 1,993.90		
TOTAL	**$ 109,661.27**	**-27%**	**$ 80,390.58**	**28%**	**$ 102,534.26**		**$ 2,367.55**

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

GRANBURY ISD
Helping Students Reach New Heights

Water: Usage

Usage (kgal)	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	900	16%	1,043	41%	1,475	-5%	1,406
October	1,076	9%	1,173	-14%	1,011		
November	939	13%	1,059	-3%	1,029		
December	812	-23%	629	36%	855		
January	776	1%	783	-2%	767		
February	1,262	-26%	935	-16%	782		
March	760	18%	900	-1%	894		
April	916	1%	925	-3%	898		
May	930	13%	1,054	-3%	1,021		
June	649	8%	698	11%	774		
July	602	-48%	315	169%	846		
August	763	-38%	475	197%	1,412		
TOTAL	**10,385**	**-4%**	**9,989**	**18%**	**11,764**		**1,406**

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

GRANBURY ISD
Helping Students Reach New Heights

Water: Avg. Unit Cost

Avg Unit Cost	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	$ 10.7509	-2%	$ 10.5364	2%	$ 10.7848	-7%	$ 10.0430
October	$ 10.4856	4%	$ 10.8781	-5%	$ 10.3634		
November	$ 10.8174	-1%	$ 10.6591	-5%	$ 10.1762		
December	$ 11.0047	2%	$ 11.2491	-6%	$ 10.6062		
January	$ 11.1391	-3%	$ 10.8445	-1%	$ 10.7711		
February	$ 10.5723	3%	$ 10.9052	-7%	$ 10.0949		
March	$ 11.0244	-1%	$ 10.9630	-3%	$ 10.6447		
April	$ 10.6966	2%	$ 10.9208	-5%	$ 10.3249		
May	$ 10.6941	1%	$ 10.8127	-3%	$ 10.5148		
June	$ 11.5136	0%	$ 11.5189	-32%	$ 7.8196		
July	$ 11.9829	20%	$ 14.3271	-30%	$ 10.0606		
August	$ 11.2396	9%	$ 12.2349	-19%	$ 9.9539		
AVG TOTAL	**$ 10.9934**	3%	**$ 11.3208**	-10%	**$ 10.1763**		

Average Unit Cost = Average cost of all campuses and utility providers

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

GRANBURY ISD
Helping Students Reach New Heights

Water: Cost

Cost	2007-2008	%*	2008-2009	%*	2009-2010	%*	2010-2011
September	$ 9,675.83	14%	$ 10,991.54	45%	$ 15,904.28	-11%	$ 14,120.32
October	$ 11,286.73	13%	$ 12,755.69	-18%	$ 10,478.46		
November	$ 10,158.61	11%	$ 11,289.08	-7%	$ 10,470.31		
December	$ 8,932.49	-21%	$ 7,074.54	28%	$ 9,067.20		
January	$ 8,640.62	-2%	$ 8,491.25	-3%	$ 8,261.41		
February	$ 13,344.32	-24%	$ 10,199.59	-23%	$ 7,897.24		
March	$ 8,376.33	18%	$ 9,871.10	-4%	$ 9,512.10		
April	$ 9,793.81	3%	$ 10,099.58	-8%	$ 9,267.66		
May	$ 9,940.13	15%	$ 11,395.52	-6%	$ 10,734.56		
June	$ 7,468.84	8%	$ 8,043.64	-25%	$ 6,049.94		
July	$ 7,216.12	-37%	$ 4,513.03	89%	$ 8,515.49		
August	$ 8,576.94	-32%	$ 5,811.57	142%	$ 14,056.04		
TOTAL	**$ 113,410.77**	**-3%**	**$ 110,536.13**	**9%**	**$ 120,214.69**		**$ 14,120.32**

Percentage is comparison between previous year and current year.

- **Red shows increase.**
- **Green shows decrease.**

GRANBURY ISD
Helping Students Reach New Heights

Safety Program

- **Safety Training**
  - GISD Employee's are required to complete 10 safety trainings per year:
    1. Blood Borne Pathogens
    2. Sexual Harassment
    3. Workers' Comp Review
    4. Slips, Trips, and Fall I
    5. Safe Lifting
    6. Workplace Safety
    7. Ergonomics
    8. Ladder Safety
    9. MSDS
    10. Slips, Trips, and Falls II
  - Safety training is a direct correlation to reducing Workers' Compensation claims.

GRANBURY ISD
Helping Students Reach New Heights

Safety Program (cont.)

- **Safety Inspections**
  - Campus/Departments complete 4 inspections per year.
  - The Facilities Department reviews and files the inspection documents.

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Helping Students Reach New Heights

Security

- **Emergency Operation Plans (EOP)**
  - All campuses are required to have an EOP.
  - The same terminology is used by Law Enforcement Agencies.
- **Campuses perform the following EOP Drills:**
  - Fire
  - Tornado
  - Lockdown
  - Evacuation

GRANBURY ISD
Helping Students Reach New Heights

Security (cont.)

Security Cameras / DVR's:

Campus / Departments	Number of Cameras	Number of DVRS
AES	11	1
AG Barn	16	1
AMS	54	4
CNG	29	2
EES	1	0
GHS	75	5
GHS Athletics (Cisco)	13	0
GMS	49	4
MAM	2	0
Technology	8	1
Transportation	1	0
TOTAL	**259**	**18**

Crossland Ninth Grade — DVR Room



GRANBURY ISD
Helping Students Reach New Heights

Facilities

- **Management of the following:**
  - District Buildings
  - Construction Projects
  - Furniture
  - Equipment
- **Scheduling**
  - District Events
  - Community Events
  - Automated HVAC per campus

GRANBURY ISD
Helping Students Reach New Heights

Workers' Comp Claims 2009-2010

Month	Count
Sept	12
Oct	20
Nov	12
Dec	3
Jan	4
Feb	8
Mar	5
Apr	16
May	15
Jun	2
July	3
Aug	11
TOTAL	**111**

Department / Position	Count
Administrator *	10
Athletics	1
Child Nutrition	7
Custodial	13
Extended Day	1
Maintenance	10
Nurse	2
Security Guard	2
Special Ed	31
Teacher	21
Transportation	6
Sub	7
TOTAL	**111**

* Administrator includes Principals, APs, Directors, Counselors.

Cause of Injury	Count
Bite	13
Burn	3
Smashed	2
Concussion	1
Contusion	8
Fall	27
Foreign body	4
Fracture	1
Heat	1
Laceration	17
Sprain	6
Strain	12
Struck	15
Syncope	1
TOTAL	**111**

Location of Injury	Count
Admin	0
AES	13
AMS	11
Annex	3
BES	6
BIS	14
BTC	0
CNG	4
EES	2
GHS	24
GMS	6
Maint	3
MAM	20
OIS	1
Stars	1
Trans	3
TOTAL	**111**

GRANBURY ISD
Helping Students Reach New Heights

Workers' Comp Claims 2010-2011

Month	Count
Sept	12
Oct	12
Nov	0
Dec	0
Jan	0
Feb	0
Mar	0
Apr	0
May	0
Jun	0
July	0
Aug	0
TOTAL	**24**

Department / Position	Count
Administrator *	2
Athletics	0
Child Nutrition	4
Custodial	2
Extended Day	0
Maintenance	2
Nurse	0
Security Guard	0
Special Ed	5
Teacher	7
Technology	1
Transportation	1
Sub	0
TOTAL	**24**

* Administrator includes Principals, APs, Directors, Counselors.

Cause of Injury	Count
Bite	1
Burn	0
Smashed	0
Concussion	0
Contusion	6
Fall	3
Foreign body	0
Fracture	0
Heat	0
Laceration	3
None	1
Sprain	0
Strain	1
Sting	1
Struck	8
Syncope	0
TOTAL	**24**

Location of Injury	Count
Admin	0
AG	1
AES	2
AMS	0
Annex	2
BES	1
BIS	4
BTC	0
CNG	1
EES	2
GHS	5
GMS	0
Maint	0
MAM	2
OIS	3
Stars	0
Trans	1
TOTAL	**24**

GRANBURY ISD
Helping Students Reach New Heights

Claim Payments

Claim Year	Open/ Closed	Medical Paid	Medical Incurred	Indemnity Paid	Indemnity Incurred	Total Paid	Total Incurred
2000-01	Closed	$215,591.97	$215,591.97	$68,848.46	$68,848.46	$284,440.43	$284,440.43
2001-02	Closed	$158,525.39	$158,525.39	$51,520.20	$51,520.20	$210,045.59	$210,045.59
2002-03	Closed	$58,409.10	$58,409.10	$12,250.54	$12,250.54	$70,659.64	$70,659.64
2003-04	Closed	$52,789.26	$52,789.26	$21,877.69	$21,877.69	$74,666.95	$74,666.95
2004-05	Closed	$107,031.71	$107,031.71	$30,913.98	$30,913.98	$137,945.69	$137,945.69
2005-06	Closed	$45,659.27	$45,659.27	$6,804.00	$6,804.00	$52,463.27	$52,463.27
2006-07	Closed	$87,514.11	$87,514.11	$16,760.34	$16,760.34	$104,274.45	$104,274.45
2007-08	Open	$133,816.12	$137,139.59	$37,446.34	$37,446.34	$171,262.46	$174,585.93
2008-09	Closed	$35,681.91	$35,681.91	$218.75	$218.75	$35,900.66	$35,900.66
2009-10	Open	$43,090.90	$61,041.60	$20,613.49	$33,416.31	$63,704.39	$94,457.91
2010-11	Open	$0.00	$6,250.00	$0.00	$750.00	$0.00	$7,000.00
Data current through September 2010							

Since 2000 (10 years), the district has:

- **Paid - $1,205,363.53**
- **Incurred - $1,246,440.52**

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**November 15, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**November 15, 2010**
		Re:	**Transportation Report**

SUMMARY:
I sent the transportation report to you earlier. Mr. Slemmons will make a brief report and answer questions.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Staff Persons Responsible:

GRANBURY ISD TRANSPORTATION

WHAT GRANBURY ISD TRANPORTATION DOES!

- We safely transport 3500 students daily to and from school
  (approx 60% of all GISD students ride a bus)
- 2600 Daily stops
- Coordinate and assign over 1500 field trips annually
  These trips add up to just over 200,000 miles
  (includes white fleet and buses)
- 800,000 route miles annually
  just over 1,000,000 total annual miles
- We travel: **North on 51 to Temple Hall Hwy*
  **South to the End of Mitchell Bend Hwy*
  **East to MX3, Pate Museum*
  **West to Feed Store on 377 almost to Tolar*

Shuttles

Night Shuttle

- 8 vehicles Monday thru Thursday covering all of Hood County
- Programs supported:

Athletics	Tutorials
Ag	Study Hall
Band	D Hall
Choir	TAKS test prep
UIL competition	

(100-150 Students daily)

Shuttles, Continued

Crossland

- 3 buses to shuttle students to GHS (am)

Crossland Coaches Buses

- 2 buses to shuttle athletic students to GHS (pm)
- 1 bus to shuttle golf students to different golf courses

Fleet Maintenance Responsiblities

- 70 GISD buses
- 10 Tolar and Lipan ISD buses
- 20 GISD White Fleet *(vans, suburban, trailers)*
- Maintenance vehicles

Vehicles

- Specifications and ordering of all GISD vehicles including
  - *GISD buses (last purchased New regular route buses in 2008-09-only 1)
  - *Maintenance vehicles
  - *Special Ed vehicles
  - *Ag trucks and trailers
  - *Charter buses

History

- Edulog Optimization
- In 2000 there were 48 Regular routes and 10 Special Needs routes
- A goal of 100 students per bus was set
- In 2001 with the help of Edulog Optimization we were able to cut 9 routes
- In 2009/2010 we wre running 39 Regular routes and 11 Special Needs

How We Do It!

- Routes evaluated daily the first 2 weeks of school
  (ridership/bell times)
- Adjustments made to late or overcrowded buses
- 2009-2010: 39 Regular routes
  Double routes include:
  Elementary and
  Jr. High/Crossland/GHS
- 11 Special Needs routes
  (covers the entire district)
- Evaluate routes monthly based on ridership and bell times (target 100)
- Identify Special School Needs (shuttles)

Challenges

Student Discipline (driver focused on road)

- Digital Cameras
- Communication with school administrators via email
- Screen shot of infractions

Budget Expenditures

- Bus costs
- Fuel increases
- More repair expenditures as fleet continues to age

Route Times/Route Tracking

- GPS
- Speed sensors

Challenges, Continued

Student Tracking

- RFID tags

Employee Leave Days

- 5 state days
- 0 local days (only GISD department with no local days)
- Absenteeism policy a challenge

The Future for Granbury ISD Transportation

- GPS – Garmin Navigation Routing
- Rfid tags
- Digital Cameras
- AC

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

HUMAN RESOURCES

To: Board of Trustees
Date: November 15, 2010
For: Information

TO: Mr. Ron Mayfield, Superintendent

FROM: Tom Howard
DATE: November 8, 2010
RE: Public Notification of Teacher Quality

SUMMARY:

According to the No Child Left Behind Act of 2001 (NCLB) each local school district is required to report how the District compares to measurable highly qualified (HQ) teacher objectives established by the State of Texas.

Please find attached the report that is presented for your information and will be made available to the public via the District website.

Respectfully submitted,



Ron Mayfield, Superintendent

Staff Person Responsible: Tom Howard, Director of Human Resources

Date Submitted: November 8, 2010

"PUBLIC NOTIFICATION of TEACHER QUALITY (HIGHLY QUALIFIED)"

The No Child Left Behind Act of 2001 (NCLB) requires each local school district to report progress of the district toward meeting the State's measurable highly qualified (HQ) teacher objectives. The baseline for these statewide objectives was established during the 2002-03 school year. During the current year, the District is required to report this information to the Board of Trustees in a public report by December 15, 2010.

The following table indicates the target percentages established by the state per year compared to the actual percentage of highly qualified teachers employed by the Granbury Independent School District (GISD) and the statewide results.

School Year	Percentage of HQ Teachers (State Aggregate) **Target**	State Actual Percentage	G I S D Percentage of HQ Teachers
2002-03 (State Baseline/State Actual/GISD Actual)	76.2	93.09	97.47
Since 2006-07 And Beyond	100.0	N/A	100.0

During the baseline year (2002-03) the District was able to report 97.47% of its teaching faculty in the academic core areas (compared to the State result of 93.09%) as highly qualified classroom teachers. The District's percentage of highly qualified teachers has continued to increase since the baseline year, reaching 100% at the end of the 2006-07. Since the 2006-07 school year the state requirement has been that Districts be 100%. GISD has remained 100% since 2006-07.

Additionally, all teachers of core academic subjects* on all local campuses are Highly Qualified teachers as indicated below:

PERCENTAGE OF HQ TEACHERS REPORTED BY CAMPUS

CAMPUS	PERCENTAGE
Granbury High	100.00
Behavior Transition Center	N/A
STARS	100.00
Crossland 9th Grade Center	100.00
Granbury Middle	100.00
Acton Middle	100.00
Oak Woods Intermediate	100.00
Brawner Intermediate	100.00
Acton Elementary	100.00
Baccus Elementary	100.00
Roberson Elementary	100.00
Mambrino Elementary	100.00

*Core Academic Subjects – English, Reading or Language Arts, Mathematics, Science, Foreign Languages (languages other than English), Civics and Government, Economics, Arts (Music, Art, Theatre and Dance), History and Geography.

The attached graph (page 5) will show the District's progress compared to the State and to the State Aggregate target percentage.

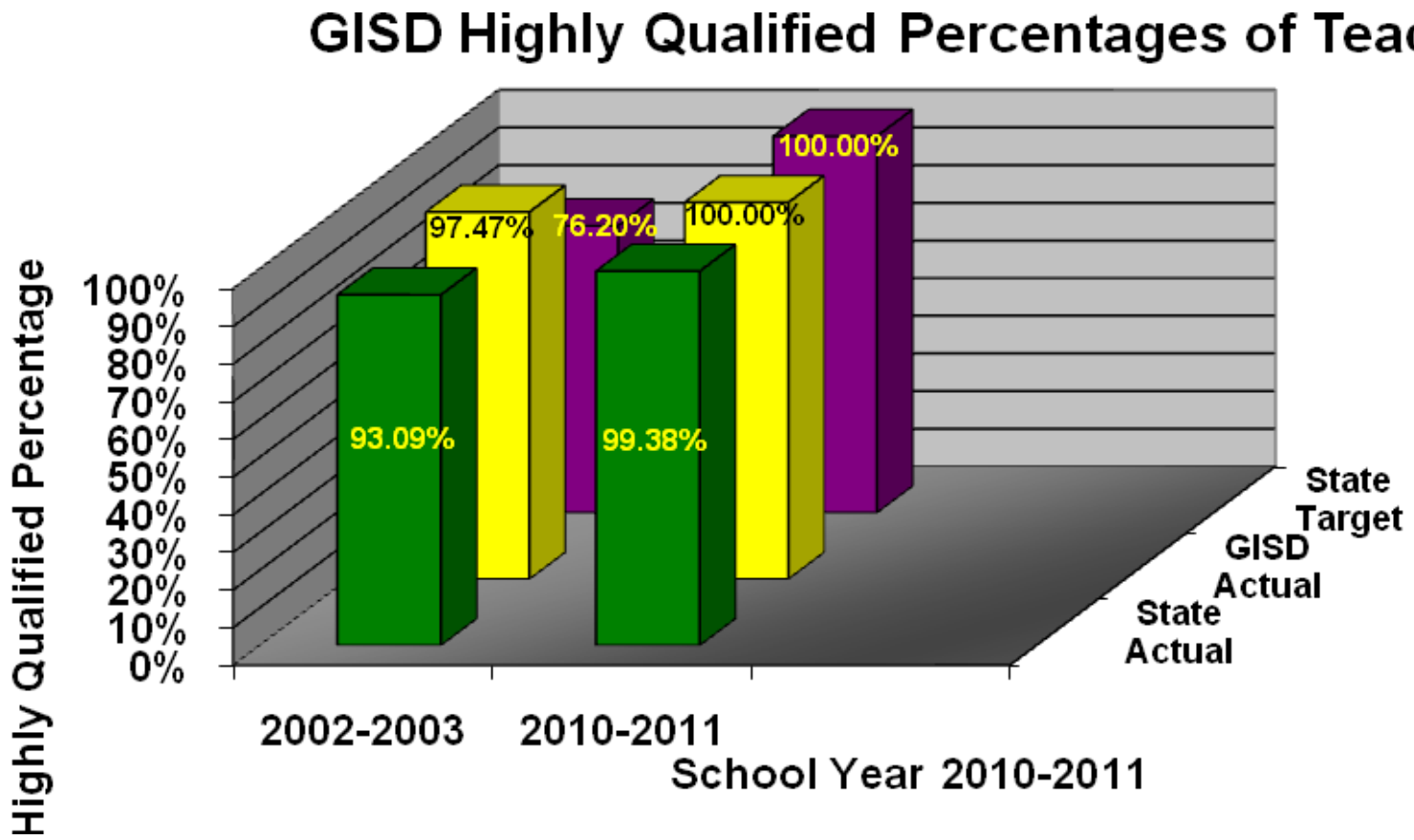
The following chart shows the percentage of Highly Qualified teachers at each campus during the 2002-2003 (the baseline year) and 2010-2011.

Campus	02-03 HQ %	10-11 HQ %
Acton Elem	100.00%	100.00%
Baccus Elem	96.43%	100.00%
Roberson Elem	96.15%	100.00%
Mambrino	100.00%	100.00%
Brawner Int	100.00%	100.00%
Oakwoods Int	100.00%	100.00%
AMS	94.59%	100.00%
GMS	93.18%	100.00%
Crossland 9th Grd Cntr	N/A	100.00%
GHS	98.51%	100.00%
BTC	66.67%	N/A
STARS	100.00%	100.00%
HCRJC	100.00%	N/A
District Total	97.47%	100.00%

Another objective of the No Child Left Behind (NCLB) law is to reduce the number of core academic subject classes being taught by non-Highly Qualified Teachers or Teachers out-of-field for all students but particularly for the lower socio-economic students. The classes taught by Highly Qualified Teachers are more of a focus of the reports than they have been in the past.

The following chart (page 6) will show you that we have reached the target of 100% of all core academic subjects* as well as 100% of Highly Qualified Teachers.

*Core Academic Subjects – English, Reading or Language Arts, Mathematics, Science, Foreign Languages (languages other than English), Civics and Government, Economics, Arts (Music, Art, Theatre and Dance), History and Geography.


GISD Highly Qualified Percentages of Teachers
Highly Qualified Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
93.09%
97.47%
76.20%
99.38%
100.00%
100.00%
State Target
GISD Actual
State Actual
2002-2003
2010-2011
School Year 2010-2011

Texas State Measurable Highly Qualified Teacher Objectives

A	B	C	D	E	F	G	H	I	J	K
Annual Targets	**State Percentage of Classes Taught by HQ Teachers (State Aggregate)**	**Granbury Actual Percentage of Classes Taught by HQ Teachers**	**State Percentage of Classes Taught by HQ Teachers (High-Poverty Schools)**	**Granbury Percentage of Classes Taught by HQ Teachers (High-Poverty Schools)**	**State Percentages of Classes Taught by HQ Teachers (Low-Poverty Schools)**	**Granbury Percentage of Classes Taught by HQ Teachers (Low-Poverty Schools)**	**State Percentage of HQ Teachers (State Aggregate)**	**Granbury Percentage of HQ Teachers**	**State Percentage of Teachers receiving high-quality professional development (State Aggregate)**	**Granbury Percentage of Teachers receiving high-quality professional development (Title I, Part A Compliance Report)**
2006 -2007 and beyond Target	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
2010 -2011 Result	Not available at Press Time	100.00%	Not available at Press Time	N/A	Not available at Press Time	100.00%	Not available at Press Time	100.00%	Not available at Press Time	100.00%

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**November 15, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**November 15, 2010**
		Re:	**Gifted and Talented**

SUMMARY:
I sent this report to you earlier. Sharon Williams will report to you on our progress with our Gifted/Talented Program.

RECOMMENDATION:
N/A

Respectfully submitted,



Ron Mayfield
Superintendent

Staff Persons Responsible:

GRANBURY ISD

Helping Students Reach New Heights

GISD Gifted and Talented Program
Past, Current & Future States

Sharon Williams, Director of Curriculum and Instruction

GISD Board Meeting

November 15, 2010

GRANBURY ISD
Helping Students Reach New Heights

GT Defined

TEC 29.121. Definition

In this subchapter, "gifted and talented students" means a child or youth who performs or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

(1) exhibits high performance capability in an intellectual, creative, or artistic area;
(2) possesses an unusual capacity for leadership; or
(3) excels in a specific academic field.

GRANBURY ISD
Helping Students Reach New Heights

Timeline

- **Timeline for GT Program Revision**
  - ✓ – May 2009 – presented in budget peer review the need and plan to revise
  - ✓ – Summer 2009 – research other districts and their programs, read most current research regarding GT programs
  - ✓ – August 2009 – time and effort study to determine fall 30 hour training and coding of personnel
  - ✓ – Sept/Oct 2009
    - Form Steering Committee (educators, parents, and community)
    - Attend training at ESC
    - Create online training using Moodle software for 30 hour initial and up date training
  - – Oct/Nov 2009
    - Site visits to exemplary programs (GT Coordinator has joined MAAC GT group and has met with GT Administrators to find out what other districts are doing.)
    - ✓ Administrator 6 hour training (Done through email and now on Moodle)
  - ✓ – December 2009 – attend TAGT in Houston
  - ✓ – January 2010
    - Determine with steering committee testing and matrix to be used for identification
    - Conduct district parent meeting
    - Campuses to conduct meetings
  - ✓ – February 2010 – Kindergarten screening so that Kindergarten students are identified by March 1
  - ✓ – April 2010 – testing and identification for remainder of grade levels
  - ✓ – June/August 2010
    - Work with curriculum team to write curriculum
    - Training of teachers for implementation
    - Purchase resources to support curriculum and new programming
  - ✓ – August 2010 – full implementation of new framework

GRANBURY ISD
Helping Students Reach New Heights

Student Assessment

Does our GT population reflect the same Demographics as our GISD population?			
	GT Students (2009-2010)	GT Students (2010-2011)	GISD Students (2010-2011)
Hispanic	3.7%	7%	18%
White	93.4%	90%	79%
LEP	0%	2%	7%
Eco. Dis.	10.7%	22%	45%
Totals		347	6398

GRANBURY ISD
Helping Students Reach New Heights

Student Assessment

- Current State
  - Screening
    - All Students (Grades K, 3)
    - Referrals by Parent, Teacher, or School Official (Grades 1-2, 4-12)
    - Reassess all students for P-AP Classes (Grades 5, 8)
  - Qualitative Data
    - Parent Inventory
    - Teacher Inventory
    - Portfolio (Academic – Grades K-2)
    - Student Interview (Grades 6-12)
  - Quantitative Data (Testing)
    - Naglieri Test (nonverbal cognitive abilities test)
    - SAGES (Academic - Math, Reading, Reasoning Grades 3-8)
      - Naglieri and SAGES are both nationally-normed and compare against students across the nation
    - TAKS (Info Only)
    - Ready-Step (Grade 8)

GRANBURY ISD
Helping Students Reach New Heights

Student Assessment

Gifted & Talented Counselor's Checklist of Deadlines

- *December 1st* – Campuses submit their date for GT Parent Meeting to be help during the 1st two weeks of Jan to GT Coordinator to create district letter
- *End of First Semester* – Any teacher teaching GT students in core classes or P-AP/AP Classes must have completed 30 Hour GT Certification by this date
- *December 17th* – Parent letter sent in all report cards including dates of Campus GT Parent Meetings, upcoming GT K & 3rd Screening and 1-2, 4-12 Referral/Nomination Process
- *January 3rd* - Press release regarding GT Screening and Referral/Nominations
- *January 3rd* – Grades 1-2, 4-12 Referral/Nomination forms available on all campuses for parents, guardians, teachers and school officials
- *January 14th* – Parent GT Identification Process Meetings Held on Campuses (First two weeks of Jan.)
- *January 28th* – Kindergarten Naglieri Online Testing completed (Last two weeks of Jan.)
- *January 28th* – Referral/Nomination Forms completed and returned to counselors for students in
- Grades 1 - 2, 4 - 12
- *February 4th* – District Counselor Meeting to review Naglieri Kindergarten Data (First week in Feb.)
- *February 11th* – Parent & Teacher Survey Form distributed to pre-screened kindergarteners
- *February 18th* –Parent Survey, Portfolios and Teacher Surveys completed and returned to counselors for pre-screened kindergarteners
- *February 25th* – Kindergarten GT Committee meets to identify kindergarten GT students
- *February 25th* - Parent Letter & Program Permission Form Mailed for Identified Kindergarten Students and DNQ letter mailed for those kindergarteners pre-screened who were not identified
- *March 1st* - GT Services begin for newly identified Kindergarten GT Students w/Parent Permission Returned
- *March 11th* - Naglieri Online Testing Completed for all 3rd graders (first two weeks in March)
- *March 21st* – Distribute Reassessment Profile Forms to core teachers to be completed for all 5th/8th grade students (these will be used for guidance counseling into 6th Accelerated Math & 9th P-AP Classes)

GRANBURY ISD
Helping Students Reach New Heights

Student Assessment

Gifted & Talented Counselor's Checklist of Deadlines

- *April 1st* - Reassessment Profile Forms completed and returned to counselors for all 5th/8th grade students (Elementary and Middle School Campuses only)
- *After Course Selection Forms Completed* – Copy all Course Selection Forms before sending to receiving campus
- *After Course Selection Forms Completed* - Counselors meet with 5th/8th grade students who either DID or DID NOT sign up for Accelerated/P-AP classes against data and/or teacher recommendation on Reassessment Profile Forms and provide Guidance Counseling
- *May 1st* - Counselors turn in names of students referred for testing in Grade 1, 2, 4 – 12 to Julie Ward
- *May 6th* - Parent & Teacher Survey Form distributed to pre-screened 3rd graders and nominated 1st, 2nd, 4th -12th graders
- *May 6th* - Naglieri Online Testing Completed *(referred/nominated 1st, 2nd, 4th-11th graders)*
- *May 13th* - SAGES Testing Completed (3rd – 8th ONLY)
- *May 13th* –Parent Survey, Portfolios and Teacher Surveys completed and returned to counselors for all pre-screened 3rd graders and nominated 1st, 2nd, 4th -12th graders
- *May20th* – Student Interviews completed for nominated 7th – 12th graders
- *May 27th* - Campus GT Committee meets for 1st – 12th GT & P-AP Identification using Profile Forms
- *June 15st* – Students identified as GT: Parent Letter & Program Participation Form Mailed for Identified Students w/return envelope
- *June 15st* – Students not identified: Counselor contacts parents by phone to inform them of non-participation (Grades 1, 2, 4 - 12) w/follow up DNQ letter (3rd Grade – phone call not required, letter only due to large group assessment)
- *Beginning of next school year* - GT Services begin for newly identified GT Students w/Parent Permission Returned
- *Beginning of next school year* – Newly identified GT Students' Course Selection Forms may need to be discussed with those students to make sure they chose correct P-AP/AP classes (Grades 6-12)

GRANBURY ISD
Helping Students Reach New Heights

Program Design

- Current State
  - Elementary
    - Cluster - general class
      - All GT students served in classes with at least 3-4 other identified GT students
    - Pull-Out – Brawner also has a pull-out program for Texas Performance Standards Project (TPSP) Independent Investigations for each grade level, as well as a mixed grade-level newspaper class
  - Secondary
    - Pull-Out – AMS/GMS has a 6th grade pull-out program for TPSP Independent Investigations, and will expand that program one grade level each year
    - Pre-AP and AP – open enrollment with counselor/teacher guidance for core classes beginning in 5th grade, as well as elective classes at the high school level

GRANBURY ISD
Helping Students Reach New Heights

Program Design

TEXAS PERFORMANCE STANDARDS PROJECT

Texas Education Agency

TEXAS PERFORMANCE STANDARDS PROJECT

ABOUT TPSP

FOURTH GRADE

EIGHTH GRADE

EXIT LEVEL

MORE GRADE LEVELS

RESOURCES

CONTACT

Welcome!

Welcome and thank you for your interest in the Texas Performance Standards Project!

The TPSP is a statewide standards and assessment system you can use to capture the high levels of achievement of gifted/talented students. The goal of the TPSP is for students to create work that reflects the professional quality that the *Texas State Plan for the Education of Gifted/Talented Students* requires. Student projects are TEKS-based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections.

On this site, you can find out more information about TPSP in fourth grade, eighth grade, and the exit level.



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Curriculum and Instruction

- Texas Essential Knowledge and Skills – all Texas courses regardless of special program must begin with the TEKS

  – Differentiation provided by classroom teacher
    - Kindergarten - 5th : Teacher developed strategies and instruction
    - 3rd - 6th: TPSP Independent Projects
    - 6th – 8th: Accelerated Math
    - 7th – 12th : College Board P-AP/AP training and implementation by teachers
    - 11th & 12th: Dual Credit classes

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Professional Development

- Current State
  - 30 hours of initial training for GT Certification available on MOODLE!
    - Nature and Needs
    - ID and Assessment
    - Differentiation
    - The State Plan for the Education of GT Students
    - Designing and Using the TPSP Curriculum

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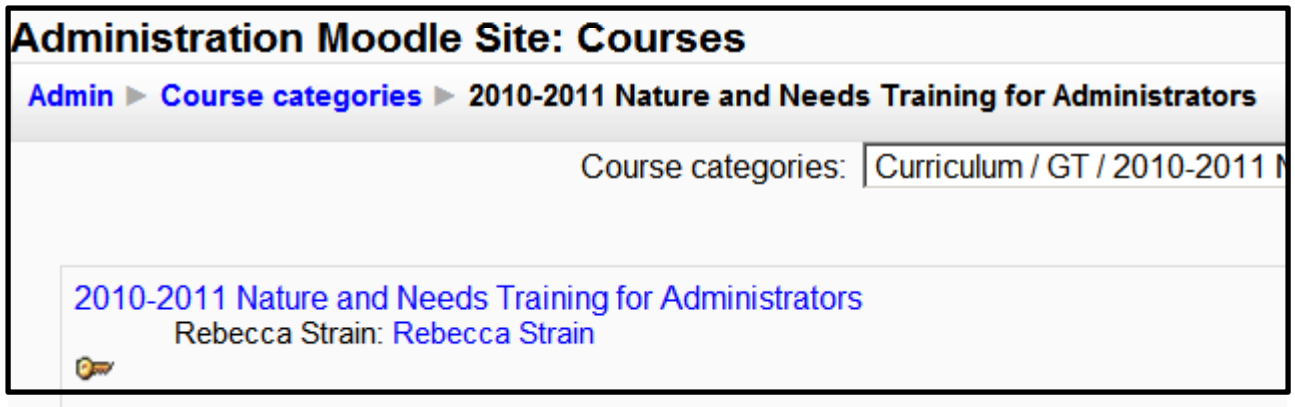
Professional Development



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Professional Development

- College Board Training for P-AP/AP Teachers
  - This counts for 18 of the 30 hours needed for GT Certification
- 6 hour update yearly
  - Received through Summer Conference
  - Also available online through Moodle
- 6 hour admin annual training as indicated by law now online through Moodle



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Family-Community Involvement

- Current State
  - Campus Parent Meetings in January
  - New District Advisory Committee
    - District Administrators
    - Campus Administrators
    - GT Coordinator
    - Campus Counselors
    - Parents
    - Community Representative

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Future Areas to Explore

- TPSP - extend into more grades
- Spiraling of CTE and Dual Credit programs
- Visit surrounding school districts
- A more specific GT curriculum document with activities that are engaging and can modified for other learners in an effort to keep kids engaged and in school
- Teacher training for GT differentiation by

  AP and P-AP Teachers
- Survey of students, parents/guardians, and teachers regarding GT Programming

ATTACHMENT II

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

Revised September 2009

TEXAS EDUCATION AGENCY
1701 NORTH CONGRESS AVENUE
AUSTIN, TEXAS 78701

Foreword

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, The Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

> STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS
>
> Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

In 1999 the 76th Texas Legislature introduced Rider 69 which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas, visit the Texas Education Agency (TEA) G/T website at http://www.tea.state.tx.us/index4.aspx?id=5158, contact a local Texas public school district or regional education service center (ESC), or email TEA at gted@tea.state.tx.us.

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T services and accountability. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the "in compliance" column of the State Plan where performance measures are included for five aspects of G/T service design. These standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners.

To offer some guidance to those districts and campuses, standards for "recommended" and "exemplary" performance are included in the plan and provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain. In all cases, those activities in the "recommended" column include and build on those actions described in the "in compliance" column. In turn, "exemplary" standards build on those that merit a "recommended" designation.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, and the communities they serve, *all* children will experience an academically challenging education that enables them to maximize their potential.

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

SECTION 1

STUDENT ASSESSMENT

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their talents, intelligences, and diverse abilities.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
1.1A Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	**1.1.1R** Nomination/referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided. **1.1.2R** Nomination/referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand or a translator or interpreter is provided. **1.1.3R** Families and staff are informed of student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.	**1.1.1E** Board-approved policies are reviewed at least once every three years and modified as needed. **1.1.2E** An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the nomination/referral period. **1.1.3E** All family meetings are offered in a language families can understand or a translator or interpreter is provided.
1.2A Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).	**1.2.1R** Policy ensuring that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy. **1.2.2R** When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.	**1.2E** Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best practice recommendations. .

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION 1 (continued)

STUDENT ASSESSMENT

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their talents, intelligences, and diverse abilities.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	1.2.3R Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited. **1.2.4R** Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school. **1.2.5R** Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs. **1.2.6R** Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.	
1.3.1A Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).	**1.3R** Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.	**1.3E** The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION 1 (continued)

STUDENT ASSESSMENT

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their talents, intelligences, and diverse abilities.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
1.3.2A Assessment opportunities for gifted/talented identification are made available to students at least once per school year.		
1.4A Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).		**1.4E** Students in grades K-12 are assessed and served in all areas of giftedness included in TEC §29.121.
1.5.1A Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). **1.5.2A** Students are assessed in languages they understand or with nonverbal assessments. **1.5.3A** At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers. **1.5.4A** In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.	**1.5.1R** Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services. **1.5.2R** All kindergarten students are automatically considered for gifted/talented and other advanced level services.	

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION 1 (continued)

STUDENT ASSESSMENT

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their talents, intelligences, and diverse abilities.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
1.5.5A If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.		
1.6A Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).	**1.6R** Over the past two (2) years, the population of the gifted/talented services program has become more closely reflective of the population of the total district.	**1.6E** The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.
1.7A Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).	**1.7.1R** The selection committee is formed of a majority of members who have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1).	**1.7.1E** The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2).
	1.7.2R A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.	**1.7.2E** Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.

SECTION 2

SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
2.1A Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	**2.1.1R** Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. **2.1.2R** Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.	**2.1E** Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.
2.2A Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).	**2.2R** Flexible grouping patterns and independent investigations are employed in the four (4) foundation curricular areas.	
2.3A Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	**2.3R** Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.	
2.4A Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and Early High School Graduation (TEC §56.203).	**2.4.1R** Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.	**2.4E** Acceleration options are actively facilitated by district administrators, counselors, and teachers.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION 2 (continued)

SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	2.4.2R Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, accelerated summer programs, and/or the Distinguished Achievement Program (DAP).	
2.5A No more than 15% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). 85% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §89.4(1)).	**2.5R** Local funding for gifted/talented education programs is used to supplement the state funding.	**2.5E** Additional funding from business partnerships, scholarships, parent group fund raisers, etc. is used to supplement the state and local funding.
2.6A Student assessment and services are in compliance with the *Texas State Plan for the Education of Gifted/Talented Students* (19 TAC §89.5).	**2.6.1R** Annual evaluation activities are conducted for the purpose of continued service development. **2.6.2R** Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided though the Texas Performance Standards Project (TPSP).	**2.6E** Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are used for substantive program improvement and development and reviewed by the school board.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION 2 (continued)

SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	2.6.3R Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff which meets regularly for that purpose.	
	2.7R A person who has thirty (30) hours of professional development in gifted/talented education as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K - 12.	**2.7E** A person or persons with a gifted/talented endorsement or advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.

SECTION 3

CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
3.1A An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).	**3.1.1R** Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. **3.1.2R** A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12. **3.1.3R** Opportunities are provided for career and leadership assessment and training in areas of student strength.	**3.1E** Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.
3.2A A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).	**3.2R** Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.	**3.2E** The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through gifted/talented curricula.
3.3A Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).	**3.3R** Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.	**3.3E** Scheduling modifications are implemented in order to meet the needs of individual students.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION 3 (continued)

CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
3.4A Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	**3.4.1R** Curriculum for gifted/talented students is modified based on annual evaluations. **3.4.2R** Resources and release time for staff are provided for curriculum development for gifted/talented services. **3.4.3R** District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.	**3.4.1E** Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education. **3.4.2E** The development and delivery of curriculum for gifted/talented students is monitored regularly by administrators.
	3.5R Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.	
	3.6R Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.	**3.6E** Student progress/performance in response to gifted/talented services is periodically assessed using standards developed by experts in the areas served. Results are communicated to parents or guardians.

SECTION 4

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
4.1.1A A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of students' gifted/talented needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)). **4.1.2A** Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2).	**4.1.1R** Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline and/or in gifted/talented education. **4.1.2R** Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students. **4.1.3R** A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually.	**4.1E** District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.
4.2A Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education (19 TAC §89.2(3)).	**4.2.1R** All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.	**4.2E** Mentors and others who offer specialized instruction for gifted/talented students are provided training to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION 4 (continued)

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	4.2.2R Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.	
4.3A Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).	**4.3R** Local district boards of trustees are encouraged to pursue professional development on the *Texas State Plan for the Education of Gifted/Talented Students.*	**4.3E** Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.
4.4A Evaluation of professional development activities for gifted/talented education is ongoing, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5).	**4.4R** Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.	**4.4.1E** A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, and/or advanced degrees in gifted/talented education and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services. **4.4.2E** Gifted/talented services staff are involved in planning and conducting the district's gifted/talented training.

SECTION 5

FAMILY/COMMUNITY INVOLVEMENT

The district involves family and community members in services designed for G/T students throughout the school year.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
5.1A Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).	**5.1.1R** Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. **5.1.2R** Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.	**5.1.1E** Information is shared and meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services. **5.1.2E** The opportunity to participate in a parent association for the gifted/talented is provided to parents.
5.2A An array of learning opportunities is provided for gifted/talented students in grades K - 12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).	**5.2.1R** Orientation and periodic updates are provided for parents of students identified for and provided gifted/talented services. **5.2.2R** Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee. **5.2.3R** Products and achievements of gifted/talented students are shared with the community. **5.2.4R** Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.	**5.2.1E** Community volunteers are organized and provided an orientation about working with gifted/talented students. **5.2.2E** Liaisons with business and community organizations are established and the use of community resources (retired community, foundations, universities, etc.) is evident in the service options available for gifted/talented students. **5.2.3E** Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members. **5.2.4E** Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committees.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION 5 (continued)

FAMILY/COMMUNITY INVOLVEMENT

The district involves family and community members in services designed for G/T students throughout the school year.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	5.2.5R A data bank of community resources is compiled for use by gifted/talented students, their teachers, and their parents.	
5.3A The effectiveness of gifted/talented services is evaluated annually and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC §§11.251-11.253).		

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**November 15, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**November 15, 2010**
		Re:	**2010 School Calendar Report**

SUMMARY:
This is our calendar that we are considering. It is almost identical to our current calendar. I welcome your suggestions.

We will need to adopt the calendar in December to make sure we have the Convention Center for graduation on the appropriate date.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Staff Persons Responsible:

GRANBURY ISD
Helping Students Reach New Heights

SCHOOL CALENDAR 2011-12

DRAFT

July 2011

S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011

S	M	T	W	T	F	S
	1	NH	NH	4	5	6
7	8	SC	SC	SC	WD	13
14	C	SD	SD	SD	W	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011

S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	WD	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	WD	WD	WD	H	H	26
27	28	29	30			

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

January 2012

S	M	T	W	T	F	S
1	W	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	H	H	H	H	H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

S	M	T	W	T	F	S
1	2	3	4	5		7
8		10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24		26
27	H	W	30	31		

June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

CALENDAR KEYS

NH	New Hire Orientation
SC	Summer Conference
C	Convocation/Staff Development
SD	Staff Development
W	Work Day/Student Holiday
WD	Waiver Day/Professional Service and Student Holiday
NC	Non-Contract Days
	First & Last Day of School
H	Student/Teacher Holiday
	Bad Weather Days
	Beginning of six weeks
	End of six weeks

DATES AT A GLANCE

Aug 2 - 3 New Hire Orientation
Aug 9 - 11 Summer Conference
Sept 5 Labor Day
Oct 10 Columbus Day
Nov 21 - 25 Thanksgiving Break
Dec 19 - 30 Christmas Break
Mar 12 - 16 Spring Break
May 28 Memorial Day
May 25 Graduation/
Last Day of School

Bad Weather Days

April 9 1st to be used
April 6 2nd to be used

Grading Periods

First Semester - 78 days
1st Six Weeks - Aug 22 - Sep 30
2nd Six Weeks - Oct 3 - Nov 4
3rd Six Weeks - Nov 7 - Dec 16

Second Semester - 97 days
4th Six Weeks - Jan 3 - Feb 17
5th Six Weeks - Feb 20 - Apr 5
6th Six Weeks - Apr 10 - May 25

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OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**November 15, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**November 15, 2010**
		Re:	**Financial Picture**

SUMMARY:
I have provided a three-page document that summarizes briefly our financial picture. Diane Fullerton asked me to make a presentation to the GMS faculty about our finances. I put this document together that helps the laymen understand the issues for Granbury ISD in short and simple terms.

RECOMMENDATION:
N/A

Respectfully submitted,



Ron Mayfield
Superintendent

Staff Persons Responsible:

Granbury ISD Financial Picture – Financial Stability is the Issue

Factual Information – Fund Balance

- August is the end of a fiscal year.
- School districts must have adequate revenues available to meet payroll until property taxes arrive.
- Property Taxes don't come to districts until December; therefore, the district must have at least three months' operating expenses, which would be 25 % including accruals.
  - 20 % not including accruals would be an optimum fund balance.
- Failure to have adequate reserves in fund balance requires a district to borrow money to make payroll and other expenditures in the fall.

Fund Balance	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-2011**
Total	$21,056,373	$17,765,789	$16,697,009	$15,197,009	$13,197,009
% of Operating Budget	40 %	32 %	25 %	23%	20 %
Optimum Total	$10,528,186	$11,103,618	$13,357,607	$13,214,790	$13,197,009
Optimum % of Operating Budget	20 %	20 %	20 %	20 %	20 %

Financial Integrity Rating System of Texas (FIRST)

Year	**Students**	**FTE Staff**	**Actual Staff**	**Low Ratio**	**High Ratio**	**Granbury Ratio**	**Allowable Staff**	**Over Staffed**
2008-09	6,886	1,048	1,061	6.8	14	6.5689	1,012	36
2009-10	6,774	1,044	1,055	6.8	14	6.4885	996	59
2010-11	6,614	*1,016*	1,028	6.8	14	6.4338	973	43

The FTE number for 2010-11 is an estimate at this point.

Financial Health of a School District

Three Categories

- Audit Report
- Fund Balance – New Definitions
- Financial Performance
  - FIRST
  - *Financial Solvency Review (New)*

Formula Indicators (New)

- *Student to Staff Ratio*
- *General Fund Expenditures Exceeding Revenue*
  - *(Fund 199 – General)*
- *Actual Expenditures more than Budgeted Amount*
  - *(Fund 199 – General)*
- *Declining Net Asset Balance and General Fund Balance (199)*

Financial Solvency Timeline (New)

- *Texas Registry – October 8, 2010*
- *Preliminary Report – Spring 2011*
- *Appeal Process Similar to FIRST*
- *2011 Report – Summer/Fall 2011*

Texas Legislature Projections

- State Budget $180 million
- Deficit $18 million to $25 million – The budget must be reduced approximately 10%.
- Education 40 %
- Granbury ISD's Target Revenue
  - 5 % reduction = $2.2 million loss in revenue
  - 10 % reduction = $4.4 million loss in revenue

Deficit – 2009-10

We were not able to erase the deficit in 2009-10 as much as we had hoped because we lost over 250 students during the school year. This loss in ADA during 2009-10 was a loss of over $1.7 million in actual revenue.

We were able to lower the anticipated $3 million deficit during 2009-10 in the following manner.

- We did not purchase any transportation.
- We initiated the attrition process by limiting hiring during the year as employees left the district.
- GISD has always had a cushion in campus and departmental budgets.
- We prioritized and limited spending.
- We limited capital improvement projects.
- We were not able to address your facility needs on campuses.

Deficit – 2010-11

We can lower the anticipated $2 million deficit this year by continuing the practices we had in place last year.

- Please remember that we were not able to give any raises this year.
  - The **problem** here is that we will gradually get behind in competition with other districts in competing for quality employees.
- We can continue to not purchase any transportation.
  - The **problem** here is that it will only delay the inevitable.
  - We are watching our transportation fleet deteriorate and at some point, we will have to catch up.
- We will continue to keep the attrition plan in place and limit the hiring during the year as employees leave our district.
  - The **problem** here is that when someone is not replaced everyone around that is involved with that campus or department has to step up to assume duties they have not had in the past.
- We eliminated the cushion in campus and departmental budgets.
  - The **problem** here is that the $2 million is a more solid deficit than the $3 million was last year.
  - We can't count on that cushion still being available at the end this year as it was this past year.
- We will continue to prioritize and limit spending.
  - The **problem** here is that frustration sets in at some point with everyone.
- We can continue to limit capital improvement projects.
  - The **problem** here is that we watch portions of our district deteriorate.
- We will not be able to address the facility needs on campuses.
  - The **problem** here is that it affects morale, recruitment of quality employees and we essentially watch our facilities deteriorate right before our eyes.

While we have gained in the number of students that we have, we haven't returned to the 2008-09 enrollment level.

You will note that if we could return to the 2008-09 enrollment level, it would solve two of our problems.

- **Revenue -** It would increase our revenues from Weighted Average Daily Attendance (WADA).
- **Staff/Pupil Ratio -** It would allow us to meet state guidelines for the appropriate number of employees.

Attendance

The third and final factor could help us get to where we need to be if we could combine these two items with a 2% increase in attendance across the district.

This is possible assuming the Legislature will not lower the Target Revenue for school districts 5 % to 10 %.

Board Goals

- Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.
- Develop and implement procedures to enhance a positive school climate.
- Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.
- Recruit, develop and retain a well-qualified staff.
- Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.
- Develop and implement an effective facilities improvement plan to address instructional needs of the district.
- Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.
- Focus on student participation in extra-curricular activities.

Correlates of Effective Schools

- Safe and Orderly Environment
- Climate of High Expectations for Success
- Instructional Leadership
- Clear and Focused Mission
- Opportunity to Learn and Student Time on Task
- Frequent Monitoring of Student Progress
- Home-School Relations

First Days of School

- Effective Teachers

Flip Flippen

- Establish Relationships with Students

User Friendly/Customer Service

- Establish and Follow a Plan Everyday

Organizational Chart and Behavior

- Practice Servant Leadership Everyday.
- Strive for Good Communication.
- Implement Collaboration on Every Campus.
- Be “Kid Friendly.”
- Use Common Sense and Good Judgment
- Ask this question when in doubt, “How does that fit in our “User Friendly Plan?”
- Ask this question, “How does what I want to do affect everyone on my campus and/or others in the district?”
- There should be a **good reason** for everything we do and every decision we make.
- We should ask this question, “What is best for kids?”
- Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student, everyday learns and grows and feels like a real human being.