It is the policy of the Grand Prairie Independent School District not to discriminate on the basis of race, color, national origin, gender or handicap in its Career & Technical Education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation act of 1973, as amended.
NOTICE TO PARENTS

Statement of Non-discrimination
For Career and Technical Education Programs

The GPISD Career and Technology Education department offers a comprehensive program that is designed to prepare students to be successful whether they choose to pursue higher education, technical or trade school, or to enter the workforce after completing their high school education. Course offerings and content are continuously monitored to ensure that programs are current with today's technology and are relevant to the requirements of today's employer. Courses are offered at Dubiski Career High School (DCHS), Grand Prairie High School (GPHS), Grand Prairie Collegiate Institute (GPCI), Young Woman’s Leadership Academy (YWLA) and South Grand Prairie High School (SGPHS). Admission to these programs is based on interest, aptitude, age appropriateness, and class size available.

In its efforts to promote nondiscrimination, Grand Prairie ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended. The following district staff members have been designated to coordinate compliance with these legal requirements:

Title IX of the Education Amendments of 1972, as amended:
Name: Susanna Ramirez
Position: Assistant Superintendent of Early Education and Family Engagement
Address: 2602 South Belt Line Road
Grand Prairie, TX
75052-5344
Telephone: (972) 237-5366
susanna.ramirez@gpisd.org
Keep Your Eyes on the Six i's

- iNVEST in Higher Education
- iNCREASE CTE Program Awareness Across the District
- iMPROVE Our Advisory Board
- iMPLEMENT Job Shadowing and Internship Opportunities
- iNCREASE Our Partnership Base
- iNCREASE Core and CTE Crosswalk
ADVISORY COMMITTEES & COMMUNITY INVOLVEMENT
CAREER & TECHNICAL EDUCATION
Advisory Board | Grand Prairie ISD
2017 – 2018

Lynn McGinley
Grand Prairie Chamber of Commerce

Alex Godina
Texas Trust Credit Union

Gina Alley
Assistant City Manager, City of Grand Prairie

Dr. Janelle Bicknell
Janelle B. Bicknell & Associates

Gaylia Campbell
Lockheed Martin Corporation

Abha Cole
Baylor Medical Center Irving

Debora Hepworth
Mary Kay, Inc.

Rick Herold
Director of Parks & Recreation, City of Grand Prairie

Vince Hrabal
Republic Service

Matthew Loh
CEO, Aqua Management

Robert Marlar
HOLT/CAT

Kristin Swanson
Grand Prairie Police Department

Alisa Owens
United Reality & Associates

Sheila Hyde
El Centro College

Michael Salcedo
Salcedo Group, Inc.

Heidi Hardy
Insperity
Grand Prairie ISD Advisory Board and Committees

Goals and Program of Work

Goals:

- Assist Grand Prairie ISD in long-range planning
- Provide timely and clear feedback which enables staff to set goals, design programs, and evaluate program effectiveness
- Assist in disseminating information about Grand Prairie ISD Career and Technical programs
- Provide a forum for reviewing personnel and training needs of business and industry
- Enhance political and community support and image of Career and Technical Education

Program of Work:

It is imperative that education, business, industry and community members “speak” to each other. The advisory committee is an excellent communication vehicle with which to accomplish this. The committee provides a link between the school district and the community through which educational and business activities can be coordinated. Through the establishment of the following committees, we reach our goals:

- Program Advisory Committees – with staff assistance, will review the instructional programs in their respective subject areas to determine if existing programs provide adequate services to students. This committee is also responsible for analyzing community economic and demographic trends and determining training needs within the Grand Prairie Independent School District employment area.
- Image – the function of the image committee is to enhance the community perception of career and technical education. Suggestions from members are needed for activities that will explain our purposes.
- Equipment/Facilities – It is recommended that program advisory members work with teachers to review the instructional programs, and note any concerns regarding equipment or facility needs.

Program Review and Design:

In addition to Program Advisory Committees, Ad Hoc Committees may be appointed by the Director of Career and Technical Education and the Advisory Committee Chairman to evaluate certain programs to determine technological applications/change and community need in terms of program offerings and need for improvement.

Why do we evaluate/review programs?

- To support new funding initiatives
- To improve instruction, to get accurate measurement of accomplishments
- To enhance public relations
Program reviewers should ask themselves, and those being reviewed, the following questions:

1. Does the program know whether it is accomplishing its goals? How does it know?
2. Under what circumstances a program would be modified or discontinued?
3. How will new initiatives or programs be launched?
4. Do constituents share the impressions of staff?
5. Are there important goals the program is not measuring and consequently is not considering adequately in planning?
6. If the program fails to meet its goals, does it have information to help it make improvements?

Meeting Schedule:

The advisory board meets approximately eight times annually. Individual program committees should meet prior to each regularly scheduled advisory board committee meetings, scheduled in October and January, to discuss progress toward goals so that the program chairperson can provide a report on findings at the board meeting.
Organization of the Grand Prairie ISD Advisory Board and Committees for Career and Technical Education

The CTE Advisory Board consists of chairpersons from each program area’s advisory committee (see below), CTE Coordinators, Executive Director of CTE, and members at large. Potential members of the board are recommended by CTE teachers, the CTE director, and others and must be approved by the Superintendent. This committee meets at least six times a year.

Program Advisory Committees are formed District-Wide (not by campus) and represent one of the following areas: Minutes of all meetings should be maintained as monitoring documentation.

- Business Education / Marketing (includes all business/marketing courses)

- Family and Consumer Sciences
  1. Family and Consumer Science (including Human Services, Child Development, Nutrition and Wellness)
  2. Education & Leadership Training
  3. Culinary Arts

- Health Science Technology/Sports Medicine/ Dentistry/ Veterinarian Studies

- Landscaping Design/ Environmental

- Cosmetology

- Government & Public Administration/ Law and Public Safety (Legal Studies, Law Enforcement and Firefighter)

- Audio Video Production, Graphic Design and Illustration, and (Animation)

- Technology Education / Trades and Industrial
  1. Engineering
  2. Architecture
  3. Construction
  4. IT/Computer Technician

- Auto Technology/ Auto Collision/ Ag Power

  A sub-committee of a least three members each will be formed for each of the programs listed above and will offer program advice to that respective program. The members of the sub-committees will meet as a large group for discussion of common issues.

Program Communications:

Teachers are encouraged to submit information regarding program and student achievement to Board & Community Services (Sam Buchmeyer or Teri Wilson) for publication in local newspapers. Promoting success in programs leads to more successes! All promotional and recruitment must be free from activities that create or perpetrate stereotypes or limitations based on race, color, national origin, sex, or handicap. All such efforts ensure equal access to all CTE programs.
Grand Prairie Independent School District  
Career and Technical Education Program Advisory Committee

ALL PROGRAM AREAS MUST SUBMIT RECOMMENDATIONS FOR ADVISORY MEMBERS

Name of program: ________________________________________________________________

Advisory Committee Teacher Representatives: ________________________________________

<table>
<thead>
<tr>
<th>Name / Title</th>
<th>Company Name / Mailing Address</th>
<th>Telephone</th>
<th>Email Address</th>
<th>Industry, Student, or Parent?</th>
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Student Access
Coherent Sequence of Courses:
An educational plan of course-taking is designed to lead the student progressively toward a career concentration (or major). These course-taking patterns may be flexible and overlapping in nature, but fit together and complement each other to provide for the acquisition of competencies appropriate for a variety of occupations within that career concentration.

Career Pathway 4-Year Plan Sample

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required CTE Courses</th>
<th>Potential Certification Opportunities:</th>
</tr>
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<tbody>
<tr>
<td>9th</td>
<td>English 1</td>
<td>Algebra 1</td>
<td>Biology</td>
<td>World Geography or World History</td>
<td>*Principles of Law, Public Safety (One Credit)</td>
<td>OSHA, Cyber Safety, WFR Employability, WFR Customer Service,</td>
</tr>
<tr>
<td>10th</td>
<td>English 2</td>
<td>Geometry</td>
<td>Approved 2nd Year Science</td>
<td>World Geo. or World History or Political Science</td>
<td>*Medical Terminology (One Credit)</td>
<td>CPR with AED, First Aid, Bloodborne Pathogens, MIREA</td>
</tr>
<tr>
<td>11th</td>
<td>English 3</td>
<td>Approved 3rd Year Math</td>
<td>Approved 3rd Year Science</td>
<td>U.S. History</td>
<td>*Firefighter I (Two Credits)</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>English 4 or Approved 4th Year English</td>
<td>Approved 4th Year Math</td>
<td>Approved 4th Year Science</td>
<td>Government Economics</td>
<td>*Firefighter II (Three Credits)</td>
<td>Basic Structure Fire Protection Certification, CPR w AED, First Aid</td>
</tr>
</tbody>
</table>

Career & Technical Student Organizations:
SkillsUSA

Dual Credit Offerings:
English 4 U.S. History
Government Economics
Pre-Calculus

Required Electives:
Fine Arts
Foreign Language
Physical Education

Additional Recommended Electives:
Law Enforcement (One Credit)
Psychology (One Half Credit)
Sociology (One Half Credit)
Anatomy & Physiology (One Credit)
Medical Microbiology (One Science Credit)
Pathophysiology (One Science Credit)
Medical Terminology (One Credit)

CTE teachers are expected to assist in the career and college readiness process by advising students of available opportunities related to career development, certifications testing and post-secondary studies. CTE senior level teachers must assist in providing an opportunity for students participating in a CTE pathway with a certificate or licensure in their program of study.
The Individual Education Program Process (IEP)

When a Career and Technical Course or Coherent Sequence of Courses is being considered

The Commissioner’s Rules Concerning Career and Technical Education states the following:

A student with a disability who is unable to succeed in regular career and technology education without modifications, special supplementary aids, or services shall be placed in career and technology education by the Individual Education Program Committee (the IEP Committee) composed of the persons required under 20 USC, Section 1401 (20), to develop the student’s individualized education program (IEP)*. Whenever appropriate, Career and Technical Education activities shall be included as a component of a student’s IEP.

A student with a disability identified in accordance with provisions of Public Law 101-392: Public law 476; and the Individuals with Disabilities Act (IDEA) is an eligible participant in Career and Technical Education when the requirements of this subsection are met.

1. The committee shall include a teacher from career and technology education, when considering initial or continued placement of a student in Career and Technical Education.
2. Planning for students with disabilities shall be coordinated among Career and Technical Education, special education, and state rehabilitation agencies and should include a coherent sequence of courses.
3. A school district shall monitor to determine if the instruction being provided students with disabilities in Career and Technical Education classes is consistent with the IEP’s developed for the students.

Expectations of the Career and Technical Teacher

General Expectations:

- CTE teachers should provide a classroom environment that is conducive to learning for all students.
- Planning for students with disabilities who will participate in CTE programs should include a coherent sequence of courses in career and technology education (see samples elsewhere in this handbook).
- CTE teachers should work cooperatively with the Special Education staff and state rehabilitation agencies as needed to assist special education students with a smooth transition to services or continuing education.
- A substitute will be provided for the teacher if the IEP is scheduled during the regular school day.
- CTE teachers are expected to attend and actively participate in IEP meetings as requested.
Prior to the ARD Committee Meeting

- The CTE teacher should receive notice of an impending IEP/ARD meeting in a timely manner. Since the parent must receive notice five school days before the meeting, the CTE teacher should be notified at the same time. This notice should be provided by the person scheduling the IEP/ARD—probably the Diagnostician.

- The CTE teacher should receive pertinent information about the student PRIOR to the IEP/ARD meeting. This information should address the child’s individual needs, interests, and aptitude assessment. This information is to be used to make a professional decision about placement of the student in a CTE program.

- The CTE teacher should seek opportunities to plan collaboratively with the Special Education staff, conferring with them and the career and technology counselor as needed regarding the needs of the student. Planning for students with disabilities who will participate in CTE programs should include a coherent sequence of courses in Career and Technical Education.

- As stated above in the Commissioner’s Rules, an IEP/ARD committee shall include a teacher from career and technology. In some instances, the CTE counselor will be the CTE representative. In these instances, the teacher should confer with the counselor prior to the IEP/ARD meeting to participate in the decision-making process (the teacher is best able to access the student’s ability to manage the requirements of the course and to assist the counselor with appropriate modifications).

At the IEP/ARD Meeting:

- CTE teachers are Consensus Members. All Consensus Members must stay until the end of the IEP/ARD meeting.

- Teachers should speak at the meeting and participate in the decision—give their professional opinion. Each person should get an opportunity to speak and deliberate the issues.

- CTE teachers participate in development of the IEP. Remember, the reason for the IEP/ARD meeting is to determine if modifications, special supplementary aids or services are necessary for the student to succeed in regular CTE. The committee’s charge is to develop an individual education plan (or program), to provide curriculum equipment, devices, classroom, and supportive personnel to ensure the student’s success.

- Signing the IEP/ARD document indicates consensus with the proceedings of the IEP/ARD meeting.

- CTE teachers should not sign a completed IEP/ARD form if they are not present at the IEP/ARD meeting. **It is a violation of the federal guidelines of IDEA -97 to do so.**
Following the IEP/ARD Meeting:

- Teachers should receive a copy of the IEP, Student Behavior Intervention Plan (S-BIP), and know what his/her role is in implementation of these documents. Teachers should ask for a copy of these documents if copies are not supplied and keep for their records.

- Teachers should document in lesson plans that the specific modifications are being done and should be able to show examples of modification implementation. (34CRF§§300(a)(5)(i);19TAC§75.1023)

- If it becomes clear that the student will not be successful in the CTE program even with the modifications specified, the CTE teacher does have the option to ask for another IEP/ARD meeting to consider the appropriateness of the IEP.

IEP’s should include:

- Specific program in which the student is to be enrolled
- Modifications of program goals and objective, if needed
- Evidence that modifications are consistent with modifications for academic courses, if needed
- Modifications of equipment, devices, supportive personnel, if needed
- Decisions regarding the student’s participation in state and district-wide assessments.
Modifications

Sometimes we use the terms accommodations and modifications interchangeably. We described accommodations as ways to assist a student in meeting the same goals as other students in the class. Now, we can think of modifications as a way to assist a student in reaching some of the same goals as the other students. Maybe a student will be responsible for fewer course objectives or will have fewer problems to answer on an assignment. This means that teachers have to consider the student’s needs and suggest modifications that would help the student progress in the classroom.

Examples of modifications are:
- writing alternatives, such as displays or projects;
- checking for understanding;
- immediate feedback;
- allowing self-talk;
- preferential seating;
- adjusting the length of assignments;
- allowing extra time to complete assignments;
- reading a test to a student;
- using taped texts;
- using study guides;
- providing a copy of notes;
- creating an assignment notebook for the student;
- giving them credit for oral response;
- using peer readers or tutors; and
- using graphic organizers.

More about Specific Modifications

Use of writing alternatives, written displays and projects:
Many students with learning disabilities have unique talents that can be used to demonstrate mastery of objectives. Research has shown that many students with disabilities struggle with writing and do not enjoy it. In many cases, students will provide a shorter response when asked to write it than if they are asked to provide the same information in a different manner. Providing alternative ways to present their information can assist students in many ways. A written display can help students organize their material in shorter segments, while still covering the entire topic. It can also help them organize their thoughts around separate and specific concepts rather than being overwhelmed by the prospect of writing a lengthy assignment. Projects also allow students alternate ways of presenting information. By incorporating technology, pictures, drawings, and other items into a project, teachers can allow students to use their preferred method of demonstrating what they have learned.

Checking for understanding:
Many time students with disabilities are hesitant to ask questions in front of their classmates. This may lead to them stalling to begin their assignment, completing their assignment incorrectly, or not attempting the assignment at all. When a teacher checks for understanding at different points in the lesson cycle, they assure that the student knows how to complete the assignment, that the student understands what is expected on the assignment, and that the student knows that they will consistently receive help and does not have to continuously ask for help in front of classmates.

Providing immediate feedback:
When a student with a disability begins an assignment, it is important that the teacher check their progress. Providing immediate feedback will keep a student on track and eliminate the frustration of completing an assignment incorrectly. Students will receive feedback more frequently and will often be encouraged to complete the assignment if they are successful.

Adjusting the length of assignments:
It is often difficult for students with disabilities to complete the same number of questions or problems on an assignment as students without disabilities. This can be due to reading difficulties, perceptual difficulties, a disability in written expression, and many other issues. Therefore, a teacher may choose to reduce the length of an assignment so that the student has adequate time to complete the
Management Guidelines
General Safety

Teachers responsible for conducting a lab program are required to document the following:

a. Evidence that ALL students passed with 100% a written safety test prior to working in the lab.—See sample safety test — Page 11
b. Evidence that students successfully demonstrated, in the presence of the teacher, the use of all power equipment.
c. Evidence that there is a well-established safety procedure for lab, including emergency procedures, and that students are well-informed of this procedure.

1. Safety posters in English and Spanish should be displayed in all labs.
2. Proper guards must be utilized on all equipment. Any equipment that does not have a guard must be rendered inoperable.
3. Danger zones should be clearly marked.
4. Non-skid substances (or surfaces) should be placed in front of each machine.
5. The maximum number of students enrolled in each CTE class will be no greater than the number who can be provided safe and effective instruction commensurate with the standards of the applicable industry and no greater than the number of classroom or laboratory work stations. {Authority reference: 19 TAC 75-213.(l) and 78.1 (b) (2)}
6. The school nurse must be notified immediately when an accident occurs.

Eye Safety {Reference: TEC 21.909 (a)(1), (b), and (c)}

1. Eye protection is required by law and MUST be worn at all times when equipment is in use.
2. Safety glasses are provided either to each student, or assigned to each student and properly sterilized after each use. If glasses are provided to each student; one pair is provided, and if lost or broken by the student, must be replaced by the student.
3. If a student receives an eye injury, the principal and school nurse must be notified immediately. The principal is responsible for filing a TEA report for eye injury.

*Note: Satisfactory completion of the OSHA 10 Hour General Safety Course can be utilized in lieu of the safety test. Students are encouraged to carry the OSHA card with them at all times.
Sample Safety Test

1. Eye protection must be worn when operating or observing machines in the woodshop.
   A  True
   B  False

2. You *will* be held responsible for vandalism.
   A  True
   B  False

3. When pouring or handling chemicals, a person should always wear protective clothing, gloves, and safety glasses.
   A  True
   B  False

4. Immediately report any injury or accident, regardless of how minor, to the
   A  Cooks               C  Counselors
   B  School nurse        D  Teacher

5. Liquids should be poured at eye level so measurements are easy to read.
   A  True
   B  False

6. Be sure the switch is in the “off” position before you “plug in” the electric cord.
   A  True
   B  False

7. Out of control emotions can lead to incidents on the job.
   A  True
   B  False

8. When disconnecting power cords, grab the cord anywhere and yank it from the outlet quickly.
   A  True
   B  False

9. Before using any power equipment, you should obtain permission from
   A  An advanced student               C  Your teacher
   B  Your principal                    D  The office

10. What does OSHA stand for
    A  Occupational Safety Administration
    B  Occupational Safety and Health Administration
    C  Occupational Help Association
    D  Outside Safety Association
DEFINITIONS

For purposes of this policy:

1. "Bus" means a motor vehicle used to transport persons and designed to accommodate more than ten persons, including the driver.

2. "Passenger car" refers to a motor vehicle, other than a motorcycle, used to transport persons and designed to accommodate ten or fewer passengers.

3. "Passenger van" means a motor vehicle, other than a motor- or passenger car, used to transport persons and designed to transport 15 or fewer passengers, including the driver.

4. "School activity bus" means a bus designed to accommodate more than 15 passengers, including the operator, that is owned, operated, rented, or leased by the District and is used to transport public school students on a school-related activity trip, other than on routes to and from school. The term does not include a chartered bus, a bus operated by a mass transit authority, or a school bus.

5. "School bus" means a motor vehicle that was manufactured in compliance with the federal motor vehicle safety standards for school buses in effect on the date of manufacture and that is used to transport preprimary, primary, or secondary students to and from school or on a school-related activity trip other than on routes to and from school. The term does not include a school-chartered bus or a bus operated by a mass transit authority.

6. "Motor bus" means a vehicle designed to transport more than 15 passengers, including the driver.


AUTHORITY

The District may establish and operate an economical public school transportation system in the District or outside the District, if the District enters into an interlocal contract as provided by Government Code Chapter 791. For that part of the system that the District operates directly, it shall employ bus drivers certified by the Department of Public Safety. Education Code 34.007

TRANSPORTATION FUNDING FOR

If the District operates a transportation system, the District is entitled to a state transportation allotment.

Education Code 34.003; Trans. Code 541.201
transportation is provided within the approved routes of the District for the school the student attends. *Education Code 42.155*

The Board may require payment of a reasonable fee for transportation to and from school of a student who lives within two miles of the school the student attends. However, the Board may not charge a fee for transportation for which the District receives a transportation allotment under Education Code 42.155(d). *Education Code 11.158.*

The District may apply to the Commissioner of Education for an additional amount of up to ten percent of its regular transportation allotment to be used for the transportation of students living within two miles of the school they attend who would be subject to hazardous traffic conditions if they walked to school. The Board shall provide to the Commissioner the definition of hazardous conditions applicable to the District and shall identify the specific hazardous areas for which the allocation is requested. A hazardous condition exists where no walkway is provided and students must walk along or cross a freeway or expressway, an underpass, an overpass or a bridge, an uncontrolled major traffic artery, an industrial or commercial area, or another comparable condition. *Education Code 42.155(d)*

A person may not operate a school bus if:

1. The door of the school bus is open; or
2. The number of passengers on the bus is greater than the manufacturer's design capacity for the bus.
TRANSPORTATION MANAGEMENT
STUDENT TRANSPORTATION

TRANSPORTATION TO A HIGHER PERFORMING SCHOOL

tion to the owner or operator of the facility for all or part of the 24-hour day, whether or not the facility is operated for profit or charges for the services, it offers. *Human Resources Code 42.002(3)*

The District shall provide or pay for the transportation of a student to a higher-performing public school operated by another district, if the District is identified for corrective action, or to another public school within the District if the student's school:

1. Has been identified for school improvement;

2. Has failed to make adequate yearly progress by the end of the first full school year after identification for school improvement;

3. Has had corrective action implemented by the District for failure to make adequate yearly progress by the end of the second full school year after identification for school improvement; or

4. Has failed to make adequate yearly progress after one full school year of corrective action.


As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the District shall adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, at the request of the homeless liaison) to and from the school of origin, as follows:

1. If the homeless child lives in the district in which the school of origin is located, the district of origin will provide the child's transportation to and from the school of origin.

2. If the homeless child lives in a district other than that in which the school of origin is located, the district of origin and the district where the homeless child is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the districts are unable to agree, the responsibility and costs shall be shared equally.


TRANSPORTATION OF HOMELESS STUDENTS

SCHOOL ACTIVITIES

When transporting students in connection with school activities other than on routes to and from school:
1. Only school buses or motor buses may be used to transport 15 or more students; and

2. Passenger cars or passenger vans may be used to transport fewer than 15 students.

*Education Code 34.003(b)(1), (2)*

The operator of a passenger car or passenger van used to transport students to school or to a school activity shall ensure that the number of passengers does not exceed the designed capacity of the vehicle and that each passenger is secured by a safety belt.

*Education Code 34.003(c)*

The District shall provide students required to attend the accelerated programs described in policy code EIE with transportation to those programs if the programs occur outside of regular school hours. *Education Code 28.0211(j)*

*ACCELERATED INSTRUCTION PROGRAMS*

The Board may contract for all or any part of its public school transportation with a mass transit authority or commercial transportation company, provided that the authority or commercial transportation company:

1. Requires its school bus drivers to have the qualifications required by and be certified in accordance with standards established by the Department of Public Safety;

2. Transports 15 or more students only in school buses or mass transit authority buses that meet or exceed safety standards for school buses established under Education Code 34.002;

3. Conducts all the following education programs with Board approval:

   a. A program to inform the public that public school students will be riding on the authority's or company's buses;

   b. A program to educate drivers of the buses to be used under the contract of the special needs and problems of public school students riding on the buses; and

   c. A program to educate public school students on bus riding safety and any special considerations arising from the use of the authority's or company's buses.

The Board may supplement the state transportation cost allotment with local funds necessary to provide complete transportation services.
CAREER AND TECHNOLOGY PROGRAM

The District shall be reimbursed the cost of transporting career and technology program students to another campus within the District, to another secondary public school or an area career and technology school, or to an approved postsecondary institution under a contract for instruction approved by TEA. *Education Code 42.155(f)*

CRIMINAL HISTORY

For provisions pertaining to criminal history record information on contractors providing transportation services, see CJA(LEGAL)
STUDENT PERMISSION FORMS & MEDICAL RELEASE

(For CTSO travel refer to CTSO Handbook)
EXHIBIT A

ACKNOWLEDGEMENT OF RESPONSIBILITY AND PERMISSION FOR
STUDENT PARTICIPATION IN SCHOOL-SPONSORED TRIP

FMG
(EXHIBIT)

I, ____________________________________ (parent or guardian), agree to allow my child, ____________________________________ (child’s name) to travel with a group or individual associated with the Grand Prairie ISD on the trip(s) indicated below. I understand that while student safety is a high priority for the District, under state law, the school is not responsible for medical costs associated with a student injury.

I expressly waive all claims for medical expenses, loss of services, or other claims, and I agree to indemnify and hold harmless the District, its Trustees, employees, and agents from all claims made against it or them on behalf of my child.

I agree to indemnify and hold harmless the District, its Trustees, employees, and agents from all claims made by third parties against it or them which result from my child’s actions on the trip.

I understand that the District, its Trustees, employees, and agents are not waiving any sovereign or governmental immunity which it or they have under Texas law.

I have read and understand this release and sign it voluntarily and with full knowledge of its significance. This release applies to the trip(s) to be taken by:

Group: 

To place(s): 

On date(s):

Parent or guardian

Date
EXHIBIT B

AUTHORIZATION TO SECURE EMERGENCY MEDICAL TREATMENT
OF A MINOR STUDENT

1. Name of minor ___________________________ Grade ____________
Date of birth (day, month, year) ____________________________

2. Name of parent, guardian, or conservator __________________________
Office phone ___________________________ Home phone __________________________
Address ____________________________

3. Name of other parent (or both if different from #2)
Father ___________________________ Phone __________________________
Mother ___________________________ Phone __________________________

__________________________________________

__________________________________________
4. Friend or relative who will probably know where to locate the parent in the event of temporary absence.

| Name | Phone |

This is to certify that I authorize the Superintendent of Grand Prairie Independent School District, Grand Prairie, Texas, or a designated representative to secure any and all emergency medical care and treatment for _________________________________ (student’s name) for acute illness suffered or injury sustained while at school or participating in school-related activities. Emergency treatment may be secured at a licensed hospital, clinic or medical facility, or by a licensed physician or dentist with the following exceptions:

I understand that cost of services provided by ambulance, private physician, clinic, hospital, or dentist remain the responsibility of the parent or guardian and will not be assumed by the Superintendent, the designee, or the Board of Trustees of the Grand Prairie Independent School District.

Check One:

☐ I do not have medical insurance.

☐ I do have medical insurance coverage on my child with:

Medications or drugs to which the student has had an allergic or adverse reaction are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Parent Signature

________________________________________________________________________

Date

Copies of this authorization may be presented to the admissions office of a hospital or clinic or to a physician or dentist. Other distribution shall be only with the limitations of the Family Education Rights and Privacy Act.
Career and Technical Student Organizations (CTSO)
It is a requirement by TEA that ALL CTE programs participate and have an active chapter in any of the approved CTSO that best represents your program.

Sec. 29.182. STATE PLAN FOR CAREER AND TECHNOLOGY EDUCATION.

(D) as an integral part of the program, participation by students and teachers in activities of career and technical student organizations supported by the agency and the State Board of Education.


Approved CTSO’s:

• BPA
• DECA
• FBLA
• FCCLA
• TAFE
• HOSA
• SkillsUSA
• FFA
• TSA

General Information

For all other CTSO Information refer to the CTSO Handbook
Field Trip & Travel Procedures
Career & Technology Education
Field Trip/Travel Procedures

Please note that you need to plan accordingly to follow the procedures below.

1. Email Danielle Shead ([danielle.shead@gpisd.org](mailto:danielle.shead@gpisd.org)) when a field trip request form has been submitted to your Administrative Office.
2. Upon approval from your Administrative Office, turn your field trip request form and the TEA fieldtrip form to Danielle in the CTE Office.
3. Once the trip has been approved by the Executive Director of Career & Technology and has been arranged with Transportation, you will receive an email confirming your trip. Do not make final plans for the trip until you have received this confirmation.

➢ This process can take up to four (4) weeks, so please make sure again that you are planning accordingly.

➢ This does not apply to Education & Leadership Training since they enter their trips on their campus. You will still need to get your trip approved by your Administrative Office, and Executive Director of Career & Technology then send your quote to Danielle Shead.

➢ All field trip requests for the 2017-2018 school year MUST be submitted to the CTE Office by March 2th. So again, plan accordingly.

Travel Procedures

Reimbursement for mileage is completed once the trip is concluded. Travel card and all receipts must be turned in to finance and reconciled before a reimbursement will be processed. You must print one copy of the Travel Form. This form is turned in prior to the trip which will include the hotel cost and meal per diem cost. A map from Map Quest ([starting location must be the school](https://www.mapquest.com)) must be printed and attached. The actual mileage from Map Quest is documented on the form. You will receive an email from Sherry Ellis, Director of Purchasing, for mileage. Fill out the form on the received email and return this email to Ms. Ellis for reimbursement by ACH.

Student Meals

District policy will be followed. Money for meals will be issued on a district provided debit card issued by the finance department. You will need to turn in all itemized receipts with the card to finance within 3 days of returning from trip. Cash advances will not be allowed for meals. You MUST swipe once for ALL students at one time. DO NOT swipe card for each student. This will alert the fraud department at the bank which will deactivate card utilization.
Out of State Travel

If out of state travel is required for any trip, contact the Executive Director of Career & Technology at least six (6) weeks prior to the date of the trip. This will require School Board Approval. Once approved, you will receive notification that you may proceed in planning the trip. Do not make plans for any trip requiring out of state travel without the written consent of the Director. Refer to CTSO Handbook for CTSO Travel.

Field Trips are highly encouraged to enhance the learning experiences of our students. Please be certain that you follow the written procedures so that we are able to provide these experiences for the students of GPISD. Please remember to fill out the new TEA trip form. There is one for “out of state” and one for “field trips”.

**** Note: GPISD has purchased several activity buses that can be utilized for CTE trips. All requests and information related to activity buses will also be coordinated with Danielle Shead. These vehicles are available on a limited basis and planning early is highly encouraged. ***

All CTE purchased vehicles must be reserved and checked out through Danielle Shead. A log book has been created to track the use and the mileage of these vehicles. Adhering to the guidelines of reserving, utilizing and returning the CTE vehicles will expedite the availability of these vehicles.
SCHOOL SPONSORED TRIP REQUEST
(See FMG (LOCAL) for Travel Requirements)

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

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

Campus: ___________________________ Date of Request: ___________________________

Group or Organization: ____________________________________________________________

Sponsor(s): ________________________________________________________________

Destination of Trip: __________________________________________________________

Date/Time of Departure: ______________ Date/Time of Return: ________________________

Overnight Requested (circle): YES NO

If yes, how many nights: ___________________________

Number of School Days Missed: ___________________________

Method of Transportation: ____________________________________________________

Purpose of Trip/Events to be Attended: __________________________________________

Educational Relevance: __________________________________________________________

Funding Source: ___________________________

Number of Students: ___________________________

Name(s) of Chaperones: _________________________________________________________
________________________________________________________

_________APPROVED _______DENIED
Principal ______________________ Date

_________APPROVED _______DENIED
Superintendent/Designee __________ Date
Travel Check List

<table>
<thead>
<tr>
<th>Advisor:</th>
<th>QUICK CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hotel &amp; Registration Confirmations</td>
</tr>
<tr>
<td></td>
<td>Copies of Student Permission Forms</td>
</tr>
<tr>
<td></td>
<td>Sub, Lesson Plans, Rosters</td>
</tr>
<tr>
<td></td>
<td>List of students submitted to campus secretary</td>
</tr>
<tr>
<td></td>
<td>Bus / Transportation</td>
</tr>
<tr>
<td></td>
<td>Debit Card</td>
</tr>
</tbody>
</table>

GENERAL

- Field trip request form – "Student Travel Forms" from website* – submitted to campus secretary (at least one month in advance)
- Out of state travel – requires board approval – plan two months ahead
- Request to be off campus (one per traveling teacher) – submitted to campus secretary
- Request for substitute – Online Aesop
  - Lesson Plans left with campus secretary prior to leaving for trip
  - Roll sheets left with campus secretary prior to leaving for trip
- Complete "Travel Authorization Form" from website* and submit to Diane Day (one per traveling teacher)
  - Include: Student travel, meals, mileage, baggage fees, etc.
  - Attach list of students & advisors attending. List who will be rooming together.
  - Hand sign form (each traveling teacher must hand sign their own form) *after traveler & principal’s signature, one per traveling teacher* *Campus Principal must sign as well.*
-Permission forms
  - GISD form – "Student Travel Forms" on website*
  - Nurse/Medical form
  - Venue form, if required
- Submit list of students out to attendance and campus secretary
- Submit list of traveling students to school nurse.
  - Obtain medicine training from nurse, if required.
- Sign and receive debit card prior to leaving on trip.

HOTEL

- Reserve hotel room – book as soon as possible
- Obtain a quote – We do not pay state tax; however, we do pay country and city tax.
- Complete a "PO Request Form" from website* & submit to Diane Day – attach quote/reservation confirmation.
  - Separate Student room totals from Teacher/Bus Driver room totals
- Include room for bus driver(s) - may need late checkout at hotel for bus driver if driving into the night.

TRANSPORTATION

- Complete a "Transportation Request Form" from website* and submit to Diane Day.

REGISTRATION

- Register for event.
- Submit a "PO Request Form" from website* for registration payment to Diane Day.
  - Separate Student registration costs from Teacher registration costs.
  - Include list of student names, registration confirmation, and agenda with PO request.

FINAL (UPON RETURN)

- Turn in debit card and itemized receipts to Finance within 3 days of return.

*Forms may be found at www.geisd.org → Departments → Career and Technical Education → Faculty Forms. Depending on how trip is being funded may vary who forms and paperwork are handed into.
GPISD Travel Authorization Form

Legal Name of Traveler: 

Traveler’s Title/Position: Campus/Department: 

Destination (City/State): 

Name of Event: 

Depart Date: 
Depart Time: 
Return Date: 
Return Time: 

Purpose (Required): 

Justification (Required): 

Account Code: 

Purchase Order to Vendor

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Fare (Midway Travel)</td>
<td>$0.00</td>
<td>***Contact Purchasing for Pricing/Reservation</td>
</tr>
<tr>
<td>Registration</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Rental Car (Enterprise)</td>
<td></td>
<td>***Attach Mapquest to Mileage Requisition</td>
</tr>
<tr>
<td>Mileage (round trip)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>***Attach Hotel Confirmation</td>
</tr>
<tr>
<td>Lodging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSA Rate</td>
<td>x Nights</td>
<td>Rooms: $0.00</td>
</tr>
<tr>
<td>Tax (exclude TX State Tax)</td>
<td>x Nights</td>
<td>Rooms: $0.00</td>
</tr>
<tr>
<td>Gasoline (Estimate Amount)</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Parking</td>
<td>x Number of Days</td>
<td>$0.00</td>
</tr>
<tr>
<td>Shuttle/Taxi</td>
<td>x Number of Days</td>
<td>$0.00</td>
</tr>
<tr>
<td>Luggage</td>
<td>$25.00</td>
<td>x 1: One Way, 2 = Round Trip $0.00</td>
</tr>
<tr>
<td>Event Day Meals</td>
<td>$46.00</td>
<td>x Number of Days $0.00</td>
</tr>
<tr>
<td>Travel Day Meals</td>
<td>$23.00</td>
<td>x Number of Days $0.00</td>
</tr>
<tr>
<td>Sub-Total Direct Bill</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

Purchase Order to Commerce Bank for District Issued Travel Credit Card

For Use of Rental Cars Only

Itemized Receipts Required for All Travel Expenses
No Tip/Gratuity Allowed
Do not Exceed Any Per Diem Rates
No Meals within 50 Miles of GP

Sub-Total Travel Card: $0.00

Student Travel-Attach Student List

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals Per Day</td>
<td>$30.00</td>
<td>x Days x # of Students $0.00</td>
</tr>
<tr>
<td>Per Meal</td>
<td>$10.00</td>
<td>x Days x # of Students $0.00</td>
</tr>
<tr>
<td>Luggage</td>
<td>$25.00</td>
<td>x 1: One Way, 2 = Round Trip x # of Students $0.00</td>
</tr>
<tr>
<td>Sub-Total Travel Card</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

***Total Estimated Travel Cost: $0.00

I certify that I have read and accepted responsibility for compliance with the Grand Prairie ISD Travel Guidelines.

Traveler: 

Supervisor: 

Program Director: 

Superintendent: 

***Superintendent signature for Out-of-State Travel Only
TRAVEL CARD OBLIGATION FORM

Traveler:

Reasonable and necessary expenses protocol need to be followed at ALL times when using a district travel card.

By signing this form you are agreeing to adhere to all stipulations.

(Refusal to sign this agreement prohibits you from obtaining a district travel card.)

➢ If you owe the district for any travel related charges the following will occur:

1) You will have ONE (1) WEEK (after e-mail notification from the Travel Coordinator) to pay back any balance you owe for meal overages (daily per diem rates apply), unauthorized charges and/or missing receipts.

**If receipts are found, you must bring these to the Travel Coordinator within the week period**

2) If the balance owed the district has not been cleared by the ONE (1) WEEK period, you are authorizing the district to deduct the amount owed from your next payroll check.

1) The travel card needs to be used as a credit card, NOT a debit card.
2) Hotel charges need to be verified BEFORE the traveler leaves the front desk. The traveler needs to make sure the hotel is only charging what is owed for the amount of stay + taxes (we are exempt from paying Texas State Sales Tax).
3) Traveler MUST provide the district with itemized receipts detailing the products/items bought. Credit card receipts (showing dollar amounts only) are not acceptable.
4) Daily meal per diem rates CANNOT be exceeded.
5) All unauthorized charges made to the district travel card (unauthorized charges are charges that are not listed on a district approved purchase order) will be the responsibility of the traveler.
6) Fuel is not to be placed on district travel card UNLESS you are driving a district reserved rental car.
7) NO MEALS within a 50 mile radius of Grand Prairie – this includes DFW Airport and Love Field Airport. Exception to this is when traveling with a student group.
8) NO TIPS are allowed UNLESS traveling with a student group that is not using federal funds.
9) Travel folder is due back to the Travel Coordinator by the date stamped in the upper right hand corner. Both the travel card and itemized receipts for ALL purchases need to be included in folder.
10) All staff asking for mileage reimbursement for driving their personal vehicle (for district business ONLY) must first pass a Motor Vehicle Records Check and provide a copy of their Automobile Insurance to prove the vehicle is insured for liability as required by state law. Failure to do so will result in mileage reimbursement requests being denied.
# CTE TRANSPORTATION REQUEST

**DO NOT USE GRAY AREA**

<table>
<thead>
<tr>
<th>Date of request:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested by:</td>
<td></td>
</tr>
<tr>
<td>Contact number:</td>
<td><strong>CAMPUS NUMBER</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CELL NUMBER</strong></td>
</tr>
</tbody>
</table>

**PLEASE FILL IN ALL AREAS BELOW:**

- Purpose of trip:
- Educational value:

**Number of Students:**
- Number of Chaperones: If non teacher chaperones are attending, they MUST have background check approval prior to travel.

**Departure Date:**
- Departure Time:
- Departure Location:

**Destination Name:**
- Destination Address: **(PHYSICAL)**

**CITY, STATE & ZIP CODE**
- Return Date:
- **Arrival** Time Back to Campus:
- Return Departure Pickup Location:

**Special Instructions:**

**Transportation needed at the event?**
- YES
- NO

**Explain / estimate miles if additional use is needed during event:**

## FOR OFFICE USE

<table>
<thead>
<tr>
<th>Account Code:</th>
<th></th>
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<tbody>
<tr>
<td>Round Trip Mileage:</td>
<td></td>
</tr>
<tr>
<td>Number of units needed:</td>
<td></td>
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<tr>
<td>Bid price:</td>
<td></td>
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<tr>
<td>Trip Number:</td>
<td></td>
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</table>

When requesting transportation, fill out form and email to diane.day@gpisd.org 20 SCHOOL DAYS PRIOR to travel departure date. Transportation will NOT be provided when request is ZERO to 19 school days prior to the travel departure date.
Program Implementation Procedures
Career & Technical Education
Purchasing Procedures

Please refer to the GPISD finance procedures manual regarding ALL purchases.

Please note that you need to plan accordingly to follow the procedures below.

1. When you are requesting a purchase order you must email Diane Day (diane.day@gpisd.org) with the following information. Use a separate form for each vendor.
   
   F. Name of the vendor (please note that if this is a new vendor bid packet must be filled out & returned to finance from the vendor.
   
   G. Quantity
   
   H. Item Number
   
   I. Item Name
   
   J. Item Price

   This information will be completed on the Purchase Order Request Form.  (See attached)

1. Upon approval from the Senior Chief of Technology & Career Education Officer a requisition will be created to fill the purchasing request.

2. Once the requisition leaves the CTE Office it can take 10 – 15 business days to become a purchase order.

3. You will receive a copy of a signed PO via email. You will then place the order with the vendor. If YOU do not place the order, you will not receive the items. All orders MUST be shipped to the CTE office. You will receive an email when the items are ready to be picked up in the CTE Office. DO NOT SHARE PO’s with another teacher. If you need classroom supplies, it is your responsibility to request a PO for you to use.

Open Purchase Orders will follow the above procedures in addition to the ones below.

1. When requesting an Open Purchase Order, you must Email Diane Day (diane.day@gpisd.org) with the following information.
   
   A. Open Purchase Order Amount
   
   B. Date range that you need to purchase in (for example: September 1, 2017 to September 30, 2017) up to calendar month.
   
   C. Item Detail of what you will be purchasing (Cups, butter, string, etc.) BE SPECIFIC and itemize. Simply listing “supplies” will not work.
   
   D. Remember that shipping will also be included in your order so make sure that you make adjustments for your total.
   
   E. Bring the original receipt to Diane Day within 24 hours of your purchase with your printed name and P.O. number written on the receipt. You may lose your purchasing ability to the vendors if you fail to follow procedures.
Under no circumstances may you exceed your purchase order amount. Please make sure that you are paying close attention when purchasing your items. The individual submitting the request for purchase order is the only authorized individual to use the purchase order. Purchase orders may not be shared.

Do not purchase items prior to receiving a purchase order. Doing so will result in your personal financing of goods received.

All requests for purchase orders for 2017-2018 school year (for educational items) and the start of 2018-2019 MUST be submitted to the CTE Office by February 23, 2017. PO’s from your Activity Accounts are submitted through your campus finance clerk. There will be no exceptions! *Keep in mind, PO requests in September and February will take longer to receive due to the high volume in purchasing. PO’s are processed in the order received.*

To facilitate financial management and accountability of state revenue, and local funds, please note the following deadlines for expenditures of General Funds (199):

**December 1, 2017:** 70% of allocated funds should be expended, encumbered or planned.

**February 23, 2018:** 30% or the remainder of allocated funds should be expended and encumbered. The cut off time will be at NOON, NO EXCEPTIONS.

*NOTE:* Any purchase order request that is not a “Blanket PO” must be submitted with a current quote from the vendor. Failure to attach the quote to the purchase order request will result in the purchase order request being returned.
Career & Technical Education
Money Collection Procedures

You will be required to sign the Acknowledgement of Activity Fund Procedures with your campus. You must follow all guidelines set forth in the Business Operations Manual. The finance clerk on your campus will handle all activity account purchases.
<table>
<thead>
<tr>
<th>Item Number</th>
<th>Item Description</th>
<th>Price</th>
<th>Quantity</th>
<th>Total</th>
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<tbody>
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</tbody>
</table>

**Shipping & Handling:**

<table>
<thead>
<tr>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
</tr>
</tbody>
</table>

**Total:** $0.00

**Activity:**

- [ ] Educational
- [ ] General
- [ ] School
- [ ] Public

**Vendor:**

- Name: 
- Phone: 
- Fax: 
- Email: 
- Website: 
- Address: 
- School Name: 

**Teacher Name:**

- Name: 
- Date: 

**Version:** 2017-2018 Purchase Order Request (Please see the Department Finance Secretary for details)
# Application for Collection of Funds / Sales Tax Record

**GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT**

**Campus:** [Blank]

**Club Name:**

**Sales Tax Record**

<table>
<thead>
<tr>
<th>Tax Year</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
</table>

**Club Camp Product Sale**

**Student Club Product Sale**

**Campus Club Product Sale**

**Staff Product Sale**

**Commission Event / Activity**

**Time:**

**Indicate line if food items are being sold at the school.**

**Food items sold must meet the state nutritional guidelines and sold only during the allowed time frame.**

**Vendor Name:**

**Vendor Address:**

**Vendor Phone:**

## Profit Estimator

<table>
<thead>
<tr>
<th>Sales</th>
<th>Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Sales</td>
<td>1. Inventory</td>
</tr>
<tr>
<td>2. Estimate Cost</td>
<td>2. Sales: Sold Items</td>
</tr>
<tr>
<td>3. Estimated Profit</td>
<td>3. Sales: Inventory</td>
</tr>
<tr>
<td>[Line 1 + Line 2 - Line 3]</td>
<td>[Line 1 + Line 2 - Line 3]</td>
</tr>
</tbody>
</table>

## Collection of Funds Recap

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
</table>

## Sponsor Signature

**Date**

**Activity Account Code**

## Principal Signature

**Date**

**Purchasing / Finance Signature**

**Date**

**Application Status Will Emailed to the Campus Secretary / Finance Clerk.**
This form is to be used for miscellaneous collections under $20.00. The form shall list contributors and their contributions then filed with the finance secretary. A receipt for the total shall be issued to the sponsor.

<table>
<thead>
<tr>
<th>Sponsor's Printed Name</th>
<th>Site Code / Campus</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>AMOUNT</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td>2</td>
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</table>

**TOTAL $ -**

**GRAND TOTAL $ -**
REPAIRS

Repairs for CTE equipment are set up independently by programs. When repairs are needed, the teacher should follow these steps:

**Step 1:** Contact the Executive Director of Career & Technology to discuss feasibility of repair vs. replacement

**CARE OF EQUIPMENT**

1. Some method of equipment distribution and protection should be established. Tools should be color coded, etched, or otherwise clearly identified to minimize theft and vandalism. Tool and storage areas should be kept locked. This should be a part of a good classroom management system and students should be taught the value of the tools and equipment they are using.

2. District equipment and facilities are not to be used for personal projects. To do so, constitutes theft or misuse of public funds and can result in termination.

3. Periodic inventory should be done to discover any missing tools, materials, etc. All items must be accounted for. As new equipment is added, it should be assessed to inventory. It is the teacher’s responsibility to keep up with all equipment in his/her laboratory. Stolen or missing equipment should be reported immediately to the principal and the Executive Director of Career & Technology.

4. **Under no circumstances may a teacher sell or otherwise dispose of equipment!** Equipment that is no longer needed or operational should be discussed with the principal and the Executive Director of Career & Technology. If the principal and the Executive Director of Career & Technology agree that the equipment should be disposed of, the teacher will be instructed to complete the appropriate paperwork to send the equipment to action or to the Fixed Assets Department. Documentation that the equipment has been removed should be maintained in the teacher’s records. A copy of the disposition form should be sent to the Executive Director of Career & Technology office for inclusion in District records.

5. When loaning equipment to students, students will be required to fill out an Equipment Check Out Form prior to usage. Any items over $200 will require parent immediate contact prior to usage. Also, be diligent in retrieving items from the student.

6. **If loaned items are not returned, you MUST fill out an Obligation Card.**
Each CTE pathway is responsible for maintaining a current inventory of equipment and supplies that have been purchased with CTE funds. A copy of the current inventory will be kept on file for your program with Danielle Shead. After the beginning of school, each pathway will receive a copy of the previous years' inventory from Danielle with instructions on how to complete the new inventory documentation.

*Please send all attachments to Danielle Shead by Wednesday, November 15*. Failure to provide inventory documentation will prevent future purchase orders to be processed. Once the requested documentation is provided, routine purchase order procedures will resume on a first come, first served basis.

### Example: Inventory working Document

<table>
<thead>
<tr>
<th>Description</th>
<th>Serial #</th>
<th>Model #</th>
<th>Purchase Date</th>
<th>Asset Tag #</th>
<th>QTY</th>
<th>Location Pathway</th>
<th>PO #</th>
<th>Initial Item in Classroom</th>
<th>Broken</th>
<th>Needs Repair</th>
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### Example: Vet Studies Inventory

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</table>
Equipment Check Out Form

Student Name:

Student ID: __________________ Phone Number: __________________

Item: __________________

Description: __________________

Replacement Cost: __________________

Parent Contact: Date: __________ Name: __________________ Method: __________________

Comments: __________________

Equipment over $200 must have parent contact completed.

Checked Out

Date: __________________
Student Signature: __________________
Teacher Signature: __________________

Returned

Date: __________________
Student Signature: __________________
Teacher Signature: __________________

DUBISKI STUDENT OBLIGATION CARD

I.D. #: __________________

Name: __________________ Grade: __________

Textbook Title/Item: __________________

Textbook/Item Number: __________ Amount: __________

Teacher: __________________ Period: __________
Career & Technical Education

Personnel List
Contact List

Career and Technical Education Department

Winston C. Minix, Executive Director of Career and Technical Education
Work (972) 343-7923
Email - winston.minix@gpisd.org

Kristi Canon, Coordinator of Career and Technical Education
Work (972) 343-7925
Email – kristin.canon@gpisd.org

Rick Elmore, Coordinator of Career and Technical Education
Work 972-809-5899
Email – rick.elmore@gpisd.org

Nikki Nix, Coordinator of Career and Technical Education
Work (972) 343-7919
Email: nikki.nix@gpisd.org

Ragina Taylor, Coordinator of Career and Technical Education
Work (972) 343-7957
Email: ragina.taylor@gpisd.org

Diane Day, CTE Finance Administrative Assistant
Work (972) 343-7935
Email – diane.day@gpisd.org

Danielle Shead, CTE Administrative Assistant
Work (972) 343-7896
danielle.shead@gpisd.org
Career & Technical Education

2017-2018 Calendar
## CTE Action Team
### Meeting Schedule
#### 2017-2018

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14</td>
<td>Action Team Meeting</td>
<td>4:30 pm - 6:30 pm</td>
<td>Dubiski Career High School</td>
</tr>
<tr>
<td>October 12</td>
<td>Action Team Meeting</td>
<td>4:30 pm - 6:30 pm</td>
<td>Grand Prairie High School, Construction Technology Facility</td>
</tr>
<tr>
<td>November 2</td>
<td>Action Team Meeting</td>
<td>4:30 pm - 6:30 pm</td>
<td>South Grand Prairie High School Vet Tech Lab</td>
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<tr>
<td>December 7</td>
<td>Holiday Celebration</td>
<td>TBD</td>
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#### 2018

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>TIME</th>
<th>LOCATION</th>
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</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Action Team Meeting</td>
<td>4:30 pm - 6:30 pm</td>
<td>Grand Prairie Collegiate Institute</td>
</tr>
<tr>
<td>February 8</td>
<td>Action Team Meeting</td>
<td>4:30 pm - 6:30 pm</td>
<td>Young Women’s Leadership Academy</td>
</tr>
<tr>
<td>March 8</td>
<td>Action Team Meeting</td>
<td>4:30 pm - 6:30 pm</td>
<td>Dubiski Career High School Smart Hospital</td>
</tr>
<tr>
<td>April 12</td>
<td>Action Team Meeting</td>
<td>4:30 pm - 6:30 pm</td>
<td>Grand Prairie High School Early College</td>
</tr>
</tbody>
</table>

**NOTE:** All Action Team meetings will be on Thursdays from 4:15pm - 6:15pm. Meeting locations and times may be subject to change.

### Central Office CTE
- **Winston Minix** – Executive Director
- **Kristi Canon** – Coordinator
- **Rick Elmore** – Coordinator
- **Nikki Nix** – Coordinator
- **Ragina Taylor** – Coordinator

### 2017-2018 CTE Action Team Members
- Rodney Kasper – GPCI
- Stacey Duval – STEM/CTE Coordinator
- Debra Sala – GPCI Dean
- Justin Harper – GPHS
- Scott Elmore – GPHS
- Aniska Douglas – GPHS Assistant Principal
- Katherine Jenkins – SGPHS
- Kassie Davidson – SGPHS
- Shelby Henry -SGPHS
- Rachel Simmons – SGPHS Assistant Principal
- Deana Sellers – YWLA
- Diondria Phillips – YWLA Dean of Instruction
- Johnathan Head – Dubiski
- Gloria Trevino – Dubiski
- Kevin Walker – Dubiski
- Barry Nance – Dubiski
- Sheldon Stoker – Dubiski
- Matthew Swope – Dubiski CTE Dean
- Beth Rustenhaven – Campus Life
CTE Advisory Committee
Meeting Schedule
2017-2018

*GPISD Advisory Committee is comprised of Industry Representatives and CTE Administrative team.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 11</td>
<td>CTE Advisory Board Luncheon</td>
<td>11:00 am – 1:00 pm</td>
<td>Asia Times Square</td>
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<tr>
<td>September 14</td>
<td>Advisory Board Meeting</td>
<td>8:00am-9:00am</td>
<td>Dubiski Career High School</td>
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<tr>
<td>October 12</td>
<td>Advisory Board Meeting</td>
<td>8:00am-9:00am</td>
<td>Grand Prairie ISD Education Center</td>
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<tr>
<td>November 9</td>
<td>My Future My Way</td>
<td>9 am - 3 pm</td>
<td>Asia Times Square</td>
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<table>
<thead>
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<th>DATE</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Advisory Board Meeting</td>
<td>8:00am-9:00am</td>
<td>Grand Prairie ISD Education Center</td>
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<tr>
<td>February 21</td>
<td>Chamber Luncheon</td>
<td>8:00am-9:00am</td>
<td>Grand Prairie ISD Education Center</td>
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<td>March 8</td>
<td>Advisory Board Meeting</td>
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<td>April 22</td>
<td>CTE Scholarship Luncheon</td>
<td>10:30 – 1pm</td>
<td>Ruthe Jackson Center</td>
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<td>Advisory Board End of Year Meeting</td>
<td>11:30pm – 1pm</td>
<td>Grand Prairie ISD Education Center</td>
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GPISD CALENDAR
2017-2018 School Year

Semester/Nine Weeks
445 minutes per day
Aug. 21 - Oct. 20 .. 43 days (19,135 min.)
Oct. 23 - Jan. 12 .. 43 days (19,135 min.)
First Semester ...... 86 days (38,270 min.)

Second Semester .... 84 days (37,380 min.)
Total Days .......... 170 (75,650 min.)
75,650 minutes + 445 minutes = 170 days

New Teacher
August 2-3

Staff Development
August 7-10  March 9
August 14-17  March 30-31
November 10   June 1
January 16

Teacher Work Days
August 11   May 29
August 18

Bad Weather Make-Up Days
February 19  April 16

Holidays
July 4       Independence Day
September 4  Labor Day
October 9    Fall Break
November 20-24 Thanksgiving Break
Dec. 18-Jan. 1 Winter Break
January 15   MLK Day
March 12-16  Spring Break
March 30     Good Friday
May 28       Memorial Day

First Day of School .. August 21
Last Day for Students .. May 25
Graduation Day ......... May 26

Students: 170 Days / 75,650 Min.
Teachers: 187 Days

Note: Subject to change by legislative action

Approved: December 15, 2016
CALENDARIO DE GPISD
Año Escolar 2017-2018

Periodo de Evaluación de Nuevo Semanas
445 minutos por día
21 de ago - 20 de oct ..........43 días (19,135 min.)
23 de oct - 12 de ene ........43 días (19,135 min.)
Primer Semestre ..................86 días (38,270 min.)
17 de ene - 23 de mar ...........41 días (18,245 min.)
26 de mar - 25 de mayo ......43 días (19,135 min.)
Segundo Semestre ...............84 días (37,380 min.)
Total de Días .......................170 (75,650 min.)
75,650 min. ÷ 445 min. = 170 días

Nuevos Maestros
2-3 de agosto

Capacitación Profesional
7-10 de agosto .... 9 de marzo
14-17 de agosto .... 30-31 de mayo
10 de noviembre .... 1 de junio
16 de enero

Días de Trabajo para los Maestros
11 de agosto .... 29 de mayo
18 de agosto

Días de Recuperación por Mal Tiempo
19 de febrero .... 16 de abril

Días Festivos
4 de julio ..........Día de Independencia
4 de septiembre ..........Día del Trabajador
9 de octubre ..........Descanso Otoñal
20-24 de noviembre .... Día de Acción de Gracias
18 de dic - 1 de enero .... Día Invernal
15 de enero ..........Día Conmemorativo de Dr. Martin Luther King
12-16 de marzo ..........Descanso Primaveral
30 de abril ..........Viernes Santo
28 de mayo ..........Día Conmemorativo

Primer Día de Clases ..........21 de agosto
Último Día de Clases ..........25 de mayo
Día de Graduación ..........26 de mayo

NT  Orientación para maestros nuevos
SD  Capacitación profesional
WD  Día hábil para maestros
BW  Días de recuperación por mal tiempo
( )  Comienzo/final de las nueve semanas
H   Días festivos y otros días escolares hábiles

Estudiantes: 170 Días / 75,650 Min.
Maestros: 187 Días
Nota: Sujeto a cambios por orden legislativa

APROBADO 15 DE DICIEMBRE DEL 2016
ACKNOWLEDGMENT OF RECEIPT/ACCOUNTABILITY

This form indicates that the teacher below has received a copy of the 2017-2018 Grand Prairie ISD Career and Technical Education Handbook.

<table>
<thead>
<tr>
<th>Teacher’s Last Name (Printed)</th>
<th>Teacher’s First Name (Printed)</th>
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<th>School</th>
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I understand and consent to the responsibilities outlined in the CTE 2017-2018 Handbook.

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<th>Signature of Teacher</th>
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*Please return this form to your department chair or the CTE Administrative Assistant, Danielle Shead, by Friday, August 25, 2017.*