



GRAND PRAIRIE COLLEGIATE INSTITUTE
T-STEM Renewal Application
2020-2021

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Background

District Affiliation

GRAND PRAIRIE ISD

CD #: 057910

Region: 10

Mailing Address (Line 1): BOX 531170

Mailing Address (Line 2):

City, State, Zip: GRAND PRAIRIE, TX 75053

School Affiliation

GRAND PRAIRIE COLLEGIATE INSTITUTE

CDC #: 057-910-011

Region:

Mailing Address (Line 1): 1502 COLLEGE ST

Mailing Address (Line 2):

City, State, Zip: GRAND PRAIRIE, TX 75050

Academy Information

What is the academy name?

Grand Prairie Collegiate Institute

Which model does the district intend to implement at this time? Within these models, there are variations.

Stand Alone Academy - All students on the campus are enrolled in the academy.

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

6

7

8

9

10

11

12

Enter the number of students that you plan to serve in 6th grade.

176

Enter the number of students that you plan to serve in 7th grade.

80

Enter the number of students that you plan to serve in 8th grade.

65

Enter the number of students that you plan to serve in 9th grade.

50

Enter the number of students that you plan to serve in 10th grade.

30

Enter the number of students that you plan to serve in 11th grade.

20

Enter the number of students that you plan to serve in 12th grade.

24

Contacts

Applicant

Applicant 1

Job Title

STEM/CTE Administrator

Name Prefix

Mrs.

First Name

Apryl

Last Name

Hairston

Email

apryl.hairston@gpisd.org

Phone

972-343-3407

Principal

Principal 1

Name Prefix

Dr.

First Name

Felicia

Last Name

Layne

Email

felicia.layne@gpisd.org

Phone

9723433120

Superintendent

Superintendent 1

Name Prefix

Ms.

First Name

Linda

Last Name

Ellis

Email

linda.ellis@gpisd.org

Phone

972-264-6141

Narratives

Current Designations at GRAND PRAIRIE ISD:

- GRAND PRAIRIE H S - ECHS - 1516
- SOUTH GRAND PRAIRIE H S - ECHS - 1516
- SOUTH GRAND PRAIRIE H S - T-STEM - 1920
- GRAND PRAIRIE COLLEGIATE INSTITUTE - T-STEM - 1516
- YWLA AT BILL ARNOLD - T-STEM - 1516

Previous Planning Year Applications at GRAND PRAIRIE ISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

STEM

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Biomedical Science

Engineering

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

IC

What industry certifications does the academy plan to offer?

Item

OSHA 30 Hour General Industry

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

No

Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business Partner

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

Dallas County Community College District

Name Prefix

Ms.

First Name

Laura

Last Name

Mendez

Email

lmendez@dcccd.edu

Phone

972-860-3984

Job Title

Program Coordinator Dual Credit

IHE Partner 2

Affiliation

The University of Texas at Arlington

Name Prefix

Ms.

First Name

Jennifer

Last Name

Janes

Email

jennifer.janes.uta.edu

Phone

817-272-3140

Job Title

Dual Credit Coordinator & Academic Advisor

The T-STEM academy shall have strategic partnerships with business and industry partners and Institutions of Higher Education (IHEs) that are formally articulated in writing and clearly define a variety of STEM careers.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree,

postsecondary certificate provided by an IHE, or industry certification.

Although our IHE articulation does not specifically address scholars earning an associate degree, post-secondary certification or Level I/Level II industry certification provided by an IHE, we do have partnerships with multiple IHEs to provide our scholars college credits. Our T-STEM model is established to promote college and career readiness by earning several college hours. Our scholars have the opportunity to earn at least 26, but not maximum, college hours that will be applicable to a four-year degree.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

Although our IHE articulation agreement does not specifically have policies in place, at GPCI, we advise our students every quarter. Our high school scholars meet with the counselor and prominent stakeholders to assess their progress, future goals, and best next steps. GPCI ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned by working closely with IHE advisors to document credits earned. The counselor partners with the IHE advisors to provide information regarding transferring post-secondary credits to apply towards an associate or baccalaureate degree. Through our partnership with UTA, our scholars report classes on campus twice a week.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

Although our IHE articulation agreement does not speak specifically to transportation fees and costs, GPCI partners with UTA and our Transportation Department to provide our scholars transportation to and from classes. In the event a student is eligible to receive a fee waiver, we provide one for them. Books are also covered by the district.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

Although our IHE articulation agreement does not specifically address data sharing, we do adhere to all regulations requirements as it relates to data sharing. For GPCI students, they have to pass the TSI in order to take any college classes. We share TSI information, scores and transcripts to ensure a student prepared and college ready.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Lockheed Martin

Job Title

Community Relations Manager, Missiles and Fire Control

Name Prefix

Ms.

First Name

Hannah

Last Name

Stone

Email

hannah.stone@lmco.com

Phone

972-603-0587

Business/Industry Partner 2

Affiliation/Company

Girls Inc

Job Title

Director of Outreach an Impact

Name Prefix

Mrs.

First Name

Sherri

Last Name

Cook

Email

scook@girlsincdallas.org

Phone

214-654-4554

Business/Industry Partner 3

Affiliation/Company

PLTW

Job Title

Director of School Engagement

Name Prefix

Mrs.

First Name

April

Last Name

Moon

Email

amoon@pltw.org

Phone

214-335-8337

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Clear roles and responsibilities for work site supervisors, mentors, teachers, support personnel, and other partners.

Grand Prairie Collegiate Institute currently has business/industry partnerships with Lockheed Martin Missile and Fire Control and Girls Inc. Our strongest industry partner is Lockheed Martin Grand Prairie. Since 2015, Lockheed Martin has supported the campus STEM initiatives through financial support, hands-on mentors and training to scholars. As a result of this support, the campus is able to offer Project Lead the Way Curriculum and continue the RV-12 plane build, Project Air: GPCI. In addition, Grand Prairie Collegiate Institute students are the first high school students to receive paid internships at Lockheed Martin. GPCI scholars report to their internship MWF. Lockheed Martin's worksite supervisors provide projects, support, and guidance for interns. Girls Inc. provides our scholars with enjoyable instructive life-changing programs and experiences that equip our scholars to overcome serious barriers to healthy living, academic enrichment, and life skills. They provide mentors and well-trained adult staff to expose scholars to motivating, interactive experiences to develop and promote girls' strengths. Girls Inc. delivers a leadership curriculum to our scholars at least once a month during our X-factor time.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such a clubs, Career and Technical Student Organizations, competitions, and special invitations.

Our Lockheed Martin MOU addresses internship agreements; however, they provide support for student activities, competitions, and special invitations. We partner up with Lockheed Martin every year to provide an HOLA STEM Event. The Hispanic Organization of Leadership Association sends multiple engineers to speak with our scholars and conduct a STEM project with them. This year, our 6th, 7th & 8th-grade scholars built rocket launchers. Lockheed Martin Engineers mentored and supported

scholars through this one day project. Each year, GPCI has multiple teams participate in Code Quest. Code Quest is an annual computer programming competition where teams of 2-3 High School students each work together for 2.5 hours to solve problems by using JAVA, Python, VB.net, C#, and/or C++ programming to complete the "quest." In recognition of National Engineers Week, each year, GPCI receives a special invitation from Lockheed Martin to participate in Engineers Week. Our scholars learn about opportunities in engineering, math, science, and many of the amazing things engineers do every day to make the world a better place. The Lockheed Martin Grand Prairie facility tour features engineering test and manufacturing facilities, product demonstrations, interaction with current employees. The tour is designed to pique the interest of scholars and demonstrate applications of math and science concepts. The Career and Technical Student Organization that has been implemented at GPCI is SkillsUSA. GPCI has an active SkillsUSA chapter through District 6. SkillsUSA is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources.

Our Lockheed Martin MOU addresses CTE internship agreements. Lockheed Martin shall provide learning experiences to scholars/school district personnel in the program. All activities of scholars/school district personnel shall be performed under the direct supervision of facility professionals. Lockheed Martin shall require the school district to withdraw a scholar from the program if: (1) the achievement, progress, adjustment or health of the scholar does not warrant continuation at the facility, or (2) the behavior of the student fails to conform to the policies and procedures of the facility. Lockheed shall provide and maintain records and reports reasonably required by the school district for conducting the educational program. Our Girls Inc. MOU addresses programming and responsibility. In an effort to meet programming objectives, Girls Inc shall: a. deliver the Girls Inc. curriculum, b. provide instructors and c. provide program supplies. Grand Prairie Collegiate Institute shall: a. provide meeting space at no cost to Girls Inc., b. market and register for a course(s), d. provide technology, TV, DVD player and projector screen, e. communicate at least 24 hours in advance schedule changes, cancellations, etc. In case of emergencies such as school closures and/or all after-school activity cancellations due to bad weather, f. provide staff member(s) to oversee and sponsor students and accompany registered girls to and from class and g. ensure girls are in class/club before agreed upon session time; if girls do not arrive in class within 15 minutes, a facilitator can cancel a session for the day.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Transportation fees and costs.

Our Lockheed Martin MOU does not specifically address CTE internship transportation and cost. However, our district's CTE department provides transportation to and from all internship providers. Scholars are connected with an appropriate internship after participating in a rigorous mock interview process and then actual competitive internship interviews. Scholars are selected by their internship providers based on their interests and skill set. Our district also affirms all internship selections by providing an internship signing day. Our Girls Inc. MOU does not specifically address transportation and costs. However, Girls Inc. instructors come to our campus to deliver instruction at no cost to the school. Moreover, we participated in the Girls Inc. Power 2 the Girl Conference and Girls Inc. took care of all costs associated with the conference through their business sponsorships. Girls Inc. provided transportation to and from the conference location, conference t-shirts, breakfast, and lunch.

Narratives: Regional Workforce Alignment, Work-Based Learning

Regional Workforce Alignment

List the regional high-demand occupations your academy intends to address through selected program(s) of study and work-based learning.

Regional High-Demand Occupation

Forensic Science

Biomedical Engineers

Mathematicians

Computer Systems Analysts

Engineers

Work-Based Learning

Complete the activity tables below illustrating the work-based learning activities that your academy plans to offer students at each grade level. Please ensure the activities are STEM focused.

Add up to three activities offered to 6th grade students.

6th Grade Activities

HOLA STEM Event- Engineers from Lockheed Martin guest speak and conduct STEM activity with scholars.

National Weather Center & Tour of OU's Engineering Department

WFAA Greg Fields Weather Mind Presentation

Add up to three activities offered to 7th grade students.

7th Grade Activities

HOLA STEM Event- Engineers from Lockheed Martin guest speak and conduct STEM activity with scholars.

Tour UTA Fabrication Lab

Add up to three activities offered to 8th grade students.

8th Grade Activities

HOLA STEM Event- Engineers from Lockheed Martin guest speak and conduct STEM activity with scholars.

GPCI Annual Career Preview Night- Evening where multiple industry partners come to meet/guest speak with 8th scholars about their profession

UT Explore

Add up to three activities offered to 9th grade students.

9th Grade Activities

Fort Worth Museum of Science and History

Add up to three activities offered to 10th grade students.

10th Grade Activities

E-Week Lockheed Martin work site

Amazon Fulfillment Center

Add up to three activities offered to 11th grade students.

11th Grade Activities

UNT/TWU College Tour

Texas State College

Add up to three activities offered to 12th grade students.

12th Grade Activities

Mock Interviews & Industry Internships- various partners

EDD Senior Capstone Project
12th Grade Activities

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC
AP

What type of dual credit courses does your campus plan to offer?

AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

At GPCI, we have multiple IHE partners. Our partnership with UTA allows our scholars to be bussed to UTA to attend class. Therefore, our academy is not responsible for credentialing the instructor. Our partnership with UT on Ramps does not require our instructor to be fully employed by UT. The instructor must be trained by a UT professor and must attend a week-long summer training to facilitate the course. Our partnership with DCCD, the instructors are employed by DCCCD; therefore our academy is not responsible for their qualifications. GPCI works with all IHE partners to ensure that our scholars are being challenged through rigorous and meaningful course work by competent teachers.

Is the academy a TSIA testing site?

Yes

Narratives: Student Support, STEM-Focused Extracurriculars

Student Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Acceleration/Enrichment	Enrichment is provided for scholars through tutorials and advanced study sessions using College Board, Advanced Placement, and Kagan strategies. Instructors design and implement intervention and enrichment activities by utilizing a teacher data form to track student progress, set goals, and identify scholars who are in the Meets and Masters area. After each quarter assessment, instructors analyze and complete data forms and design instruction to meet the needs of each student. They identify weak student expectations and create plans for re-teaching, spiraling, and dates for administrators to observe new or revised instructional practices. Each instructor also meets with the principal, dean of instruction, and appraiser to review data forms.
Remediation	Remediation is provided based on the beginning of the year and informal assessment data for scholars. Tutorials are embedded in the master schedule to provide support for scholars. Schedules are individualized based on student data and need.
Intervention	Instructors design and implement intervention and enrichment activities by utilizing a teacher data form to track student progress, set goals, and identify scholars who are in the Meets and Masters area. After each quarter assessment, instructors analyze and complete data forms and design instruction to meet the needs of each student. They identify weak student expectations and create plans for re-teaching, spiraling, and dates for administrators to observe new or revised instructional practices. Each instructor also meets with the principal, dean of instruction, and appraiser to review data forms.
Summer Bridge	Our STEM Summer Bridge Program allows scholars to access the next academic level instruction and provides early exposure to the next level of learning through projects and STEM enrichment. Advance Placement scholars complete Summer assignments.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Flu Clinic	All enrolled scholars get tested for the flu if needed.
Parent University #6	Opportunity for parents to come to campus and get information on service/health fair.
LEAP Learning Elevated for All Parents	Classes are provided for various subjects pertaining to health care
Social Worker Hub/Life Line	Assist with food, clothing and shelter if needed

Shelter Activity	Description
Individual & Group Conseling	counseling provided as needed for all scholars
Provide Outside Counseling Agencies	Provide referrals to agencies and connect with agencies to provide support to the students
Immunization Clinic	Provide back to school immunizations
Vision	Provide vision tests and referrals with vouchers if needed

How does your academy use the access, achievement, and attainment data for program improvement?

Grand Prairie Collegiate Institute strives to promote academic excellence through access, attainment, and achievement for all scholars. We are constantly evaluating our practices in these areas to implement data-driven protocols and processes for optimal outcomes. We are currently focused on the access component for program improvement. 2019-2020 data revealed our at-risk population lagged behind the percentage of the district by 48%. We also lagged behind the district by 24% with our Hispanic enrollment and under the district by 15% with female students. We are confident our OBMs percentages will continue to improve as our enrollment numbers increase. Our campus is small and our enrollment by grade level increases yearly as we move further from our charter year. This year, we have made significant strides and improvements with access to our incoming 9th graders. Our enrollment should be over 60 scholars total in comparison to 34 scholars last year. In the area of at-risk, we should see also see a significant improvement and no more than 20% under the district. Moreover, this year looks promising in meeting the Hispanic student OBM proportionate to our district. We will continue to refine our protocols and processes to reach the Distinguished level of T-STEM implementation.

STEM-Focused Extracurriculars

Describe the STEM-focused extracurricular activities (field experiences, clubs, and competitions) offered to students.

Grand Prairie Collegiate Institute offers various STEM-focused extracurricular activities to scholars such as Code Quest, MATE Underwater Robotics, Robotics, Lego Robotics, and Skills USA competitions. The Robotics clubs utilize STEM instructional activities and use the design process model and problem-based learning. Middle and high school scholars participate in STEM enrichment on Friday afternoons since the campus does not offer traditional UIL athletics. Scholars nominate clubs such as FAB Lab, Coding Club, Environmental Green & Clean, and Code Quest. In 2016, the campus began Project Air: GPCI, the building of the RV-12 airplane in partnership with Lockheed Martin-Grand Prairie. Students will complete this project under the supervision of the aerospace instructor and Lockheed Martin engineers. Grand Prairie Collegiate Institute scholars participate in exciting field experiences such as National History Day, HOLA STEM Event, EAA Fly-In, STAR B-Que, Wings Over Dallas, and they participate in college visits at each grade level, attending colleges and universities such as Southern Methodist University, Texas Christian University, Baylor University, The University of North Texas, and The University of Texas at Austin. These visits promote the skills taught in the Advancement Via

Individual Determination (AVID), a college-readiness support program offered to all GPCI students.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
T-STEM Benchmark 2: Target Population	The T-STEM academy shall serve, or included plans to scale up to serve students in grades 6-12, and shall target enrollment students who are at risk of dropping out as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college. For the 2020 school year by preliminary number, we anticipate 35% at risk for incoming 9th graders which is close to 19% under the district.. We will actively pursue additional at-risk scholars in this group to become with in 15% points under the district which hovers around 54%.we anticipate
T-STEM Benchmark 2: Target Population	The T-STEM academy shall serve, or included plans to scale up to serve students in grades 6-12, and shall target enrollment students who are at risk of dropping out as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college. For the 2020 school year by preliminary number, we anticipate 59% at risk for incoming 9th graders which is around 13% under the district.. We will actively pursue additional economically disadvantaged scholars in this group to become with in 5% points under the district which hovers around 72%.we anticipate
T-STEM Benchmark #4: Curriculum, Instruction, and Assessment	The T-STEM academy shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an industry certification and earn an industry certification or credential in a STEM focused field. We will explore potential post-secondary Level-I & Level-II certifications where applicable.

Narratives: Benchmark Products, Benchmark 1 Products, Benchmark 2

Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's mentor/induction program plans.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's annual training or professional development plan with the academy and IHE faculty

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's leadership meeting agendas and notes.

<https://www.gpisd.org/Page/46099>

Benchmark 2 Products

Provide a link to the academy's written admission policy and enrollment application

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant languages.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.

<https://www.gpisd.org/Page/46099>

Benchmark 3 Products

Provide a link to the academy's meeting agendas and minutes, with action items and decision logs.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's final, signed, and executed MOU with their industry partner/business.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's final, signed, and executed MOU with their IHE

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level.

<https://www.gpisd.org/Page/46099>

Benchmark 4 Products

Provide a link to the academy's four-year crosswalk document

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's master schedule.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's curriculum alignment documents.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's testing calendar and schedule for TSI, ACT, SAT or other assessments.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credential and beyond.

<https://www.gpisd.org/Page/46099>

Benchmark 5 Products

Provide a link to the academy's documentation of appropriate work-based learning experiences for students at all grade levels.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's current dated regional high demand occupation list.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type.

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's samples of student artifacts such as writing, portfolios, presentations, or links to digital content.

<https://www.gpisd.org/Page/46099>

Benchmark 6 Products

Provide a link to the academy's bridge program calendar and curricula.

<https://www.gpisd.org/Page/46099>

Provide a link the academy's tutoring and other intervention/remediation program schedules,

<https://www.gpisd.org/Page/46099>

Provide a link to the academy's calendar of family outreach events.

<https://www.gpisd.org/Page/46099>
