

**Notice of Public Budget Hearing**  
**The Board of Trustees**  
**Fort Bend Independent School District**

Monday, October 21, 2024

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This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, October 21, 2024, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. The agenda packet for the meeting is available at <https://meetings.boardbook.org/Public/Organization/649>.

Members of the public may view the live stream of the meeting at the following address: <https://www.fortbendisd.com/BoardMeetingLivestream>. Members of the public may also address the Board during public comment.

1. Call to order	6
2. National Anthem	
3. Moment of Silence	
4. Recognitions	7
5. Superintendent Update	
6. Board Activity Report	
7. Public Comment	
8. Information	
A. Intruder Detection Report	9
B. Special Education Update	10
C. Calendar Planning Process	21
9. Action	
<b>A. Defer Transportation Facility and Allocate Budget to Program</b>	<b>31</b>
<b>Contingency:</b> Consideration and approval for deferring the Transportation Facility (BP008) and allocating the budget to program contingency to reduce the 2023 Bond deficit.	
<b>B. Eliminate Elementary School 55 and Allocate Budget to Program</b>	<b>32</b>
<b>Contingency:</b> Consideration and approval to eliminate construction of Elementary School 55 (ES55) (BP006) and allocate the budget to program	

contingency to reduce the 2023 Bond deficit.

- C. Align Hightower High School Project to Approved** 33  
**Budget:** Consideration and approval of aligning the Hightower High School renovation project to the approved budget of \$14.7M.
- D. Align Turf & Athletics and Athletics Renovations Packages with Approved Budget:** 34  
Consideration and approval of Aligning Turf & Athletics Package (BP010) and Athletic Renovations (BP012) with the approved budget.
- E. 2023 Bond Natatorium Recommendation:** 35  
Consideration and approval to move forward with planning to build a second aquatic practice facility with 2023 Bond proceeds.
- F. Policy EIC (Local):** 36  
Consideration and approval of proposed revision of Policy EIC (Local).
- G. Agreement for Use of Stafford Municipal Pool:** 43  
Consideration and approval for an Interlocal Agreement for the use of the Stafford Municipal Pool.

10. Consent Agenda

*All items under the Consent Agenda are acted upon by one motion. Upon a Board Member's request, any item on the Consent Agenda shall be moved to the Action portion of the regular agenda.*

- A. CenterPoint Energy Blanket Easement - Briargate** 50  
**Elementary:** Consideration and approval of a blanket (short form) easement with CenterPoint Energy for the electrical services to the new Briargate Elementary School and authorization for the FBISD Board President and/or designee to negotiate and execute this easement, as well as the CenterPoint Energy long form easement to be provided near the conclusion of the project.
- B. CenterPoint Energy Blanket Easement - Mission Bend** 60  
**Elementary:** Consideration and approval of a blanket (short form) easement with CenterPoint Energy for the electrical services to the new Mission Bend Elementary School and authorization for the FBISD Board President and/or designer to negotiate and execute this easement, as well as the CenterPoint Energy long form easement to be provided near the conclusion of the project.
- C. Water Meter Easement with City of Arcola for Middle School No. 16:** 71  
Consideration and approval of one Water Meter Easement with the City of Arcola for Middle School No. 16, and authorization for the FBISD Board

President to negotiate and execute this easement.	
<b>D. Gibson Consulting Program Management:</b> Consideration and approval for Gibson Consulting to provide management services for the District's internal audit program.	<b>80</b>
<b>E. Gibson Consulting Internal Audit Services:</b> Consideration and approval for Gibson Consulting to provide internal audit services for PEIMS and Cost Savings Audit.	<b>95</b>
<b>F. TASA Audits for Curriculum and Literacy:</b> Consideration and approval to contract with the Texas Association of School Administrators (TASA) to conduct audits for Curriculum and Literacy.	<b>96</b>
<b>G. Superintendent Evaluation Instrument:</b> Consideration and approval of Superintendent's Summative Evaluation Instrument.	<b>137</b>
<b>H. 2025 Houston-Galveston Area Council General Assembly:</b> Consideration and approval of a resolution nominating a representative and an alternate to the General Assembly of the Houston-Galveston Area Council.	<b>148</b>
<b>I. Board of Trustees Meeting Minutes:</b> Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:	<b>151</b>
1. August 12, 2024 - Called Meeting and Agenda Review	152
2. August 26, 2024 - Regular Business Meeting	157
3. September 5, 2024 - Special Called Meeting - Bond Workshop	166
<b>J. Policies CSA (Local) and EHB (Local):</b> Consideration and approval of proposed adoption, and revision of local policies CSA (Local) and EHB (Local).	<b>168</b>
1. CSA (Local) - Facility Standards: Safety and Security	169
2. EHB (Local) - Curriculum Design: Special Programs	170
<b>K. 2024-25 T-TESS Appraisers:</b> Consideration and approval of certified campus-based T-TESS Appraisers in administrative positions to serve as teacher appraisers for the 2024-25 school year.	<b>171</b>
<b>L. Fund Balance Resolution:</b> Consideration and approval of the Committed Fund Balance Resolution.	<b>174</b>

**M. Consideration and approval of proposed expenses that exceed \$50,000:  
Specifically for:**

- 1. Construction Services for Kitchen Renovations MS-HS at Multiple Campuses (BP014):** Consideration and approval of a Construction Services for Kitchen Renovations MS-HS at Multiple Campuses (BP014) for a stipulated lump sum amount of \$17,744,892 and authorization for the Superintendent to negotiate and execute or terminate the agreement. **177**
  
  - 2. Construction Services Agreement for Multi-Campus Renovations (BP021):** Construction Services Agreement with Dunhill Development and Construction, LLC for Multi-Campus Renovations (BP021) for a stipulated lump sum amount of \$8,708,000 and authorization for the Superintendent to negotiate and execute or terminate the agreement. **182**
  
  - 3. Gates and Doors:** Consideration and approval for the purchase of gates and door products, services, and installation through multiple cooperative contracts for an amount not-to-exceed \$596,539 and authorization for the Superintendent to negotiate and execute the agreements through April 2029. **187**
  
  - 4. School Bus Parts, Services and Related Items (COOP):** Consideration and approval for the purchase of school bus parts, services, and support from multiple vendors through multiple cooperative contracts for an amount not-to-exceed \$6,900,000 and authorization for the Superintendent to negotiate and execute the agreements through October 2029. **189**
  
  - 5. Roofing Package:** Consideration and approval of a Construction Services Agreement with Job Order Contractor (JOC) Nash Industries, Inc. to perform Roofing Replacement at the FBISD Administration Building for a stipulated not-to-exceed amount of \$1,500,000 and authorization for the Superintendent to negotiate and execute or terminate the agreement. **192**
  
  - 6. Stakeholder Engagement Services and Program Evaluation:** Consideration and approval for the purchase of stakeholder engagement services and program evaluation from multiple vendors for an amount not-to-exceed \$1,506,991 and authorization for the Superintendent to negotiate and execute the agreements through October 2029. **194**
11. Convene in closed session under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law;

Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

A. Deliberate assigning FNG parent grievance of Yen L. to the Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.

B. Consider offer of settlement in the matter of Long-Walker v. Fort Bend ISD in the U.S. District Court for the Southern District of Texas, Houston Division.

12. Reconvene in Open Session

13. Consider Action on Closed Session Items

14. Adjournment

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

The following Fort Bend ISD Goals may be referenced in agenda items included in this document:

Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

Goal 4: Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Agenda Review / Regular Meeting**  
**Comparison**

**Summary**

The following agenda item was revised or added following the October 7, 2024, Agenda Review. This does not include recognition, information, or closed session items. A brief explanation is included:

**Item 903.** Policy EIC (Local)

The version of EIC Location in this Boardbook contains one additional staff revision. On page 1 or 6, the sentence regarding virtual learning was restructured for clarity and to avoid misunderstanding. The revision is highlighted in yellow.

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Recognitions**  
**Department: Communications**

### **Recommendation**

The Administration recommends that the Board recognize:

- National Anthem performance from Bush High School
- Ridgemont Early Center Theatre Art Integration Teacher received the Texas Educational Theatre Association’s Educator of the Year Award
- Students from Dulles High School and Elkins High School receive Junior Achievement National Student Leadership Summit awards
- Crawford High School and Lakeview Elementary for being awarded a LEED recognition

### **Summary**

National Anthem performance by a choir ensemble from Bush High School.

Joi Hughes, Theatre Art Integration Teacher at Ridgemont Early Literacy Center won the Texas Educational Theatre Association’s Educator of the Year award. Joi received this award for her innovative approach, exceptional achievements, and meaningful contributions that have informed and inspired fellow colleagues and students.

Two Fort Bend ISD Junior Achievement companies competed in the National Student Leadership Summit and were recognized for their achievements.

- Dulles High School, student company The F.L.I.N. Company
  - Received the Delta Social Impact Award and overall, fourth place in North America
    - Irene Ho
    - Jerry Zeng
    - Sponsor Byron Bray
- Elkins High School, student company EVO
  - Received second place overall in North America
    - Yasemin Ciftci
    - Josei Lau
    - Rhea Noorani
    - Jewel Joy
    - Neha Varghese
    - Sponsor Richard Salazar

Crawford High School and Lakeview Elementary have been deemed LEED-certified buildings. LEED, Leadership in Energy and Environmental Design, provides a rigorous third-party verification on resource efficiency for building projects. Points are achieved

in the areas of Sustainable Sites, Water Efficiency, Energy & Atmosphere, Material & Resources, Indoor Environmental Quality, Innovation and Regional Priority.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Chassidy Olainu-Alade  
Interim Chief Communications Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Information: Intruder Detection Audit Report**  
**Findings**  
**References: Policy CKC (Legal)**  
**District Goal 2**  
**Department: Police Department**

## **Summary**

The Texas Education Agency recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit helps identify how we can improve safety for students, such as ensuring exterior doors are locked.

We are working closely with our School Safety & Security Committee to ensure we are training all our staff and securing our doors for the protection of everyone at our campuses. Intruder Detection Audits are just one of the many actions we are taking to ensure our schools are safe.

Since the September 23, 2024 Regular Board Meeting, the district received six (6) Intruder Detection Audit reports for six (6) campuses. All six (6) reports came back with no findings and no corrective actions needed.

Specific details of the Intruder Detection Audit may be discussed in closed session and will be discussed with the Safety and Security Committee. Fort Bend ISD is committed to providing a safe and secure learning environment for our students and staff.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

David Rider  
Chief of Police

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Information: Special Education Update**  
**References: District Goal 1**  
**Department: Teaching & Learning**

**Summary**

Staff will provide an update on the Special Education Department. The presentation will cover the status of special education testing since the start of the 2024-25 school year as well as provide a high-level department update.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Adam Stephens  
Chief Academic Officer

FBISD

# Special Education Update



October 21, 2024



**Lead**  
**THE PAC**

# Critical Issues in SPED

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**Transportation**

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**Evaluations**

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**Communication/Customer Service<sup>12</sup>**

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**Fidelity of Implementation**

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**Master Scheduling**

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# Transportation

## Issues

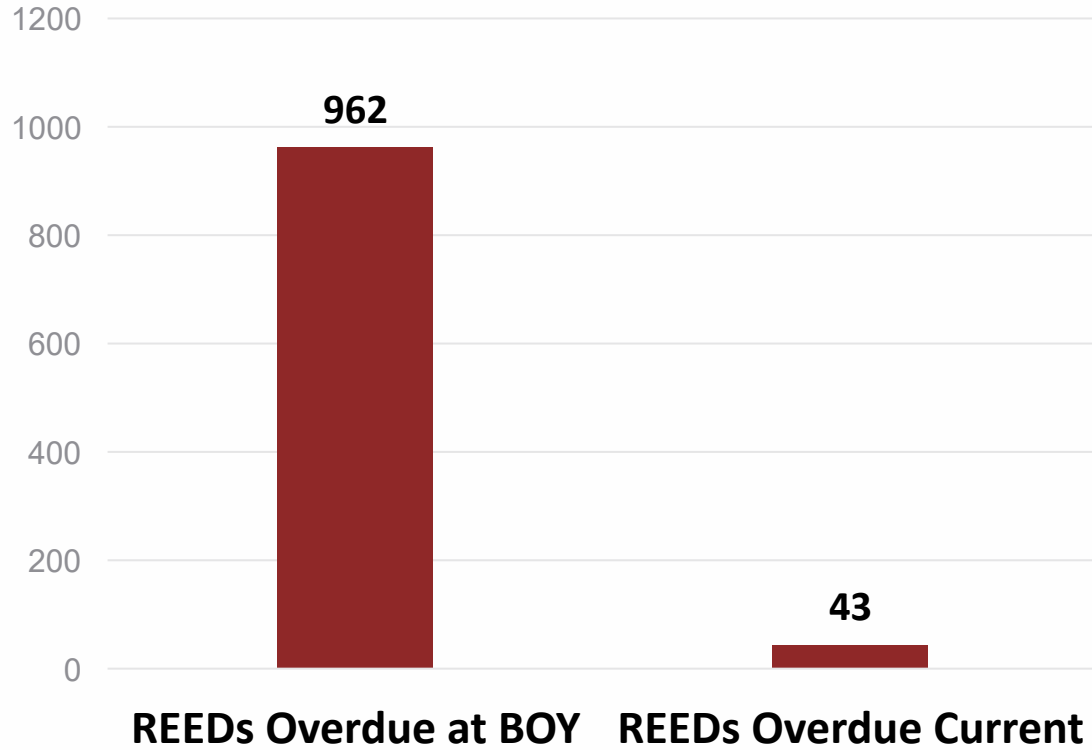
- Students were missing school
- Incorrect ARD Paperwork
- Delayed Response Time to Parent Phone Calls
- Delays in Routes
- Routing Times impacting student arrival/dismissal times

## Solutions

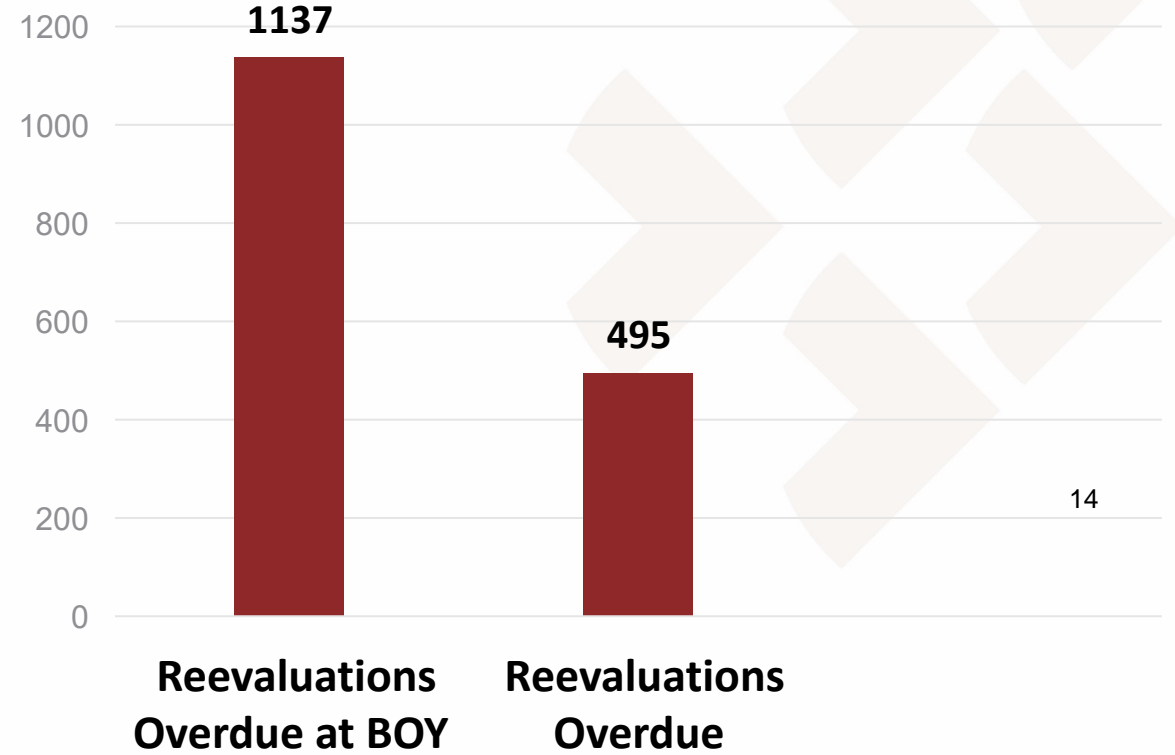
- Assistant Director now reviews each ARD before submitting to Transportation
- Increased Collaboration - Special Ed and Transportation
- Restructured Duties for Transportation Staff to improve communication and routing process
- Training for CCC/ARD Facilitators/Sped Transportation Supervisors

# Evaluation

### Overdue REEDS prior to 24-25



### Overdue Reevaluations prior to 24-25



**Current School Year Overdue Reevaluations on Track to be completed by June 30**

# Fidelity of Implementation

## Issues

- **New/Inexperienced Teachers**
- **Inefficient Campus Systems**
- **Inconsistent Case Management Implementation**

## Solutions

- **Continued Empower Training**
- **Job Embedded Training on IEP/BIP**
- **Increased Expectations Regarding Campus Admin Role Implementing Procedures and Monitoring**
- **District Monitoring of Implementation – Check out at End of Each 9 Weeks (October 24 will be first check out this year)**

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# Communication and Customer Service

## Ongoing Issues

Lack of Clear Communication

Timely Updates to Parents Regarding Progress

Over Reliance on Virtual ARD Process

**Targeted Training for Campus Administrators and Special Ed Support Staff Regarding the Following:**

- **Clear Information for Families on How to Navigate Special Ed Process**
- **Customer Service and Strategies for Partnering with Parents**
- **Special Education Case Management and Monitoring of Progress**
- **High Quality ARD Process**

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# Class Sizes and Master Scheduling

## Issues

- Inaccurate Coding of Courses
- Lack of Balancing Classes
- Inexperienced Master Schedulers
- ARD Services Projections for upcoming school year

## Solutions

- Coach leaders on how to balance Master Schedule annually
- Consistent Monitoring of Caseloads
- Training for Master Schedulers and Special Ed Staff
- Reestablishing procedures - ARD projections

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Example of Class Loads Per Course

HS Campus	Course	Class Period	Teacher	Sec504	BilEsl	NonSpecEd	SpecEd	Total
	Inclusion(Algebra I*)	6	Teacher A	2	8	18	0	18
	Inclusion(Algebra I*)	6	Teacher B	0	12	18	10	28
	Inclusion(Algebra I*)	6	Teacher C	1	14	23	2	25
	Inclusion(Algebra I*)	6	Teacher D	1	7	14	10	24

# The time is **NOW**

To address ongoing challenges and enhance the quality of our special education services, we are initiating a comprehensive reset of the Special Education department, which will be guided by a newly convened **Special Education Task Force**.

- **iNclusivity**- FBISD will work to create an educational environment where all students feel fully integrated, valued, and supported alongside their peers.
- **Ownership**- Requires all that educators view the success of all students as part of their own professional responsibilities
- **Working Together**- Collaborative efforts between general education teachers, special education teachers, parents, administrators, and support staff to provide the best possible educational experience possible

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# How does it trickle down to campus?

- We must build/communicate the systems, processes, and expectations to all stakeholders – *But It Starts with Leadership:*

- Academic Affairs/School Leadership Collaboration

- No more silos
- Real time training on issues
- Retraining this summer on SPED

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**Thank You**

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Information: 2025-26 Calendar  
Development Process**  
**References: Board Policy EB (Legal)**  
**Department: Organizational Development**

**Summary**

Staff will provide an update on the school calendar development process, timeline, stakeholder engagement feedback, and garner input from the Board of Trustees.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Beth Martinez  
Deputy Chief of Staff

FBISD

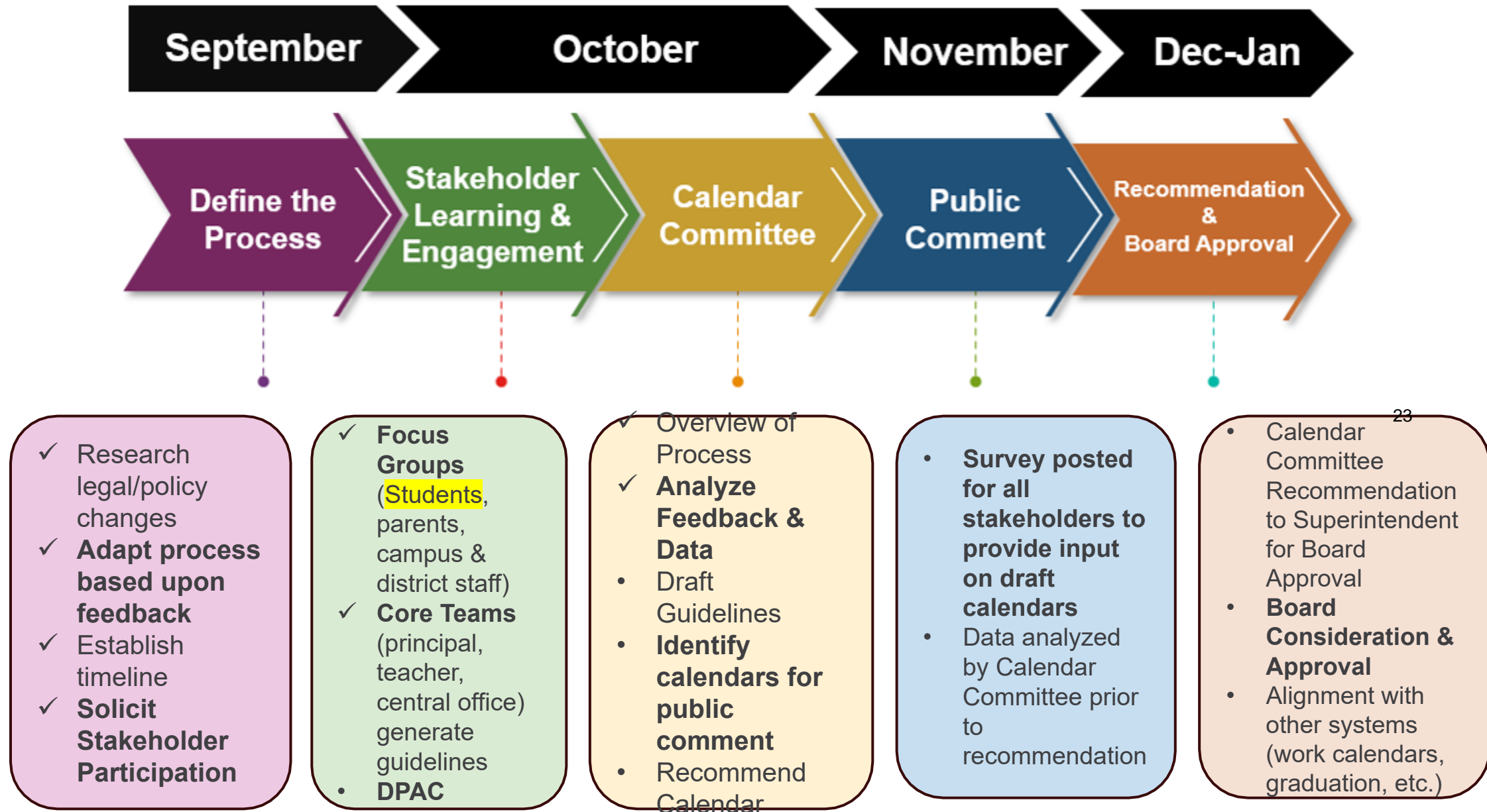
# School Calendar Development Process

October 21, 2024









**Lead**  
THE PAC

# Calendar Development Process



New element for 24-25

# School Calendar Requirements – Calendar Math

- District of Innovation = Flexibility in Calendar Development
- 75,600 operational minutes required annually
- 840 additional minutes for bad weather (TEA recommendation, no waivers)
- FBISD Full Day = 440 minutes   
- Early Release Days ≈ 240 minutes  
- 1 Staff Development Day = 390 minutes (Max at 2,100 minutes) 

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Workday (No Stud.)	School Day (bell to bell)	School Day (bell to bell)	Early Release	Staff Development Day (No Students)

87 days a year)

**1,510 minutes**

**2,200 possible**

# Calendar Math

75,600 Minutes

187 Teacher Contract Days

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August				
Monday	Tuesday	Wednesday	Thursday	Friday
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2024						
	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 2025						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	{23}	24
25	26	{27}	{28}	{29}	30	31

May				
Monday	Tuesday	Wednesday	Thursday	Friday
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26 (HOL)	X	X	X	X

# Focus Groups, Core Team, & Calendar Committee September – October

## Positive Aspects & Considerations

### Strategically Placed Breaks

- Monthly breaks/ days off
- Fall Break
- Recognition of diverse religions

### Benefits for Teachers

- Teacher planning/professional learning
- Workdays BOY/MOY/EOY
- Balanced Semesters

### Start of Year

- Midweek start
- Early start date
- Beginning of year professional learning

### Other

- 5 minutes to instructional day
- End before June
- Later return from Winter Break

Spread out breaks  
(Spring)  
Full week Fall Break  
Increase full weeks

Start Later  
End before Memorial Day  
Extend school day/shorten year

Reduce/increase 1/2 days  
Reduce/increase PD days  
Align Calendar

## FBISD 2024 - 2025 Instructional Calendar

**August**  
July 29th – 30th ..... District Professional Learning Days/ No Students  
July 31st ..... Teacher Work Day/No Students  
1st – 6th ..... Professional Learning Day/No Students  
7th ..... Teacher Planning Day/No Students  
8th ..... First Day of Classes 1st Semester

**September**  
2nd ..... Student/Teacher Holiday/Labor Day  
26th ..... Early Release-Elementary  
27th ..... Professional Learning Day/No Students

**October**  
4th ..... Student/Teacher Holiday  
10th – 14th ..... Student/Teacher Holiday  
15th ..... Teacher Planning Day/No Students

**November**  
1st ..... Student/Teacher Holiday  
11th ..... Student/Teacher Holiday/Veterans Day  
25th – 29th ..... Student/Teacher Holiday/Thanksgiving Break

**December**  
19th ..... Early Release – MS/HS  
20th ..... Early Release/All Students  
23rd – 31st ..... Student/Teacher Holiday/Winter Break

**January**  
1st – 3rd ..... Student/Teacher Holiday/New Year's Day  
6th ..... Professional Learning Day/No Students  
7th ..... Teacher Planning Day/No Students  
8th ..... Teacher Work Day/No Students  
9th ..... First Day of Classes 2nd Semester  
20th ..... Student/Teacher Holiday/Martin Luther King Jr. Day

**February**  
13th ..... Early Release-Elem.  
14th ..... Professional Learning Day/No Students  
17th ..... Student/Teacher Holiday/Inclement Weather Make-Up Day  
28th ..... Teacher Planning Day/No Students

**March**  
10th – 14th ..... Student/Teacher Holiday/Spring Break  
31st ..... Student/Teacher Holiday

**April**  
18th ..... Student/Teacher Holiday  
21st ..... Student/Teacher Holiday/Inclement Weather Make-Up Day

**May**  
26th ..... Student/Teacher Holiday/Memorial Day  
28th ..... Early Release-MS/HS  
29th ..... Early Release- All Students  
30th ..... Teacher Workday/No Students

**June**  
19th ..... Student/Teacher Holiday/Juneteenth Day  
30th ..... District Office and Campuses Closed

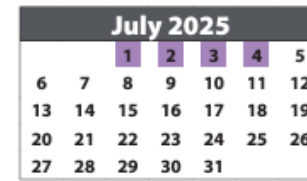
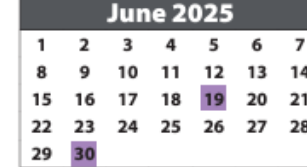
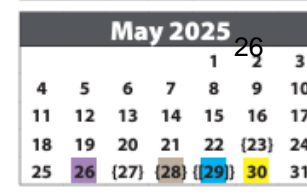
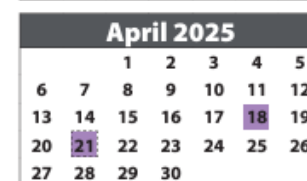
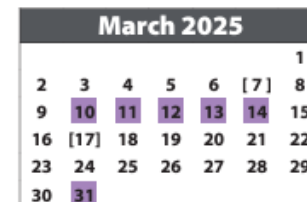
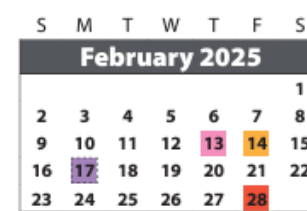
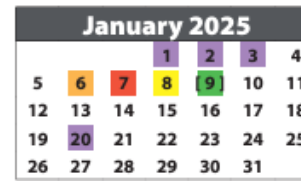
**July**  
1st – 4th ..... District Office and Campuses Closed

**KEY**

Yellow square	Teacher Work Day	[ ]	Beginning/End of Nine Weeks
Orange square	Professional Learning	{ }	Exams
Red square	Teacher Planning	Pink square	Early Release ES
Green square	First Day of Semester	Light blue square	Early Release HS/MS
Brown square	District Professional Learning Day	Blue square	Early Release HS/MS/ES
Purple square	Student/Teacher Holiday	Light purple square	Inclement Weather
		Light blue square	Make-up Day

This Calendar Reflects the Following	ES	MS	HS
Total Days of Instruction	171	171	171
Total Teacher Contract Days	187	187	187
Operational Minutes per Full Day	440	440	440
Operational Minutes per Early Release Days	240	270	245
Total Operational Minutes Pre-Walker	74,440	74,560	74,400
Waiver Minutes for Professional Learning	2,100	2,100	2,100
Total Operational Min. w/ Approved Waivers	76,540	76,660	76,500
Bank of Operational Minutes	940	1,000	960

HB 2042 requires a minimum of 75,600 operational minutes with any applicable waivers and at least a minimum bank of 400 operational minutes. The bank of operational minutes can be used in the event of bad weather and other issues of health and safety. FBISD reserves the right to revise the calendar, pending Board approval, to meet the minimum required operational minutes each year.



1st Semester Grading Period	83 Days	2nd Semester Grading Period	88 Days
1st Nine Weeks	8/8 - 10/9	3rd Nine Weeks	1/9 - 3/7
2nd Nine Weeks	10/16 - 12/20	4th Nine Weeks	3/17 - 5/29

Cultural and religious observances of families in FBISD can be accessed on the Diversity Calendar at [www.fortbendisd.com/diversity](http://www.fortbendisd.com/diversity).  
Board Approved: 1/22/2024

# Focus Group Feedback

Start/ End of School

Later Start

End Before Memorial Day

Observation of holidays (religious/national )

Tied to a Weekend

Including Midweek

Alignment of Spring Break

Consider a later spring break (P,DS)

Align to local districts (CS,DS)

Teacher Supports (PD, Planning WD)

Add

Sufficient

Reduce

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# Core Team – Suggested Guidelines

Teachers, Principals, and Central Office team members prioritized these guidelines:

Teacher  
Planning, Job  
Embedded PD

End Semester  
Before Winter  
Break (balance  
Semesters)

Consider a Later  
Start to the Year

Observation of  
Holidays tied to  
weekends

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## Other design elements that were suggested as guidelines:

- Alignment of Holidays vs. Flexibility in Placement of Spring Break
- **Holidays** (Fall Break, one per month, spread out, include Spring holidays)
- **Start of School Year** (workday to start, midweek student start, full week start)
- **End of School Year** ( May, First Week of June, Before Memorial Day)
- Extension of school day 5 – 15 minutes

# District Data Review – Calendar Committee

*What data do you need to understand prior to analyzing calendar design?*

- **Failure Rates** ('23-'24 compared to '24 – '25)
  - **ES** (10.6% – 11.3%), **MS** (6.2% - 7.9%), **HS** (10.8% - 10.6%)
- **Student Attendance** – consistent 95.4%
- **Teacher Attendance** – top ten days (~500 teachers to ~340)
- **Length of Summer** – consistent across the last three years
  - Teachers 9 weeks, Students 10 – 10.5 weeks

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# Next Steps

- **Calendar Committee** (Oct 22/Oct 24)
  - Finalize Guidelines for Calendar Design
  - Select Draft Calendars for public comment
- **Public Comment** (Launch first week in Nov)
  - Survey posted for all stakeholders to provide input
- **Calendar Committee** (Nov/Dec)
  - Analysis of stakeholder input
  - Selection of final recommended calendar
- **Board of Trustee Consideration and Approval** (Jan)

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: Defer  
Transportation Facility and Allocate  
Budget to Program Contingency**  
**Reference: Board Policy CV (Local)  
District Goal 5**  
**Department: Operations/Business & Finance**

**Recommendation**

Consideration and approval of deferring the Transportation Facility (BP008) and allocating the budget to program contingency to reduce the 2023 Bond deficit.

**Summary**

The approved budget for 2023 Bond included \$23.0M for a Transportation Facility, with the project budget currently having \$19.2M available. Staff is currently evaluating whether the District would be better served by a specialized Special Education (SPED) transportation facility. Additionally, the existing transportation facilities at Lake Olympia and Hodges Bend provide adequate coverage, allowing time to evaluate a potential SPED transportation facility.

Due to the deficit, staff recommends deferring the Transportation Facility. This action will allow \$19.2M to be placed in 2023 Bond program contingency to address the deficit. After all projects in the 2023 Bond have full cost estimates, staff may bring back a recommendation for a SPED transportation facility using 2023 Bond program contingency.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent of Operations

Bryan Guinn  
Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: Eliminate  
Elementary School 55 and Allocate  
Budget to Program Contingency**  
**Reference: Board Policy CV and FC (Local)  
District Goal 5**  
**Department: Operations/Business & Finance**

**Recommendation**

Consideration and approval to eliminate construction of Elementary School 55 (ES55) (BP006) and allocate the budget to program contingency to reduce the 2023 Bond deficit.

**Summary**

The 2023 Bond approved budget includes funding to build ES55. Board policy FC Local defines efficient utilization as 80-100 percent. The most up-to-date information from PASA, the district's demographer, is that the planned campus will be underutilized through 2033-34. There are nearby campuses that are also underutilized (i.e. below 80 percent) through this period.

Eliminating ES55 will lead to better utilization at nearby underutilized campuses. This change would not affect the feeder patterns from elementary to middle schools. Additionally, eliminating ES55 will allow \$47.6M to be placed in program contingency to help address the 2023 Bond deficit.

Staff recommends that construction of ES55 be eliminated, with \$47.6M to be placed in 2023 Bond program contingency to assist with addressing the deficit.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent of Operations

Bryan Guinn  
Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: Align  
Hightower High School Project to  
Approved Budget of \$14.7M**  
**Reference: Board Policy CV (Local)  
District Goal 5**  
**Department: Operations/Business & Finance**

**Recommendation**

Consideration and approval of aligning the Hightower High School renovation project to the approved budget of \$14.7M.

**Background**

The approved budget for the Hightower High School renovation project (BP032) is \$14.7M. Included in the public information sheet for the project was a description for “Fine Arts building addition” at the campus. However, the project budget only included funds for renovation of the existing Fine Arts spaces at the campus.

Due to a lack of available contingency funds for the Fine Arts additions, staff recommends that the project for the campus be aligned with the approved budget of \$14.7M. With this action, the Fine Arts will be renovated, but no additions will be made. This action will also reduce the 2023 Bond deficit by \$6M.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent of Operations

Bryan Guinn  
Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: Align Turf & Athletics and Athletic Renovations Packages with Approved Budget**  
**Reference: Board Policy CV (Local)**  
**District Goal 5**  
**Department: Operations/Finance**

### **Recommendation**

Consideration and approval of Aligning Turf & Athletics Package (BP010) and Athletic Renovations (BP012) with the approved budget.

### **Background**

A budget of \$27.5 million was approved for the Turf & Athletics Package (BP010) and \$27.8M for Athletic Renovations (BP012). As planned, the projects would have replaced grass baseball and softball fields at ten high schools with synthetic turf fields. However, the estimates for the synthetic turf component of these projects exceeds the budget by \$23.2 million.

Due to a lack of available contingency funds for the Turf & Athletics and Athletic Renovations Packages, staff recommends that the projects be aligned with the approved budgets of \$27.5M (BP010) and \$27.8M (BP012). This action will reduce the 2023 Bond deficit by \$23.2M.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent of Operations

Bryan Guinn  
Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: 2023**  
**Bond Natatorium Recommendation**  
**Reference: Board Policy CV (Local)**  
**District Goal 5**  
**Department: Operations/Business & Finance**

**Recommendation**

Consideration and approval to move forward with planning to build a second aquatic practice facility with 2023 Bond proceeds.

**Background**

The 2023 Bond approved budget includes \$22.9M for a Natatorium (BP007). The current estimate for the project, which was budgeted as an aquatics practice facility, is \$6M greater than the approved budget.

Staff has reviewed student participation in aquatic sports (swim, dive, and water polo) and usage data for Don Cook Natatorium. Based on analysis of the data, a second competition natatorium like Don Cook is not needed. However, there is a need for a second aquatics practice facility to serve students on the east side of the district. Currently students at Crawford, Dulles, Marshall, and Ridge Point high schools utilize non-district outdoor practice facilities. All remaining high school campuses either use the aquatics practice facility at Hodges Bend or Don Cook Natatorium.

Based on student participation and usage of the existing aquatic facilities, staff recommends that the District build a second aquatics practice facility. The project will require use of program contingency from the 2014 or 2018 bond program contingency. The final estimate for the second aquatics facility is anticipated to be completed in the first quarter of 2025. When the project estimates are completed, staff will request use of program contingency to complete the project.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent of Operations

Bryan Guinn  
Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Revision of Policy EIC(Local)**  
**References: Board Policy BF (Local)**  
**Department: Legal Services**

### **Recommendation**

Consideration and approval of proposed revision of Policy EIC (Local).

### **Summary**

The Board Policy Committee recommends the following adoption and revision of local policy:

- EIC (Local) - Academic Achievement: Class Ranking
  - Proposed revisions address earlier implementation of previous policy revisions, and include additional revisions for clarity, including the timeline for receiving class rank.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Coby Wilbanks  
General Counsel

**Philosophy**

The Board values the development of all students' social and emotional learning and well-being. In addition, the Board values supporting the attainment of all seven Profile of a Graduate attributes. The Board also desires to honor and recognize graduates who have attained high academic excellence.

**Definitions**

Grade Point  
Average

A student's grade point average (GPA) is calculated by multiplying each semester grade achieved, excluding GPA-exempt courses, by the number of credits the course was worth, calculating the sum of these values with any additional weights, and dividing by the total number of credits that were attempted.

Class Rank

A student's class rank is a measure of how a student's GPA compares to that of other students in the class.

GPA-Exempt  
Course

GPA-exempt courses shall not be included when calculating a student's GPA or class rank. GPA-exempt courses are specified third- and fourth-year elective courses that encourage special skills and interests. Juniors and seniors shall be eligible to take specified courses on a GPA-exempt basis according to established guidelines set forth in administrative procedures.

**Class Rank System**

The District shall record Weighted 100 point scale, weighted 4.0 scale, and the unweighted 4.0 GPA on student transcripts. All courses recorded on the academic achievement record (high school transcript) shall count toward GPA and class rank using the grades received, with the exception of courses taken on a GPA-exempt basis, and, beginning with the class of 2029, any credits earned through virtual learning beyond the first two shall count toward GPA and class rank using the grades received. These courses shall be weighted by category when calculating GPA. Courses taken in fulfillment of an endorsement shall not be excluded from the GPA.

The following provisions address the District's class rank system for reporting purposes in accordance with state law.

The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not supersede class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

**Class Rank  
Calculation**

The following provisions address the District's class rank system used for purposes of declaring local honors as well as for reporting purposes in accordance with state law.

The District shall provide to each student notice of the student's percentile/quartile and class rank containing the student's specific numerical rank out of the specific total class size as determined the day rank is run as outlined in administrative procedures. The class

rank and percentile/quartile for a graduating student shall not be officially reported on the student's academic achievement record.

Notice of each student's class rank shall be determined by the District as follows:

- Sophomores will receive rank in January of their sophomore year.
- Juniors will receive their rank in September, January, and June of their junior year.
- Seniors will receive their rank in September, January, and June of their senior year. For commencement purposes only, rank occurs in April of the Senior year.

~~Following the ninth grade, percentile/class rank shall be released in January of the sophomore year.~~

~~Following the tenth grade, percentile/class ranks shall be released in September of the junior year.~~

~~Following the eleventh grade, percentile/class rank shall be released in June and September of the senior year.~~

~~Midterm of the eleventh and twelfth grade percentile/class rank shall be released in January of the junior and senior year.~~

~~For graduating seniors, honor graduate recognition shall be calculated at the end of the third nine-week grading period and held for graduation purposes.~~

**Top Ten Percent Rule**

A student whose class rank falls within the top ten percent of the graduating class shall qualify for automatic admission in a general academic institution as provided by Education Code 51.803. [See EIC(LEGAL)]

Juniors and seniors with a class rank in the top ten percent will be notified of their qualification for automatic admissions as required by law no later than the 14th business day following the end of the 1st semester.

The Superintendent shall develop procedures to verify residency for all juniors and seniors with a class rank in the top ten percent. No student with questionable residency, shall be included in ranking in the top ten percent until residency can be verified [See FD Local].

**Transfer Grades**

Each incoming student's GPA shall be converted to the system used by the District to determine both GPA and class rank. When a

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

	<p>student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District, if the same course is offered to the same class of students in the District.</p>
<p>Early Graduation</p>	<p>Early graduates shall be ranked with the class with which they graduate. Calculations for GPA and class rank for three-year graduates shall be based upon the grade point scale and procedures for determining rank for the senior class with which they graduate.</p>
<p><b>Graduation Speakers</b></p>	<p>Selection of graduation speakers shall be based on neutral criteria designed to select the students who best exhibit the attributes of the Profile of a Graduate. [See FMH(LOCAL)]</p>
<p><b>Program of Choice</b></p>	<p>A Program of Choice shall be defined as program with specialized offerings for which students must apply and be accepted. The campus the student attends shall be designated as the campus of accountability. [See ED(LOCAL)]</p>
	<p>For the classes of 2024, <del>2025, 2026, and 2027</del>, students in a Program of Choice shall be ranked with the students at the high school within the attendance boundary in which they reside.</p>
	<p>For the class of <del>2028-2025</del> and beyond, students in a Program of Choice shall be ranked with the students at the high school where <u>they physically attend and</u> <del>they</del> receive instruction.</p>
	<p><del>Students in Programs of Choice shall declare UIL participation according to State UIL requirements and shall be administered by the Administration as set forth in administrative procedures. All other UIL rules apply.</del></p>
<p><del>Students Impacted by Cap and Overflow</del></p>	<p><del>Students impacted by Cap and Overflow of their currently zoned High School are not considered as students enrolling in a Program of Choice or on an intradistrict transfer. These students will be ranked with students at the Cap and Overflow school if they attend that school as juniors and seniors. Once boundary lines are drawn, students will be ranked with the students with whom they will eventually graduate.</del></p>
<p><b>Students Who are Homeless or on a Transfer</b></p>	<p>For students experiencing homelessness [see FDC(LOCAL)], the campus of accountability and class rank shall be the campus they attend.</p>
	<p>For high school students in the classes of 2024, <del>2025, 2026, and 2027</del> on an intradistrict transfer, the campus of accountability shall be the campus where they receive instruction and class rank shall be the campus within the attendance boundary for which they reside.</p>

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

**Advanced Academic Course**

For high school students in the class of ~~2028~~ 2025 and beyond on an intradistrict transfer, the campus of accountability and class rank shall be the campus where they attend and receive instruction.

Beginning with the 2021-22 school year, Pre-AP will be known as Advanced Academic Course (AAC).

**Course Weighting**

A 100-point scale (percent grade) shall be used. All grades shall be recorded numerically on a 100-point system and reflected as such on a transcript and a report card.

Courses shall be weighted as follows:

Category	Weight
AP level, Beyond AP, Dual Credit, IB, and Dual Enrollment	+10 points to the semester average
Pre-AP, AAC level, Pre-IB, Honors	+5 points to the semester average
Regular/On-level courses	Not weighted

When required by colleges or scholarships, the 100-point scale cumulative GPA shall be converted to a 4-point scale. The following conversion is used for the weighted 4-point scale:

Grade range	AP/Beyond AP/Dual Credit/IB/Dual Enrollment	Pre-AP, AAC/Pre-IB/Honors	On-level course (not weighted)
90-100+	5	4.5	4
80-89	4	3.5	3
70-79	3	2.5	2
Below 70	0	0	0

**Honor Graduates**

Honor graduates shall meet all graduation requirements and shall complete one of the two highest programs as follows:

- Distinguished level of achievement under the foundation program; or
- The foundation program with at least one endorsement.

Students served under special education who meet all coursework and requirements of the distinguished level of achievement under

the foundation program or the foundation program with endorsement, per the student's individualized education program (IEP), shall be recognized as honor graduates.

The cumulative GPA is used in designating honor graduates and shall be calculated at the end of the third nine-week grading period of the senior year.

The student with the ~~highest class~~highest-class rank at the end of the third nine-week grading period of the senior year, who meets the eligibility criteria, shall be named valedictorian for commencement; the eligible student with the second-highest rank in the class shall be named salutatorian for commencement purposes. In case of a tie in weighted GPAs after calculation to four decimal places, the District shall recognize all students involved in the tie as sharing the honor and title of honor graduates for commencement. Note that the highest-ranking student reported to TEA is determined based on the June final rank calculation following graduation.

In addition to the designation of a valedictorian and a salutatorian of the graduating class, designated honor students shall be recognized at the commencement exercises as follows:

Honor	Criterion
Valedictorian	Highest Cumulative GPA
Salutatorian	Second-Highest Cumulative GPA
Summa Cum Laude	Cumulative GPA = 97 or higher
Magna Cum Laude	Cumulative GPA = 96-93
Cum Laude	Cumulative GPA = 92-90

To be eligible for graduation with honors, students shall:

- Present grades for all required courses prior to the established date for calculating weighted GPA, except second semester dual credit courses taken during his or her senior year, to determine honor graduate status.
- ~~Not have withdrawn from a Program of Choice and enrolled at the student's zoned campus within the four consecutive semesters immediately preceding graduation.~~

To be eligible to graduate as an honor student with a class rank in the top ten percent~~for~~, including valedictorian and salutatorian, a student shall:

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

- Not have withdrawn from a campus where the student attended on a transfer and enrolled at the student's zoned campus within the four consecutive semesters immediately preceding graduation.
- Not have transferred from the student's zoned campus to another campus within the four consecutive semesters immediately preceding graduation.
- Meet additional eligibility requirements for valedictorian and salutatorian (top honors), requiring completion in no fewer than eight semesters, and continuous enrollment in the same high school in the District for the four semesters immediately preceding graduation.

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Agreement for the Use of the**  
**Stafford Municipal Pool**  
**References: Board Policy CH (Legal)**  
**Department: Athletics**

**Recommendation**

Consideration and approval of an Interlocal Agreement for the Use of the Stafford Municipal Pool.

**Summary**

The proposed Interlocal Agreement with the City of Stafford allows the District to utilize the Stafford City Pool for student athletic practice for Marshall High School for swimming and dive during the 2024-25 school year.

Board policy CH Legal and Texas Government Code Chapter 791 require interlocal agreements to be authorized by the governing bodies of each party to the agreement.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Coby Wilbanks  
General Counsel

Dr. Andria Schur  
Chief of Schools

RESOLUTION NO. 48-24

A RESOLUTION OF THE CITY OF STAFFORD, TEXAS APPROVING AN INTERLOCAL AGREEMENT BETWEEN THE FORT BEND INDEPENDENT SCHOOL DISTRICT AND THE CITY OF STAFFORD FOR USE OF THE STAFFORD CITY POOL AND AUTHORIZING THE MAYOR TO EXECUTE.

\* \* \* \* \*

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF STAFFORD, TEXAS:

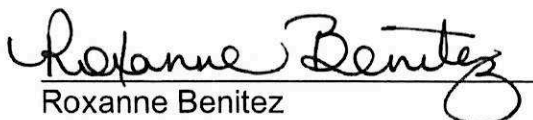
Section 1. The City Council hereby authorizes the Mayor to execute an interlocal agreement with the Fort Bend Independent School District for use of the Stafford City Pool in accordance with the terms and conditions set forth in the agreement attached hereto as "Exhibit A" and incorporated herein for all purposes.

PASSED, APPROVED, AND RESOLVED this the 21<sup>st</sup> day of August, 2024.



\_\_\_\_\_  
Ken Mathew  
Mayor

ATTEST:



\_\_\_\_\_  
Roxanne Benitez  
City Secretary

**EXHIBIT A**

**INTERLOCAL AGREEMENT FOR THE USE OF  
THE STAFFORD MUNICIPAL POOL BY FORT BEND I.S.D.**

This agreement is entered into by and between the City of Stafford, Texas, (the "City") a home-rule municipal corporation, and the Fort Bend Independent School District, (the "District"), a political subdivision of the State of Texas, pursuant to the authority granted and in compliance with the provisions of the Interlocal Cooperation Act, Chapter 791, Texas Government Code and any other applicable State authority.

**WHEREAS**, the City of Stafford owns and operates a swimming pool for the recreational purposes of its citizens; and

**WHEREAS**, the Fort Bend I.S.D. provides a swimming program for its students; and

**WHEREAS**, cities and school districts are authorized to contract with one another to perform governmental functions and services; and

**WHEREAS**, the City and the District recognize that any payments for the performance of governmental functions or services associated with the performance of this Agreement are from available current revenues; and

**WHEREAS**, the parties agree that the respective rights, duties, and obligations, regarding this Agreement are specified herein;

For and consideration of the mutual covenants, obligations, and benefits hereunder, the parties do hereby agree as follows:

**Section I. Statement of Responsibilities**

a. The City of Stafford permits the District to use the Stafford City Pool, including showers, locker rooms, and storage areas in accordance with the schedule of pool usage attached hereto as Exhibit "A". The District's pool usage is further limited by use by the Stafford Municipal School District.

b. The City of Stafford will appoint one individual to represent the City as the contact person for the District to communicate with regard to scheduling and other matters related to this Agreement.

c. The District will appoint one individual to represent the District as the contact person for the City to communicate with.

d. The District acknowledges and understands that during the term of this agreement the pool will be closed a **minimum** of thirty (30) days for maintenance and repair and that said closure period may be intermittent and/or consecutive days.

### **Section II. Costs**

a. Except as provided in subparagraph II. b. below, each party to this Agreement shall be solely responsible for the planning, support, and all aspects of the operation of the services respectively performed by each one and contemplated by this Agreement, including all legal and financial obligations without limitation, including those of their employees and agents.

b. The District agrees to reimburse the City a portion of its costs of heating the pool during periods for which the District uses the pool. Accordingly, the District agrees to pay to the City the sum of \$3.25 per lane per hour. Payable in advance of the month to which the fee applies. Which payment should be made to the City by check. The District's payments shall be made with current funds.

### **Section III. Term of Agreement**

The term of this Agreement is for period year commencing on August 21, 2024 and continuing until May 16, 2025 unless earlier terminated by any party with written notice.

### **Section IV. Liability, No Waiver of Immunity**

a. To the extent authorized by the Constitution and laws of the State of Texas, the Parties agree that each is responsible for its own actions and those of its members pursuant to and within the scope of this Agreement or amendments thereto.

b. Each party agrees that, at its own option, it may purchase and maintain insurance to protect itself from the risks associated with this Agreement.

c. It is expressly understood and agreed that under the Agreement that no Party waives, or shall be deemed to waive, any immunity or defense that would otherwise be available to it against claims arising in the exercise of governmental powers and functions.

d. This Agreement is intended for the benefit of the parties hereto only, and this Agreement shall not be construed to provide any third party benefits.

### **Section V. Mutual Agreements**

a. Entirety of Agreement. This agreement sets forth the entire agreement between the parties with respect to the subject matter hereof, and all prior discussions, representations, proposals, offers, and oral or written communications of any nature are entirely superseded hereby and extinguished by the execution of this Agreement. No modification or waiver of any right under this Agreement will be effective unless it is evidenced in writing executed by an authorized representative of each party to this Agreement.

b. Joint Severability. The phrases, clauses, sentences, paragraphs or section of the Agreement are severable and if any phrase, clause, sentence, paragraph, or section of this Agreement should be declared invalid by the final decree or judgment of any court of competent jurisdiction, such invalidity shall not affect any of the remaining phrases, clauses, sentences, paragraphs or sections of this Agreement.

c. State Law and Venue Declaration. This Agreement shall be subject to and governed under the laws of the State of Texas. All local, state, and federal laws shall supersede any provisions made in this Agreement. Any provision so effected will not negate the rest of this Agreement. The Parties agree the venue for purposes of any and all lawsuits, causes of action, arbitrations, or other disputes arising out of this Agreement shall be in Fort Bend County, Texas.

- d. Assignment. No Party may assign this Agreement without the prior written consent of the other Parties.
  
- e. Notice. Any notice required to be given hereunder shall be in writing and delivered to the addresses and titles set forth below by certified mail (return receipt requested), or other means of delivery requiring a signed receipt. The addresses provided herein may be changed at any time on prior written notice.

If to the City:

Ms. Susan Ricks  
 Director of Recreation  
 City of Stafford  
 2610 South Main  
 Stafford, Texas 77477  
 Ph: 281- 208-6902

If to the District:

Katie Anselmo  
 Athletics Director  
 Fort Bend ISD  
 16403 Lexington Blvd.  
 Sugar Land, Texas 77479  
 Ph: 281-634-1901  
 Fx: 281-634-1906

Section VII. Signatories

The undersigned Parties do certify that they are legally authorized to perform the required duties of this Agreement.

Executed this 21st day of August, 2024

City of Stafford:

Ken Mathew  
 Ken Mathew, Mayor

Attest:

Roxanne Benitez  
 Roxanne Benitez, City Secretary

Fort Bend ISD:

\_\_\_\_\_  
 President

Attest:

\_\_\_\_\_  
 Board Secretary

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**CenterPoint Energy Blanket**  
**Easement –Briargate Elementary**  
**School - Rebuild**  
**References: Board Policy CV (Local)**  
**District Goal 5**

**Recommendation**

Consideration and approval of a blanket (short form) easement with CenterPoint Energy for the electrical services to the new Briargate Elementary School and authorization for the FBISD Board President and/or designee to negotiate and execute this easement, as well as the CenterPoint Energy long form easement to be provided near the conclusion of the project.

**Summary**

The blanket easement (short form blanket easement) is required by CenterPoint Energy to install temporary and permanent underground and overhead electrical services to the new Briargate Elementary School.

The blanket easement will be in place until FBISD and CenterPoint Energy have completed and executed the long form easement. When the service (a new transformer) is energized to the site, CenterPoint will generate a long form easement. The long form easement will contain a detailed descriptive easement for the site, including sketches. The long form easement will replace the blanket easement, as this is only a temporary easement in order to expedite the installation of the new transformer.

The new Briargate Elementary School project has been designed with consideration to all the other utility easements. As such, the approval of these easements (short form blanket easement and long form easement) will not conflict with any site design elements.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
Chief Operations Officer

**SHORT FORM BLANKET EASEMENT  
3-PHASE OVERHEAD AND UNDERGROUND**

**NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.**

STATE OF TEXAS            }

KNOW ALL PERSONS BY THESE PRESENTS:

COUNTY OF FORT BEND}

THAT, Fort Bend Independent School District, its successors and assigns, hereinafter referred to as "Grantor", whether one or more, for and in consideration of the sum of ONE DOLLAR (\$1.00) CASH to Grantor paid by CenterPoint Energy Houston Electric, LLC, its successors and assigns, hereinafter referred to as "Grantee", whose principal address is P. O. Box 1700, Houston, Texas 77251-1700, has **GRANTED, SOLD AND CONVEYED** and by these presents, does **GRANT, SELL AND CONVEY** unto said Grantee, all or in part, a perpetual **blanket** easement, hereinafter referred to as the "Easement", for electric distribution and related communication facilities consisting of a variable number of wires and cables and all necessary and desirable equipment and appurtenances, including, but not limited to, towers or poles made of wood, metal or other materials, props and guys, hereinafter referred to as "Facilities", lying on, over, under, and across the following described lands owned by Grantor, ("Grantor's Property"), to wit:

That certain 9.5212-acre tract of land situated in the John Lafayette Survey, Abstract 280, Fort Bend County, Texas, being the same property described in a deed from Blue Ridge Associates to Fort Bend Independent School District, dated May 12, 1972 and filed for record under Volume 572, Page 363 in the Deed Records of said County and State, (the "Easement Area").

The Easement Area herein granted is a blanket easement and shall apply only insofar as the boundaries of Grantor's Property will permit. Grantee further reserves the right to extend services and drops within Grantor's Property and to adjacent land owners from said Facilities.

Grantor or its successors or assigns shall observe and exercise all notification laws as per the Underground Facility Damage Prevention and Safety Act, also known as "ONE CALL" & "CALL BEFORE YOU DIG" when working in or near the Easement Area.

To the extent that such laws and codes apply to Grantor, its successors and assigns, Grantor, its successors and assigns shall observe all safety codes and laws which apply to working along, within and or near the Easement Area and Facilities during construction activities and safe clearance from such Facilities, including the Occupational Safety and Health Administration ("O.S.H.A."), Chapter 752 of the Texas Health and Safety Code, the National Electric Code, and the National Electrical Safety Code.

Grantor herein reserves the right to grant easements in favor of third parties across the herein described Easement Area in a near perpendicular fashion to Grantee's Facilities, the approximate locations of which are shown on Exhibit "A", attached hereto and made a part hereof, provided (i) no other utilities are permitted to cross within a vertical distance of twenty-four (24) inches of Grantee's below ground Facilities, (ii) no other facilities or structures shall be permitted longitudinally within a distance of five (5) feet of the centerline of any of Grantee's below ground and above ground Facilities, (iii) no other utilities or structures shall be permitted longitudinally within a distance of fifteen (15) feet of the centerline of any of Grantee's overhead Facilities, beginning at a plane sixteen (16) feet above the ground and extending upward, hereinafter collectively referred

to as “Grantee’s Exclusive Easement Area”, and, (iv) doing so does not, in the sole opinion of Grantee, endanger or interfere with the efficient, safe and proper operation and maintenance of Grantee’s Facilities.

Grantor herein covenants and agrees that, in the event that any third party facilities or obstructions are located within Grantee’s Exclusive Easement Area, Grantor will take immediate action to remove and/or relocate said facilities and/or obstructions to a location outside of Grantee’s Exclusive Easement Area at Grantor’s sole cost and expense.

If Grantor, its successors or assigns should, at any future date, request that the Easement Area herein granted be further defined, Grantee agrees, at Grantor’s expense, to prepare a new, defined easement described by a sealed survey sketch. Defined easements shall be unobstructed and may be further described by, but not limited to, the following descriptions:

- 1.) A ten (10) foot wide easement (for above and below ground facilities);
- 2.) A ten (10) foot wide easement together with ten (10) foot aerial easements adjoining both sides of said ten (10) foot wide easement (for above ground and overhead facilities that are not along a perimeter);
- 3.) A ten (10) foot wide easement together with an adjoining eleven (11) foot, six (6) inch wide aerial easement (for above ground and overhead perimeter facilities);
- 4.) A fourteen (14) foot wide easement together with an adjoining seven (7) foot, six (6) inch wide aerial easement (for above ground and overhead perimeter facilities);
- 5.) An easement sixteen (16) feet wide and twenty-four (24) feet long (for Grantee’s pad-mounted transformer station purposes).

Grantee further agrees to release this Easement upon execution and delivery of the new defined easement by Grantor.

In the event that Grantor, its successors and assigns, desires that Grantee’s Facilities be relocated, then Grantee agrees to relocate said Facilities provided that Grantor furnishes a suitable and feasible site or location for such relocation and, provided

that Grantor, its successors and assigns, shall, if requested by Grantee, furnish to Grantee a suitable and acceptable easement covering the new location. Any and all costs associated with relocating said Facilities will be at Grantor's sole expense.

Grantee shall also have reasonable rights of ingress and egress to and from said Easement Area, together with reasonable working space, for the purposes of erecting, installing, operating, maintaining, replacing, inspecting, and removing said Facilities, together with the additional right to remove from said Easement Area, all bushes, trees and parts thereof, or other structures which, in the opinion of Grantee, endanger or may interfere with the efficiency, safe and proper operation, and maintenance of said Facilities.

TO HAVE AND TO HOLD the above described Easement, together with all and singular the rights and appurtenances thereto in anywise belonging, unto Grantee forever, and Grantor does hereby bind itself and its successors, heirs, assigns, and legal representatives, to fully warrant and forever defend all and singular the above described Easement and rights unto said Grantee, against every person whomsoever lawfully claiming or to claim the same or any part thereof, by, through or under Grantor, but not otherwise. In the event of a deficiency in title or actions taken by others which results in the relocation of Grantee's Facilities, the Grantor herein, its successors and assigns, will be responsible for all costs associated with the relocation and/or removal of Grantee's Facilities.

The terms, conditions and provisions contained herein constitute the complete and final agreement between Grantor and Grantee, (collectively the "Parties") with respect to the subject matter hereof and supersedes all prior agreements, representations and understandings of the Parties and, by Grantor's signature affixed hereto and Grantee's use of the Easement, the Parties evidence their agreement thereof. No oral or written agreements made or discussed prior to, or subsequent to, the execution of this Easement shall supersede those contained herein. Any and all revisions, amendments and/or exceptions to the terms, conditions and provisions contained in this Easement shall be in

written, recordable form and executed by both parties, or their respective successors or assigns in order to be deemed valid.

**EXECUTED** this [ ] day of [ ], 20[ ].

Fort Bend Independent School District

BY: [ ]  
Signature

[ ]  
Name typed or printed

[ ]  
Title

STATE OF TEXAS }

COUNTY OF [ ] }

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared [ ], [ ] of Fort Bend Independent School District, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that ( )he executed the same for the purposes and consideration therein expressed, in the capacity therein stated, and as the act and deed of said district.

**Given under my hand and seal of office** this [ ] day of [ ], 20[ ].

[ ]  
Notary's Signature

[ ]  
Name typed or printed

[ ]  
Commission Expires

**ATTACHMENT  
AFFIDAVIT**

STATE OF TEXAS            }

COUNTY OF \_\_\_\_\_ }

BEFORE me the undersigned authority on this day personally appeared \_\_\_\_\_ the \_\_\_\_\_

of Fort Bend Independent School District, hereinafter referred to as Affiant, who being duly sworn, deposes and says that Affiant is the current owner of the tract of land described in an easement instrument executed by the same on even date herewith, said tract of land is further described as follows:

That certain 9.5212-acre tract of land situated in the John Lafayette Survey, Abstract 280, Fort Bend County, Texas, being the same property described in a deed from Blue Ridge Associates to Fort Bend Independent School District, dated May 12, 1972 and filed for record under Volume 572, Page 363 in the Deed Records of said County and State, (the "Easement Area").

Affiant further says that the said premises have been held by Affiant, that possession thereof has been peaceable and undisturbed, and that the title thereto has never been disputed or questioned to Affiant's knowledge, nor does Affiant know of any facts by reason of which said possession or title might be disturbed or questioned, or by reason of which any claim to said premises, or any part thereof, might arise or be set up adverse to this Affiant.

**EXECUTED** this [ ] day of [ ], 20[ ].

Fort Bend Independent School District

BY: [ ]  
Signature

[ ]  
Title

[ ]  
Name typed or printed

**SUBSCRIBED and SWORN** before me this [ ] day of [ ],  
20[ ].

[ ]  
Notary's Signature

[ ]  
Name typed or printed

[ ]  
Commission Expires

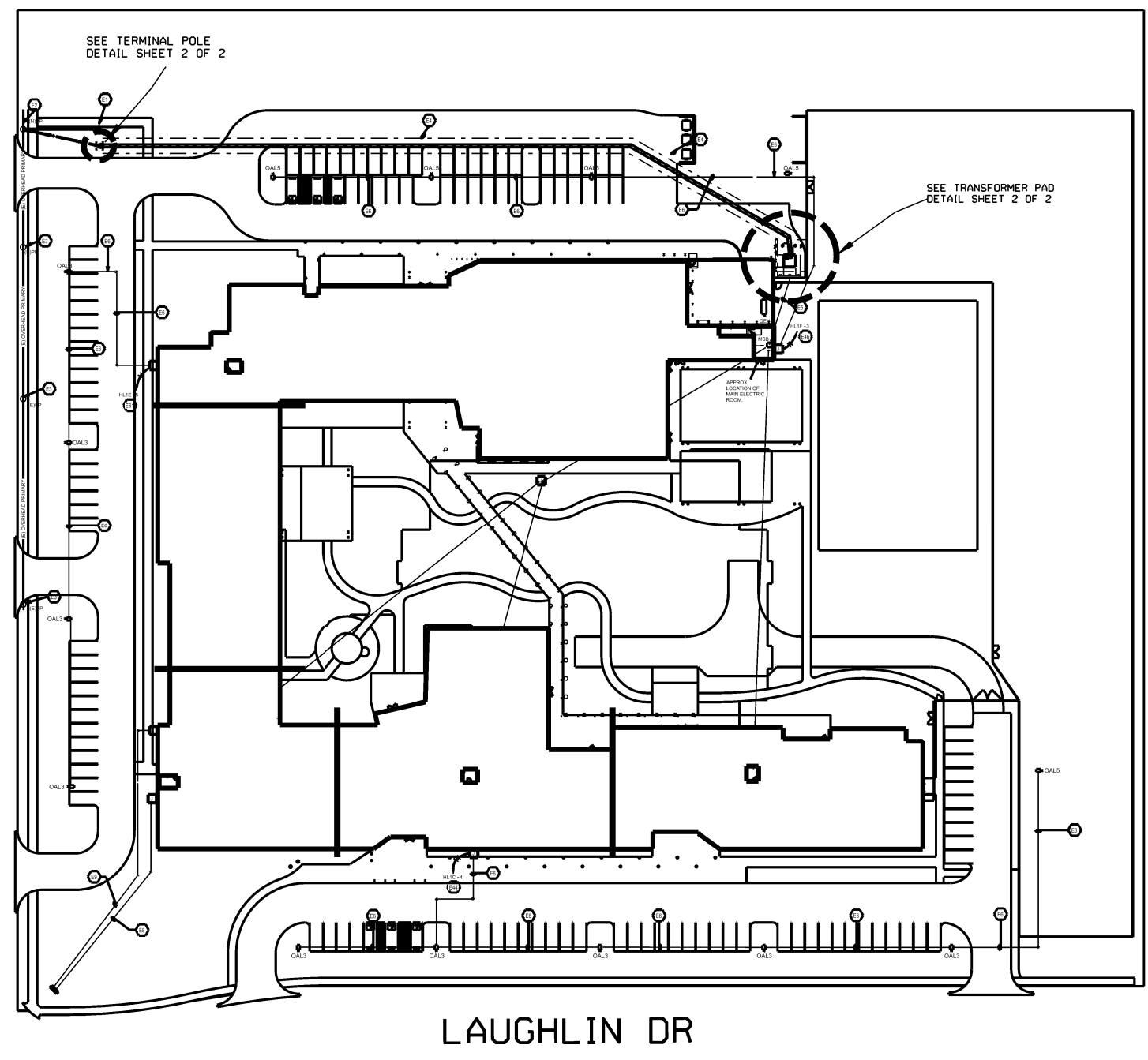
**AFTER RECORDING RETURN TO:  
SURVEYING & RIGHT OF WAY  
CENTERPOINT ENERGY HOUSTON ELECTRIC, LLC  
P. O. BOX 1700  
HOUSTON, TX 77251-1700**

LAMBERT	SECTION	KEY MAP	FUNCTIONAL LOCATION	SCALE	ORDER NO.
5150A3	15129	571W	EXHIBIT A	N.T.S.	110875219

GENERAL LOCATION SKETCH

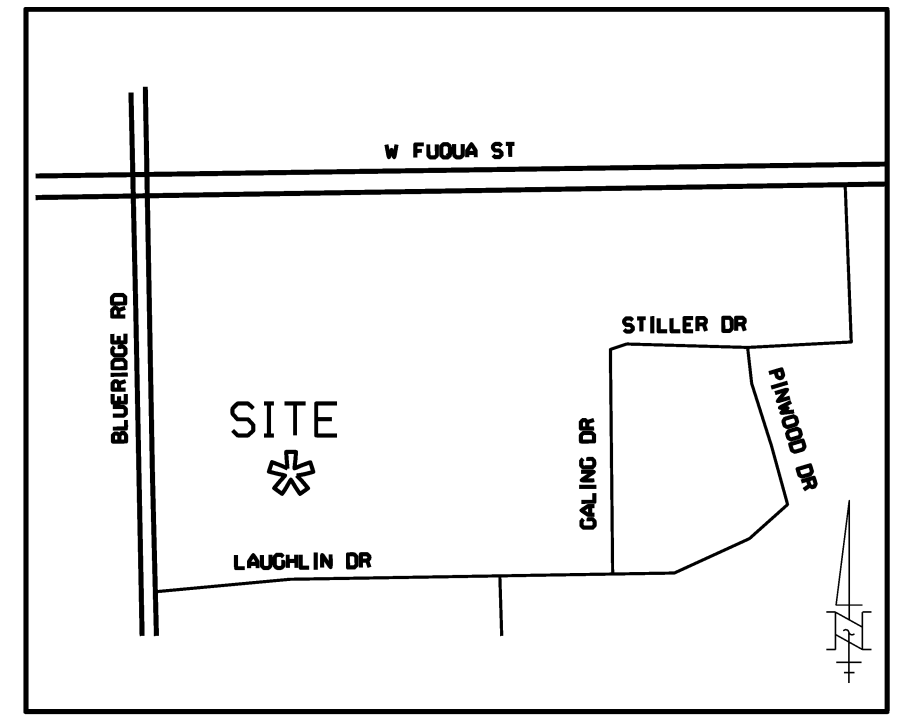


Exhibit A  
110875219



58

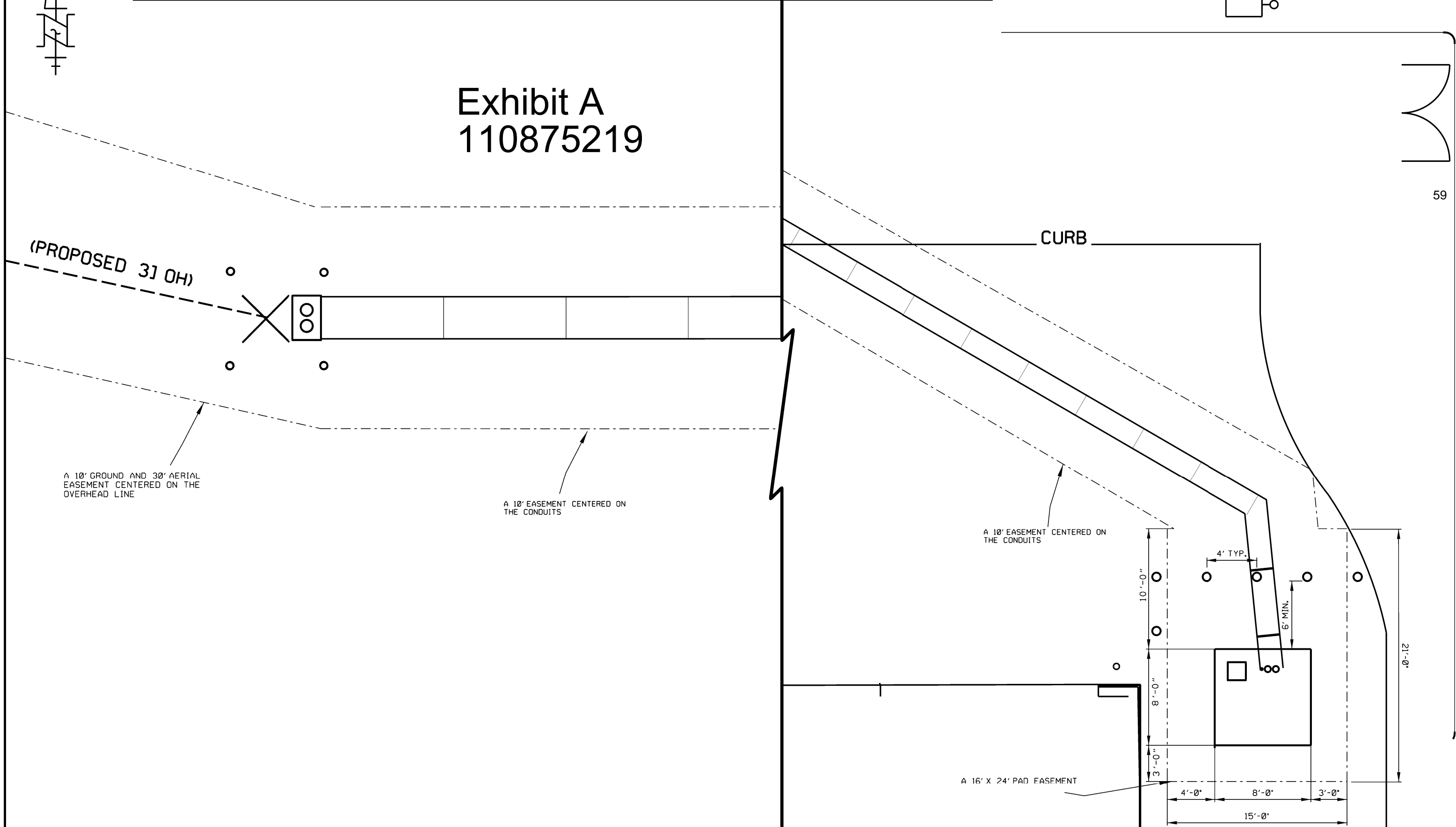
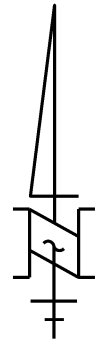
VICINITY MAP



LAMBERT	SECTION	KEY MAP	FUNCTIONAL LOCATION	SCALE	ORDER NO.
5150A3	15129	571W	EXHIBIT A	N.T.S.	110875219

# Exhibit A 110875219

 **DETAIL SKETCH**



59

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**CenterPoint Energy Blanket**  
**Easement – Mission Bend**  
**Elementary School - Rebuild**  
**References: Board Policy CV (Local)**  
**District Goal 5**

**Recommendation**

Consideration and approval of a blanket (short form) easement with CenterPoint Energy for the electrical services to the new Mission Bend Elementary School and authorization for the FBISD Board President and/or designee to negotiate and execute this easement, as well as the CenterPoint Energy long form easement to be provided near the conclusion of the project.

**Summary**

The blanket easement (short form blanket easement) is required by CenterPoint Energy to install temporary and permanent underground and overhead electrical services to the new Mission Bend Elementary School.

The blanket easement will be in place until FBISD and CenterPoint Energy have completed and executed the long form easement. When the service (a new transformer) is energized to the site, CenterPoint will generate a long form easement. The long form easement will contain a detailed descriptive easement for the site, including sketches. The long form easement will replace the blanket easement, as this is only a temporary easement to expedite the installation of the new transformer.

The new Mission Bend Elementary School project has been designed with consideration to all the other utility easements. As such, the approval of these easements (short form blanket easement and long form easement) will not conflict with any site design elements.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
Chief Operations Officer

**SHORT FORM BLANKET EASEMENT  
3-PHASE OVERHEAD AND UNDERGROUND**

**NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.**

STATE OF TEXAS            }  
  }            KNOW ALL PERSONS BY THESE PRESENTS:  
COUNTY OF FORT BEND}

          THAT, Fort Bend Independent School District, its successors and assigns, hereinafter referred to as "Grantor", whether one or more, for and in consideration of the sum of ONE DOLLAR (\$1.00) CASH to Grantor paid by CenterPoint Energy Houston Electric, LLC, its successors and assigns, hereinafter referred to as "Grantee", whose principal address is P. O. Box 1700, Houston, Texas 77251-1700, has **GRANTED, SOLD AND CONVEYED** and by these presents, does **GRANT, SELL AND CONVEY** unto said Grantee, all or in part, a perpetual **blanket** easement, hereinafter referred to as the "Easement", for electric distribution and related communication facilities consisting of a variable number of wires and cables and all necessary and desirable equipment and appurtenances, including, but not limited to, towers or poles made of wood, metal or other materials, props and guys, hereinafter referred to as "Facilities", lying on, over, under, and across the following described lands owned by Grantor, ("Grantor's Property"), to wit:

Restricted Reserve "A" in Block 1 of that certain subdivision known as Fort Bend ISD Mission Bend Elementary, located in the John Leverton Survey, Abstract 402, Fort Bend County, Texas, according to the map or plat thereof

recorded under Plat No. 20240173 of the Plat Records of said county and state, (the "Easement Area")

The Easement Area herein granted is a blanket easement and shall apply only insofar as the boundaries of Grantor's Property will permit. Grantee further reserves the right to extend services and drops within Grantor's Property and to adjacent land owners from said Facilities.

Grantor or its successors or assigns shall observe and exercise all notification laws as per the Underground Facility Damage Prevention and Safety Act, also known as "ONE CALL" & "CALL BEFORE YOU DIG" when working in or near the Easement Area.

To the extent that such laws and codes apply to Grantor, its successors and assigns, Grantor, its successors and assigns shall observe all safety codes and laws which apply to working along, within and or near the Easement Area and Facilities during construction activities and safe clearance from such Facilities, including the Occupational Safety and Health Administration ("O.S.H.A."), Chapter 752 of the Texas Health and Safety Code, the National Electric Code, and the National Electrical Safety Code.

Grantor herein reserves the right to grant easements in favor of third parties across the herein described Easement Area in a near perpendicular fashion to Grantee's Facilities, the approximate locations of which are shown on Exhibit "A", attached hereto and made a part hereof, provided (i) no other utilities are permitted to cross within a vertical distance of twenty-four (24) inches of Grantee's below ground Facilities, (ii) no other facilities or structures shall be permitted longitudinally within a distance of five (5) feet of the centerline of any of Grantee's below ground and above ground Facilities, (iii) no other utilities or structures shall be permitted longitudinally within a distance of fifteen (15) feet of the

centerline of any of Grantee's overhead Facilities, beginning at a plane sixteen (16) feet above the ground and extending upward, hereinafter collectively referred to as "Grantee's Exclusive Easement Area", and, (iv) doing so does not, in the sole opinion of Grantee, endanger or interfere with the efficient, safe and proper operation and maintenance of Grantee's Facilities.

Grantor herein covenants and agrees that, in the event that any third party facilities or obstructions are located within Grantee's Exclusive Easement Area, Grantor will take immediate action to remove and/or relocate said facilities and/or obstructions to a location outside of Grantee's Exclusive Easement Area at Grantor's sole cost and expense.

If Grantor, its successors or assigns should, at any future date, request that the Easement Area herein granted be further defined, Grantee agrees, at Grantor's expense, to prepare a new, defined easement described by a sealed survey sketch. Defined easements shall be unobstructed and may be further described by, but not limited to, the following descriptions:

- 1.) A ten (10) foot wide easement (for above and below ground facilities);
- 2.) A ten (10) foot wide easement together with ten (10) foot aerial easements adjoining both sides of said ten (10) foot wide easement (for above ground and overhead facilities that are not along a perimeter);
- 3.) A ten (10) foot wide easement together with an adjoining eleven (11) foot, six (6) inch wide aerial easement (for above ground and overhead perimeter facilities);
- 4.) A fourteen (14) foot wide easement together with an adjoining seven (7) foot, six (6) inch wide aerial easement (for above ground and overhead perimeter facilities);
- 5.) An easement sixteen (16) feet wide and twenty-four (24) feet long (for Grantee's pad-mounted transformer station purposes).

Grantee further agrees to release this Easement upon execution and delivery of the new defined easement by Grantor.

In the event that Grantor, its successors and assigns, desires that Grantee's

Facilities be relocated, then Grantee agrees to relocate said Facilities provided that Grantor furnishes a suitable and feasible site or location for such relocation and, provided that Grantor, its successors and assigns, shall, if requested by Grantee, furnish to Grantee a suitable and acceptable easement covering the new location. Any and all costs associated with relocating said Facilities will be at Grantor's sole expense.

Grantee shall also have reasonable rights of ingress and egress to and from said Easement Area, together with reasonable working space, for the purposes of erecting, installing, operating, maintaining, replacing, inspecting, and removing said Facilities, together with the additional right to remove from said Easement Area, all bushes, trees and parts thereof, or other structures which, in the opinion of Grantee, endanger or may interfere with the efficiency, safe and proper operation, and maintenance of said Facilities.

TO HAVE AND TO HOLD the above described Easement, together with all and singular the rights and appurtenances thereto in anywise belonging, unto Grantee forever, and Grantor does hereby bind itself and its successors, heirs, assigns, and legal representatives, to fully warrant and forever defend all and singular the above described Easement and rights unto said Grantee, against every person whomsoever lawfully claiming or to claim the same or any part thereof, by, through or under Grantor, but not otherwise. In the event of a deficiency in title or actions taken by others which results in the relocation of Grantee's Facilities, the Grantor herein, its successors and assigns, will be responsible for all costs associated with the relocation and/or removal of Grantee's Facilities.

The terms, conditions and provisions contained herein constitute the complete and final agreement between Grantor and Grantee, (collectively the "Parties") with respect to

the subject matter hereof and supersedes all prior agreements, representations and understandings of the Parties and, by Grantor's signature affixed hereto and Grantee's use of the Easement, the Parties evidence their agreement thereof. No oral or written agreements made or discussed prior to, or subsequent to, the execution of this Easement shall supersede those contained herein. Any and all revisions, amendments and/or exceptions to the terms, conditions and provisions contained in this Easement shall be in written, recordable form and executed by both parties, or their respective successors or assigns in order to be deemed valid.

**[REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK]**

**EXECUTED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Fort Bend Independent School District

BY: \_\_\_\_\_  
Signature

\_\_\_\_\_  
Name typed or printed

\_\_\_\_\_  
Title

STATE OF TEXAS }

COUNTY OF \_\_\_\_\_ }

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared \_\_\_\_\_, \_\_\_\_\_ of Fort Bend Independent School District, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that (\_\_\_)he executed the same for the purposes and consideration therein expressed, in the capacity therein stated, and as the act and deed of said school district.

**Given under my hand and seal of office** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary's Signature

\_\_\_\_\_  
Name typed or printed

\_\_\_\_\_  
Commission Expires

**ATTACHMENT  
AFFIDAVIT**

STATE OF TEXAS            }

COUNTY OF \_\_\_\_\_}

BEFORE me the undersigned authority on this day personally appeared \_\_\_\_\_ the \_\_\_\_\_

of , Fort Bend Independent School District, hereinafter referred to as Affiant, who being duly sworn, deposes and says that Affiant is the current owner of the tract of land described in an easement instrument executed by the same on even date herewith, said tract of land is further described as follows:

Restricted Reserve "A" in Block 1 of that certain subdivision known as Fort Bend ISD Mission Bend Elementary, located in the John Leverton Survey, Abstract 402, Fort Bend County, Texas, according to the map or plat thereof recorded under Plat No. 20240173 of the Plat Records of said county and state, (the "Easement Area")

Affiant further says that the said premises have been held by Affiant, that possession thereof has been peaceable and undisturbed, and that the title thereto has never been disputed or questioned to Affiant's knowledge, nor does Affiant know of any facts by reason of which said possession or title might be disturbed or questioned, or by reason of which any claim to said premises, or any part thereof, might arise or be set up adverse to this Affiant.

**EXECUTED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

Fort Bend Independent School District

**BY:** \_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Name typed or printed

**SUBSCRIBED and SWORN** before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Notary's Signature

\_\_\_\_\_  
Name typed or printed

\_\_\_\_\_  
Commission Expires

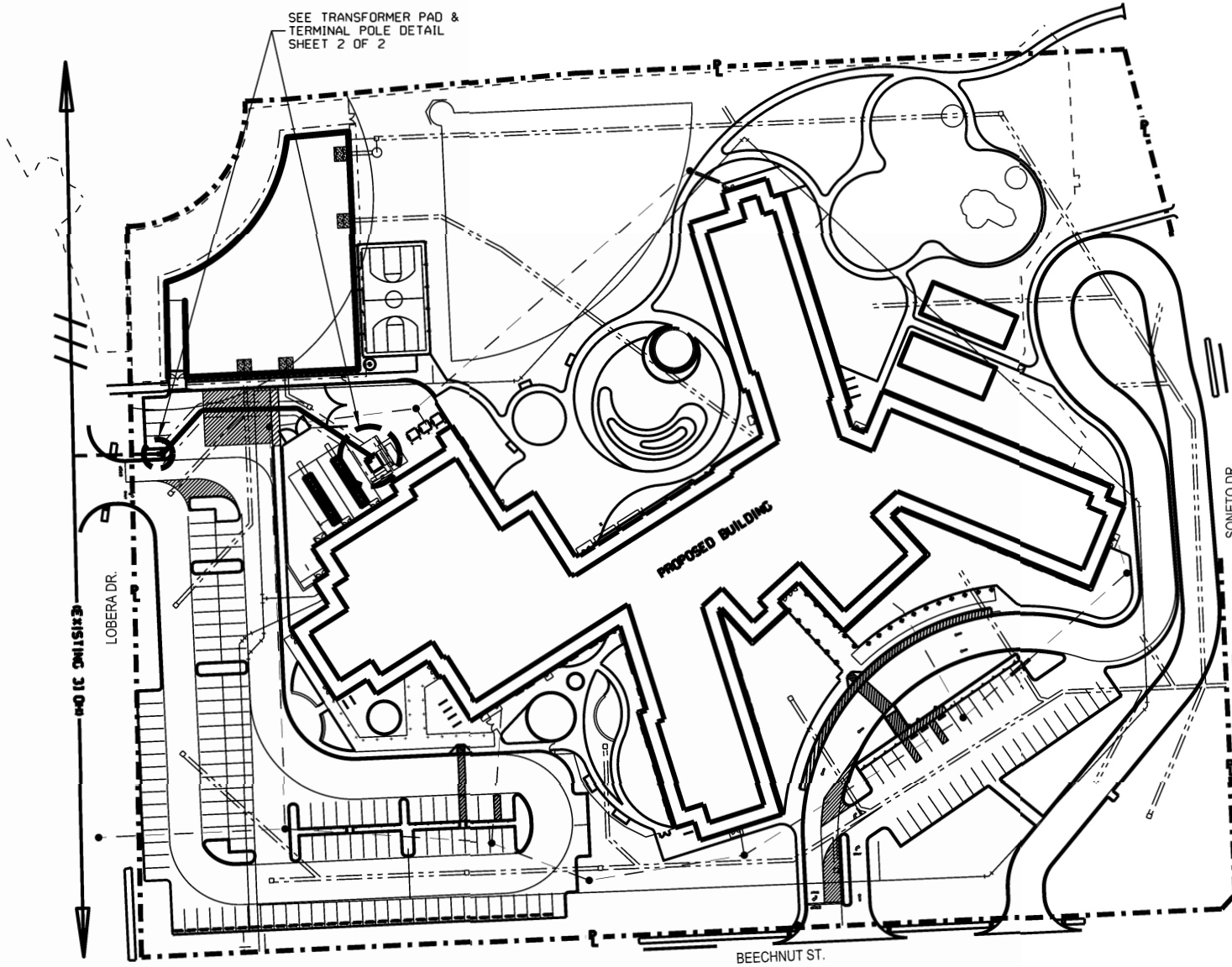
**AFTER RECORDING RETURN TO:  
SURVEYING & RIGHT OF WAY  
CENTERPOINT ENERGY HOUSTON ELECTRIC, LLC  
P. O. BOX 1700  
HOUSTON, TX 77251-1700**

# EXHIBIT "A"



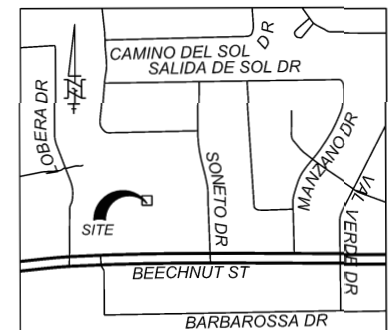
## GENERAL LOCATION SKETCH

LAMBERT	SECTION	KEY MAP	FUNCTIONAL LOCATION	SCALE	CIRCUIT	ORDER NO.
4654	D1	527K	EXHIBIT A	N.T.S.	BAR42	110497442



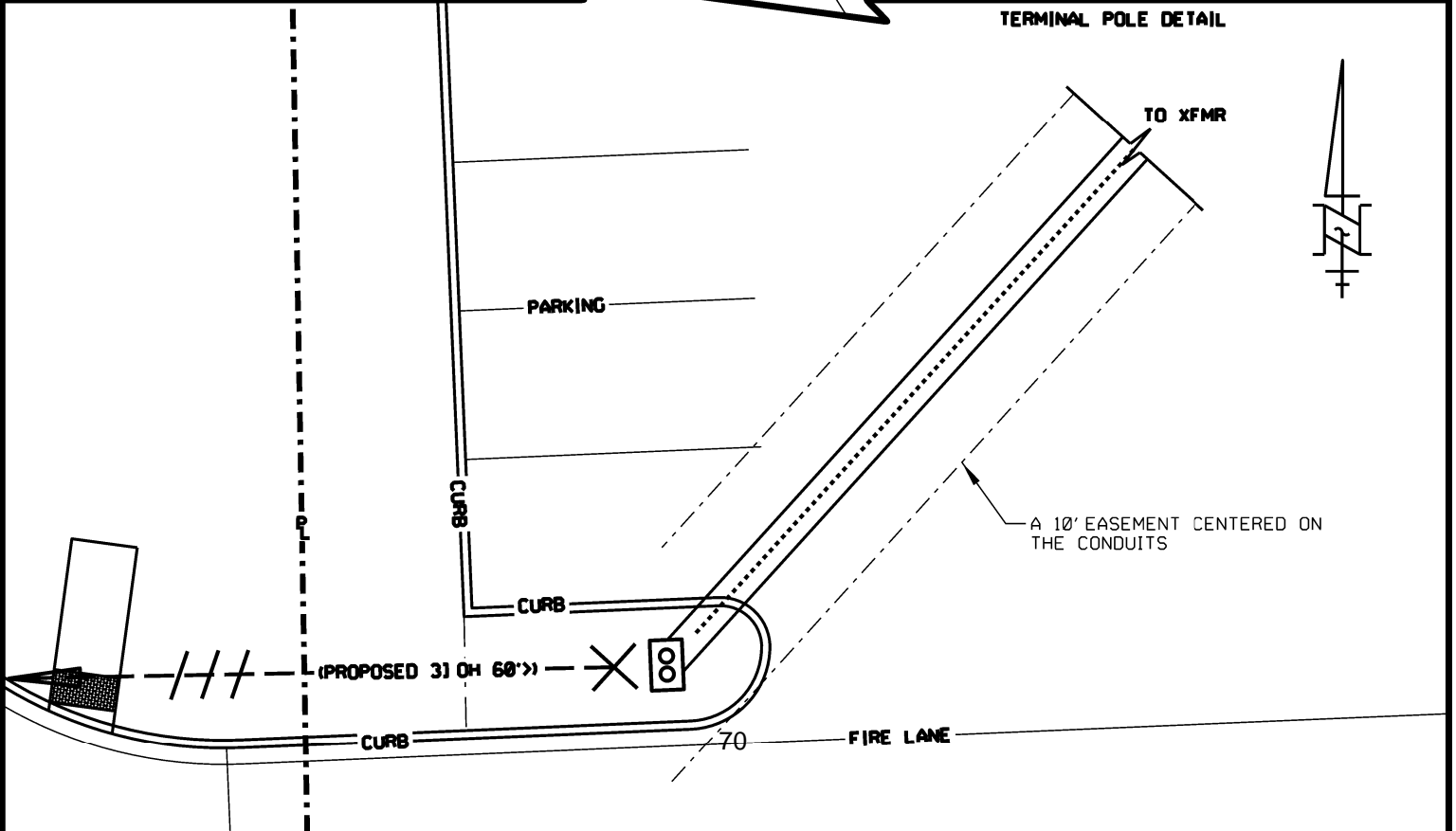
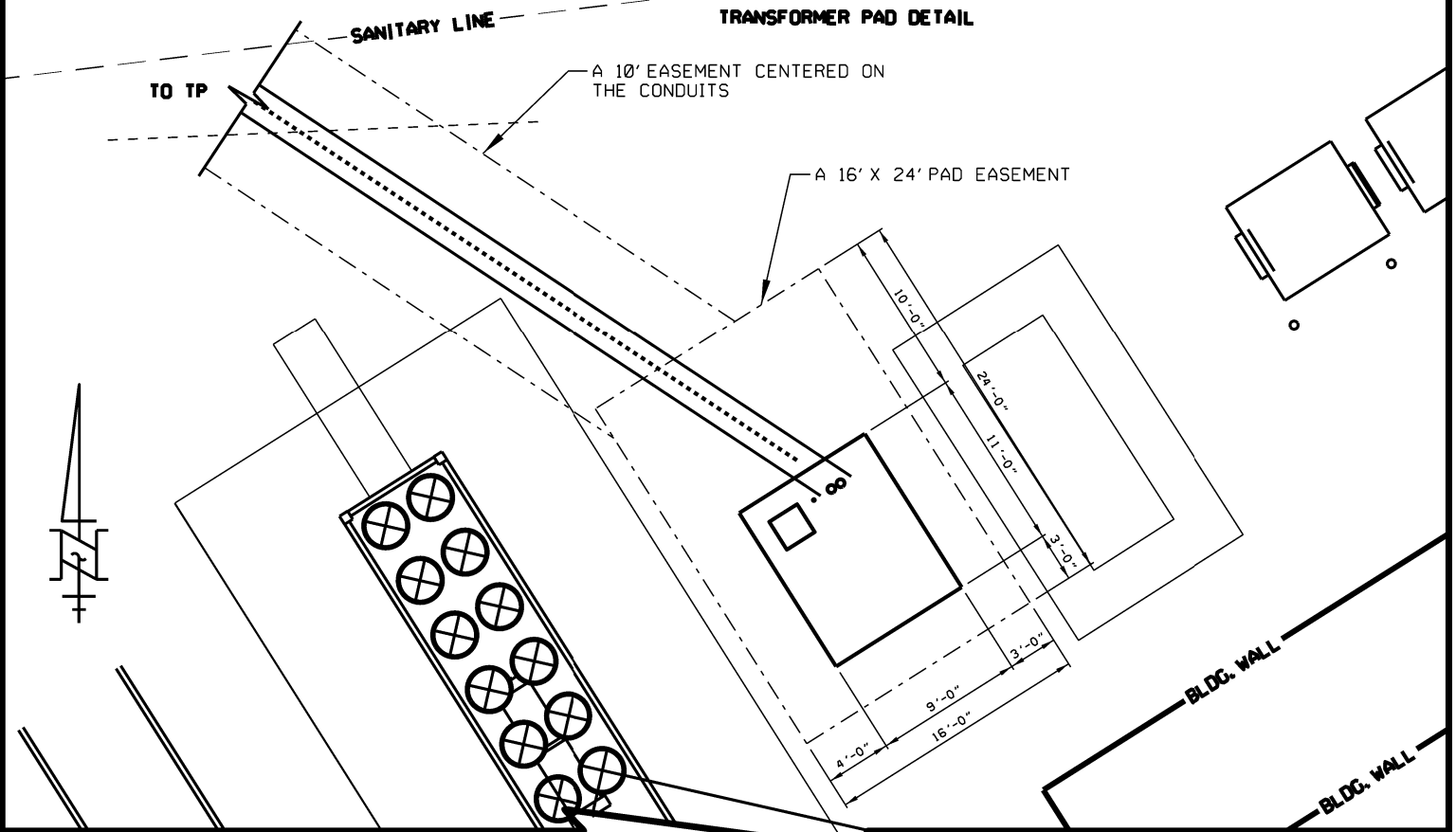
69

### VICINITY MAP



**DETAIL SKETCH**

LAMBERT	SECTION	KEY MAP	FUNCTIONAL LOCATION	SCALE	CIRCUIT	ORDER NO.
4654	D1	527K	EXHIBIT A	N.T.S.	BAR42	110497442



**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: Water  
Meter Easement with City of Arcola for  
Middle School No. 16  
(BP005)**  
**References: Board Policy CV (Local)  
District Goal 5**  
**Department: Operations**

**Recommendation**

Consideration and approval of one Water Meter Easement with the City of Arcola for Middle School No. 16, and authorization for the FBISD Board President to negotiate and execute this easement.

**Summary**

The City of Arcola desires to obtain a Water Meter Easement for the new Middle School No. 16.

This agreement would allow the City of Arcola access to the water meter at Middle School No. 16.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
Chief Operations Officer



limitation, the right to bring and operate such equipment on the Easement Tract as may be necessary, requisite, convenient, or appropriate to effectuate the purposes for which the Easement is granted.

(4) Grantee shall be solely responsible for the maintenance of the Facilities in good working condition and repair.

(5) During or immediately after any work on the Easement Tract by Grantee pursuant to the rights granted hereby, Grantee, at its sole cost and expense, shall take all reasonable measures to restore the Easement Tract to the condition which existed prior to such operations.

(6) It is understood and agreed this instrument does not constitute a conveyance of any part of the land above-described nor of the mineral interests therein and thereunder, but only grants water line easement rights to Grantee.

(7) The Easement, rights, and privileges herein granted shall be subject to all easements, restrictions and reservations of record in the Official Public Records of Real Property of Fort Bend County, Texas, to the extent in effect and validly enforceable against the Easement Tract (the "Permitted Encumbrances"), provided, however, to the extent that Grantor has the ability to enforce any of the Permitted Encumbrances, Grantor will not do so in a manner that would unreasonably prejudice or interfere with the exercise of Grantee's rights in the Easement and use of the Easement Tract for the purposes set forth herein.

(8) The covenants and agreements contained herein shall run with the land and shall inure to the benefit of and shall be binding upon Grantor and Grantee and their respective successors and assigns.

(9) Neither party's failure to insist on strict performance of any part of this instrument shall be construed as a waiver of the performance in any other instance.

(10) This instrument shall be interpreted and construed in accordance with the laws of the State of Texas, without regard to conflict of laws, principles, and venue for any suit, action, or proceeding instituted in connection with any controversy arising out of this instrument (or the Easement) shall be the state courts situated in Fort Bend County, Texas.

(11) This instrument may be executed in multiple counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute one instrument.

TO HAVE AND TO HOLD the above-described easement, together with all and singular the rights and appurtenances thereto in anywise belonging unto the said City, its successors and assigns forever, and Grantor is hereby bound, together with all heirs, executors, administrators or successors, to Warrant and Forever Defend all and singular the said easement unto the City of Arcola, Texas, its successors and assigns, against every person whomsoever lawfully claiming, or to claim the same by, through, or under Grantor, but not otherwise.

NAME:

By: \_\_\_\_\_

Name Printed: \_\_\_\_\_

Title: \_\_\_\_\_

NAME:

By: \_\_\_\_\_

Name Printed: \_\_\_\_\_

Title: \_\_\_\_\_

STATE OF TEXAS §  
COUNTY OF FORT BEND §

This instrument was acknowledged before me by and \_\_\_\_\_ of \_\_\_\_\_,  
on the \_\_\_\_\_ day of \_\_\_\_\_, 2024.

\_\_\_\_\_  
Notary Public, State of Texas

STATE OF TEXAS §  
COUNTY OF FORT BEND §

This instrument was acknowledged before me by and \_\_\_\_\_  
of \_\_\_\_\_, on the \_\_\_\_ day of \_\_\_\_\_,  
2024.

\_\_\_\_\_  
Notary Public, State of Texas

Exhibit A

METES AND BOUNDS DESCRIPTION  
FOR A  
15-FOOT BY 15-FOOT WIDE WATER METER EASEMENT

A **0.005** acre (226 square feet) 15-foot by 15-foot wide water meter easement on a called 30.300 acre tract of land conveyed to Fort Bend Independent School District as described in a deed recorded in Fort Bend County Clerk's File No. 2020036039 of the Official Public Records of Real Property of Fort Bend County, Texas, also being Restricted Reserve "A" of the Fort Bend ISD Middle School #16 Subdivision as recorded in the Clerk's File No. 2022011 in the Plat Records of Fort Bend County, Texas. Said 0.005 acre water meter easement being more fully described as follows, with bearings based on the Texas Coordinate System of 1983 established for the South Central Zone from the North American Datum of 1983 (NA2011) epoch 2010.00. Coordinates shown hereon are in GRID and may be brought to surface by multiplying by a combined scale factor of 1.00013:

**COMMENCING:** At a 5/8 inch iron rod with cap stamped "RPLS 4079" found for a southeast corner of said 30.300 acre tract, the northeast corner of a tract conveyed to Roy Edison Thigpen as described in a deed recorded in Fort Bend County Clerk's File No. 2008031110 of the Official Public Records of Fort Bend County, Texas and a 200 foot Wide Canal Easement to Gulf Coast Water Authority as described in deeds Volume 494, Page 477 and Volume 196, Page 209 of the Deed Records of Fort Bend County, Texas and in the west line of South Post Oak Boulevard (140 feet wide) as recorded in Plat No. 20170149 of the Plat Records of Fort Bend County, Texas, having GRID Coordinates of Y=13,749,163.20 and X=3,087,942.44;

**THENCE:** Along and with the southeast line of said 30.300 acre tract and the northwest line of said South Post Oak Boulevard the following courses and distances:  
N 02°31'50" W, a distance of 16.91 feet to a 5/8 inch iron rod with cap stamped "RPLS 4079" found for the beginning of a tangent curve to the right, Northeasterly, along a tangent curve to the right, having a radius of 725.00 feet, a central angle of 19°24'11", a chord bearing and distance of N 07°10'13" E, 244.35 feet, for an arc length of 245.52 feet to a point for a corner,  
S 87°29'51" W, a distance of 21.17 feet to a 5/8 inch iron rod found for the beginning of a non-tangent curve to the right,

Northeasterly, along a non-tangent curve to the right, having a radius of 745.10 feet, a central angle of  $45^{\circ}13'30''$ , a chord bearing and distance of  $N 38^{\circ}56'53'' E$ , 572.98 feet, for a distance of 588.13 feet to a to a point for the beginning of a reverse curve to the left, and

Northeasterly, along a reverse curve to the left, having a radius of 25.00 feet, a central angle of  $84^{\circ}46'29''$ , a chord bearing and distance of  $N 19^{\circ}10'00'' E$ , 33.71 feet, for an arc length of 36.99 feet to a to a point for a corner,

THENCE: Along and with the east line of said 30.300 acre tract and the west line of Post Oak Pointe Drive (70 feet wide) recorded in Plat No. 20210254 of the Plat Records of Fort Bend County, Texas the following courses and distances:

$N 23^{\circ}13'14'' W$ , 104.85 feet, for a distance of 104.85 feet to a to a point for the beginning of a tangent curve to the right,

Northwesterly, along a tangent curve to the right, having a radius of 476.00 feet, a central angle of  $10^{\circ}59'49''$ , a chord bearing and distance of  $N 17^{\circ}43'21'' W$ , 91.22 feet, for an arc length of 91.36 feet to a to the beginning of a reverse curve to the left,

Northwesterly, along a reverse curve to the left, having a radius of 500.00 feet, a central angle of  $06^{\circ}03'35''$ , a chord bearing and distance of  $N 15^{\circ}15'14'' W$ , 52.86 feet, for an arc length of 52.88 feet to a to the beginning of a reverse curve to the right, and

Northwesterly, along a reverse curve to the right, having a radius of 1635.00 feet, a central angle of  $14^{\circ}48'00''$ , a chord bearing and distance of  $N 10^{\circ}53'01'' W$ , 421.16 feet, for an arc length of 422.34 feet to a point

THENCE: Over and across said 30.300 acre tract the following courses and distances:

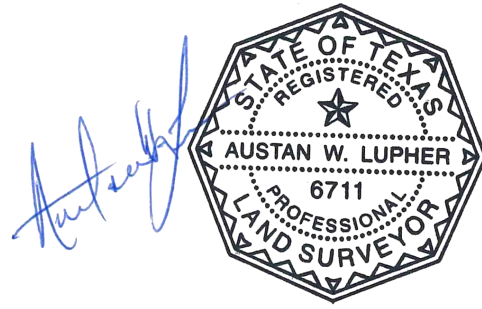
$S 85^{\circ}57'40'' W$ , a distance of 20.00 feet to the POINT OF BEGINNING of the herein described water meter easement,

$S 85^{\circ}57'40'' W$ , a distance of 15.00 feet to a point for a corner,

$N 04^{\circ}02'18'' W$ , a distance of 15.00 feet to a point for a corner,

$N 85^{\circ}57'40'' E$ , a distance of 15.21 feet to a point for corner, and

Southeasterly, along a non-tangent curve to the left, having a radius of 1655.00 feet, a central angle of  $00^{\circ}31'10''$ , a chord bearing and distance of  $S 03^{\circ}13'50'' E$ , 15.00 feet, for an arc length of 15.00 feet to a to the **POINT OF BEGINNING**, and containing 0.005 acre in the City of Arcola, Fort Bend County, Texas. Said water meter easement being described in accordance with a survey made on the ground, and a survey map prepared under job number **41022-00** by Pape-Dawson Engineers, Inc.



PREPARED BY: Pape-Dawson Engineers, Inc.  
REVISED: June 5, 2024  
Job No.: 49219-22  
DOC. ID. L:\RCrenwelge\DWG\BP005 (MS# 16) - WATER METER EASEMENT\FN49XXX-24 0.005AC WME.docx

**LEGEND:**

FBCCF FORT BEND COUNTY CLERK'S FILE NUMBER  
FBCPR FORT BEND COUNTY PLAT RECORDS

CALLED 120.761 ACRES  
POST OAK POINTE, LTD  
FBCCF NO. 2019146338

**NOTES:**

1. THIS EXHIBIT IS ISSUED IN CONJUNCTION WITH A METES AND BOUNDS DESCRIPTION PREPARED UNDER JOB NO. 49XXX-24 BY PAPE-DAWSON ENGINEERS, INC.
2. THE BEARINGS ARE BASED ON THE TEXAS COORDINATE SYSTEM ESTABLISHED FOR THE SOUTH CENTRAL ZONE FROM THE NORTH AMERICAN DATUM OF 1983 NAD 83 (NA2011) EPOCH 2010.00.
3. COORDINATES SHOWN HEREON ARE IN GRID COORDINATES AND MAY BE BROUGHT TO SURFACE BY MULTIPLYING BY THE COMBINED SCALE FACTOR OF 1.00013.

# THOMAS BARNETT SURVEY ABSTRACT 7

SEE DETAIL  
PAGE 2 OF 2

CALLED 30.300 ACRES  
FORT BEND INDEPENDENT SCHOOL DISTRICT  
FBCCF NO. 2020036039

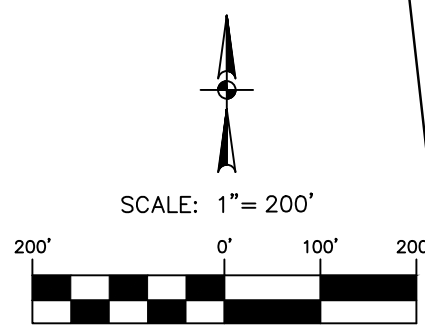
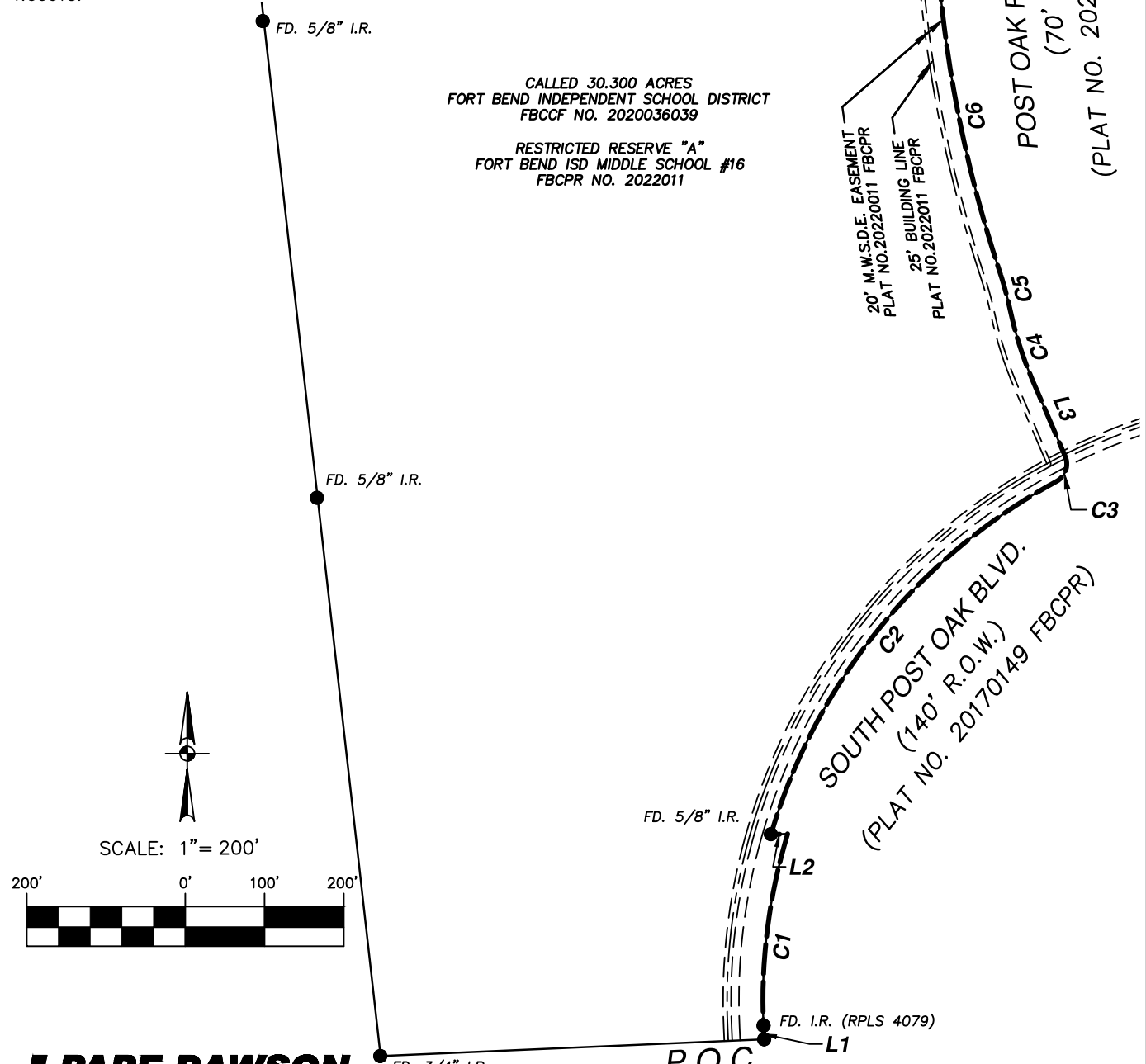
RESTRICTED RESERVE "A"  
FORT BEND ISD MIDDLE SCHOOL #16  
FBCPR NO. 2022011

20' M.W.S.D.E. EASEMENT  
PLAT NO. 20220011 FBCPR

25' BUILDING LINE  
PLAT NO. 2022011 FBCPR

POST OAK POINTE DRIVE  
(70' R.O.W.)  
(PLAT NO. 20210254 F.B.C.P.R.)

SOUTH POST OAK BLVD.  
(140' R.O.W.)  
(PLAT NO. 20170149 FBCPR)



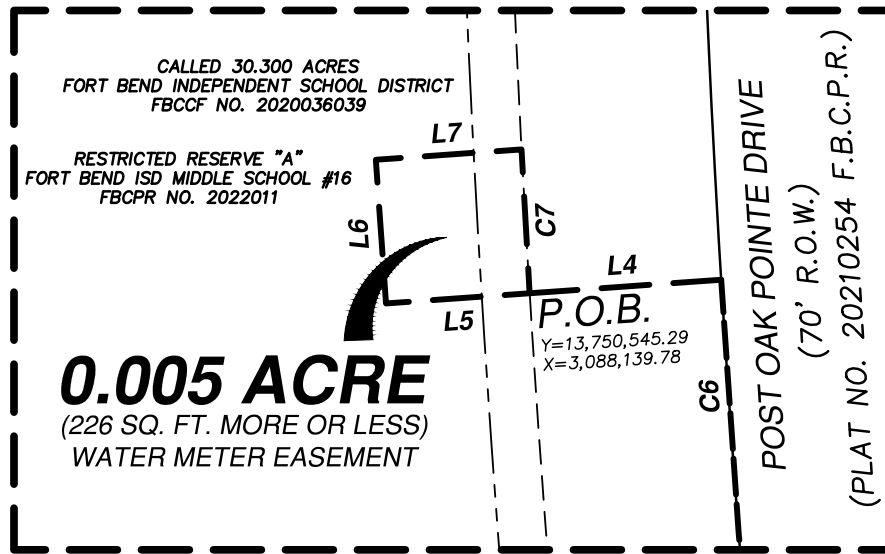
**PAPE-DAWSON ENGINEERS**

NORTH HOUSTON | SAN ANTONIO | AUSTIN | HOUSTON | FORT WORTH | DALLAS  
24445 TOMBALL PARKWAY, STE 200 | TOMBALL, TX 77375 | 281.655.0634  
TBPE FIRM REGISTRATION #470 | TBPLS FIRM REGISTRATION #10193974

**P.O.C.**  
FD. I.R. (RPLS 4079)  
ROY EDISON THIGPEN Y=13,749,163.20  
FBCCF NO. 2008031110 X=3,087,942.44  
200' WIDE CANAL EASEMENT  
GULF COAST WATER AUTHORITY  
VOL. 494, PG. 477 & VOL. 196, PG. 209  
FBCDR

CURVE TABLE					
CURVE	RADIUS	DELTA	CHORD BEARING	CHORD	LENGTH
C1	725.00'	19°24'11"	N07°10'13"E	244.35'	245.52'
C2	745.10'	45°13'30"	N38°56'53"E	572.98'	588.13'
C3	25.00'	84°46'29"	N19°10'00"E	33.71'	36.99'
C4	476.00'	10°59'49"	N17°43'21"W	91.22'	91.36'
C5	500.00'	6°03'35"	N15°15'14"W	52.86'	52.88'
C6	1635.00'	14°48'00"	N10°53'01"W	421.16'	422.34'
C7	1655.00'	0°31'10"	S03°13'50"E	15.00'	15.00'

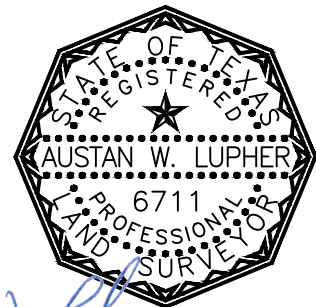
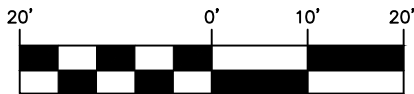
LINE TABLE		
LINE	BEARING	LENGTH
L1	N02°31'50"W	16.91'
L2	S87°29'51"W	21.17'
L3	N23°13'14"W	104.85'
L4	S85°57'40"W	20.00'
L5	S85°57'40"W	15.00'
L6	N04°02'18"W	15.00'
L7	N85°57'40"E	15.21'



DETAIL  
SCALE: 1"=20'



SCALE: 1"=20'



*Austan W. Lupher*



NORTH HOUSTON | SAN ANTONIO | AUSTIN | HOUSTON | FORT WORTH | DALLAS  
 24445 TOMBALL PARKWAY, STE 200 | TOMBALL, TX 77375 | 281.655.0634  
 TBPE FIRM REGISTRATION #470 | TBPLS FIRM REGISTRATION #10193974

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Gibson Consulting Internal Audit**  
**Services**  
**References: Board Policy**  
**Department: Board of Trustees**

**Recommendation**

Consideration and approval for Gibson Consulting to provide internal audit services for the PEIMS and Cost Savings Audits.

# GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

October 03, 2024

Ms. Kristin K. Tassin  
Board Audit Committee Chair  
Fort Bend Independent School District  
16431 Lexington Boulevard  
Sugar Land, Texas 77479

Re: FY 2025 Cost Proposal for Internal Audit Services

Dear Ms. Tassin:

Gibson Consulting Group (Gibson) appreciates the opportunity to present this cost proposal to provide internal audit services to the Fort Bend Independent School District (FBISD/Fort Bend ISD/the district) Board of Trustees in Fiscal Year (FY) 2025. The Board Audit Committee (BAC) requested pricing for the following two audit proposals:

- Student Information System (SIS) and Public Education Information Management System (PEIMS) Audit; and
- Cost Savings Audit.

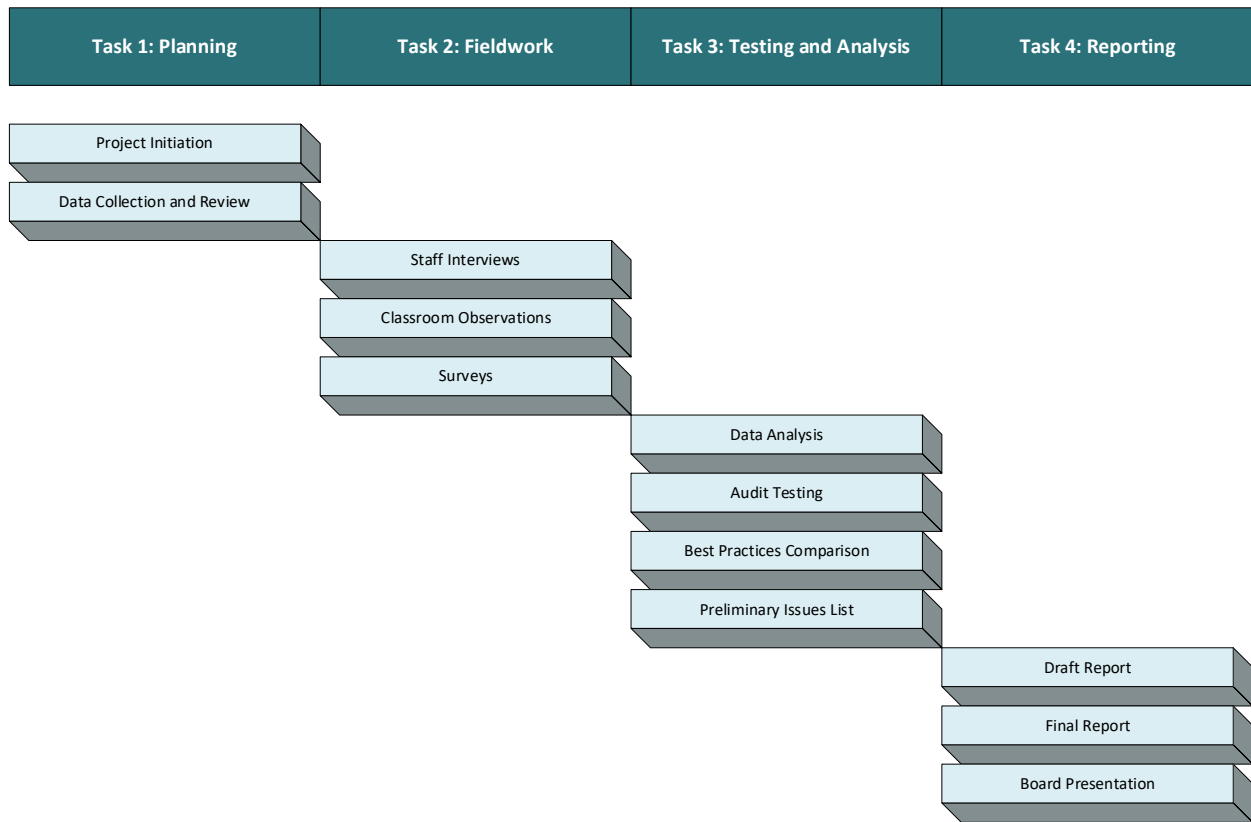
The BAC has also requested pricing from Gibson for Internal Audit Program Management Services during FY 2025.

The remainder of this letter presents the scope and approach of each audit, our proposed (recurring) audit program management activities for FY 2025, and the timing and cost of our services.

## Audit Approach

The general approach for our audits (excluding Cost Savings) is similar in that it includes four basic elements or tasks. This approach is presented in Figure 1 and discussed in greater depth below.

**Figure 1. Audit Project Overview**



Source. Gibson Consulting Group

### **Task 1: Planning**

We will conduct a project orientation meeting with the Fort Bend ISD project liaison and the BAC to discuss the scope and objectives of the audit and to finalize the schedule.

We will provide a data request to the district for these audits, and will use the project orientation meeting to answer any questions regarding the request. Some of this information may be available through the district’s website, the Texas Education Agency (TEA) website, or another third-party source. We expect that it will take up to two weeks for Fort Bend ISD to provide all of the requested data for the audit, and we will begin analyzing the data as soon as it becomes available, in order to prepare for the fieldwork.

### **Task 2: Fieldwork**

The exact audit procedures for fieldwork will vary based on the scope of the individual audit, which is discussed in detail within each project overview later in this proposal. Generally, fieldwork will include interviews with district leadership, departmental leadership and staff, and other district and campus level staff based on the particular needs of the audit.

### Task 3: Analysis

This task includes the analysis and corroboration of information obtained through the initial and supplemental data requests, interviews, and observations of board meetings. Below are examples of the types of analyses we will apply on the audits. The specific analysis and testing approaches will vary based on the needs of each audit, which are discussed later in this proposal under each project overview.

- Data Analysis – trend analysis, peer analysis, and comparison of performance metrics to applicable benchmarks to identify favorable or unfavorable performance variances.
- Process Analysis – a visual “map” of current processes to support the identification of process improvements, such as elimination of unnecessary or duplicative tasks, automation or streamlining of tasks, or re-sequencing of tasks.
- Organizational Analysis – the process of evaluating department organizational charts against principles of organizational theory, including logical alignment of functions and reasonable spans of control (number of direct reports to supervisor positions).
- Transaction Testing – whereby individual transactions or files are examined to ensure compliance with applicable laws, regulations, and procedures.

### Task 4: Reporting

We will corroborate the results of our analysis, interviews, surveys, and other sources of information to form the basis for possible audit findings and recommendations, recognizing any best practices in place as well as identifying opportunities for improvement. We will develop a draft audit report that contains an executive summary, a description of the project objectives and scope, descriptions of district practices, as well as findings and recommendations to improve the efficiency, effectiveness and compliance of the areas under audit.

We will submit the draft report to the administration for their management responses to our recommendations (expressing agreement, partial agreement, or disagreement), and to ensure that there are no factual misrepresentations. Upon receiving a single, consolidated set of comments from the district, we will make appropriate modifications and present the results to the Board Audit Committee. We will also be available, as requested, to make a presentation of the report to the Fort Bend ISD Board of Trustees.

The following sections of this cost proposal describes the scope and activities related to each audit.

## SIS and PEIMS Audit

The data submitted through the Public Education Information Management System (PEIMS) drives funding at the district- and program-level. Student attendance drives state funding, and other student population counts drive categorical funding for many special programs.

The scope of this internal audit project is to assess the existence and adequacy of controls, processes, and procedures in place within the Student Information Systems (SIS) and selected PEIMS functions to ensure that data generated are accurate and compliant with state standards set by TEA. We will use documents published by TEA, such as the Student Attendance Accounting Handbook (SAAH), the Texas State Data

System (TSDS) PEIMS Data Standards, and relevant PEIMS coding tables, as guidelines and references for minimum requirements the district must meet.

## SIS Audit

An SIS is used to capture student-related data that is eventually submitted to PEIMS. The SIS is a complex system that should be configured and controlled to allow for efficient and accurate processing of student data.

The SIS portion of the audit will address the following questions:

- Are the district's policies regarding the collection and reporting of student information aligned with applicable federal and state laws and regulations?
- Have adequate internal controls, processes, and procedures been established for collecting, maintaining, monitoring, validating, and reporting student information?
- Are periodic reports, including submissions to TEA through PEIMS, reliable and adequately supported by documentation?
- Are key district employees involved in the collection and reporting of student information knowledgeable regarding state rules and regulations, and does the district provide adequate and timely training to these employees?
- Have prior reviews of student information management systems been conducted, and, if so, have any noted deficiencies been corrected?
- Are adequate internal controls in place, including access controls over student information system used to manage student data?

### *SIS Audit Activities*

For the SIS portion of the audit, we will review the computer system controls and system access levels to ensure that the right people have access to the right information. We will also review data integration processes with key third-party districtwide systems, such as OnData Suite and Certify, to ensure that data exchanges among systems are working appropriately and that data are protected at all times.

We will also analyze the SIS to ensure that student data is secure and routinely backed up, that student information system access is properly controlled through authorized security levels and passwords; that student data entry has proper screen and field controls to improve data reliability; that student data are validated through system and reasonableness testing; and that a disaster recovery plan has been established, documented, and tested.

### *Audit Testing*

The audit team will conduct a series of audit tests to corroborate key SIS processes, obtain evidence of supporting documentation, and validate compliance with Fort Bend ISD Board policies. **Error! Reference source not found.** provides examples of the types of tests that can be executed. The actual tests performed will be based on information collected early in the audit that points to potential control weaknesses.

**Table 1. SIS Audit Testing**

Test	Test Objective
Contracts with Data Sharing Vendors	The objective of this test is to ensure that Fort Bend ISD's third-party software vendors are appropriately using and protecting the district's data.
Staff access levels in SIS	The objective of this audit test is to ensure that Fort Bend ISD staff with "update" access privileges are in line with their position and location of work.

Source. Gibson Consulting Group

## PEIMS Audit

The PEIMS audit will evaluate data entry and processing practices, and test the accuracy of reported data through sampling. We will analyze the following major PEIMS areas and processes: organization and management, training and support, attendance, leavers, special program reporting, and college, career, and military readiness. Each of these are discussed in more detail below.

### *PEIMS Audit Areas*

#### Organization and Management

The organizational structure, roles, and responsibilities within a district play an important role in ensuring effective collaboration, coordination, and accountability for accurate and timely PEIMS data submission. An analysis of the organizational aspects related to the PEIMS function will identify potential gaps or areas for improvement.

Below are examples of questions that we will address in this section.

- Is the organizational structure conducive for effective collaboration and coordination among the PEIMS function, SIS function, and campus leadership to ensure accurate and timely submission of PEIMS data to the state?
- Are the roles and responsibilities for PEIMS data entry, validation, and submission clearly defined and documented for district staff?
- Are there adequate resources (staffing, documentation, and tools) allocated to the PEIMS functions to support the campuses in maintaining accurate and complete PEIMS data?
- Are there clear lines of accountability and ownership established for the overall PEIMS data management process, from data entry to final submission to the state?

#### Training and Support

Effective training and support programs are essential to ensure that campus and district staff have the necessary knowledge, skills, and resources to accurately capture, maintain, and report student data.

Below are examples of questions that we will address in this section.

## **Training**

- Is a training program in place for PEIMS to ensure campus and district staff can accurately capture, maintain, and report student data?
- Are training materials and resources up-to-date and aligned with the latest changes in PEIMS requirements and SIS system updates?
- Is training provided on a regular basis, including initial training for new employees and refresher training for existing staff?

## **Support**

- Is there a clearly defined and documented process for campus and district staff to request support related to PEIMS issues?
- Are there dedicated support resources (e.g., staff, helpdesk, knowledge base) available to address PEIMS support needs?
- Are support requests tracked and monitored to ensure timely resolution and proper escalation procedures when needed?

## **Attendance**

Accurate and timely recording of student attendance is important for school districts in Texas as it directly impacts state funding allocations. The TEA's SAAH provides detailed guidelines that districts must follow for attendance taking and reporting.

Below are examples of questions that we will address in this section.

- How does the district monitor and analyze daily attendance data at the school level to identify issues or trends related to on-time attendance taking and instances of unrecorded attendance?
- What internal controls and monitoring mechanisms are in place to ensure that attendance is taken within the prescribed time frame and that all attendance data is accurately recorded and reported?
- What are the specific processes and procedures followed by teachers and attendance clerks for recording attendance during regular school days, as well as for special circumstances such as the first day of school, substitute teachers, and field trips/extracurricular activities?
- How does the district's SIS facilitate attendance taking, and are there any system configurations or limitations that may impact the accuracy and timeliness of attendance data?

## **Leavers**

TEA, through the SAAH, requires a district to transfer student records through the Texas Records Exchange (TREx) within ten working days of a student leaving the district. PEIMS Data Standards Appendix D outlines documentation that must be maintained for leavers. Proper coding of leavers is crucial, as the number of students identified as dropouts (leaver code 98) directly impacts the district's accountability ratings.

Below are examples of questions that we will address in this section.

- What processes and procedures are in place to ensure that leavers are properly identified, coded, and documented across all campuses within the district?
- How does the district monitor and review the accuracy of leaver coding and the sufficiency of supporting documentation maintained by campus staff?

## Special Programs

Students who are receiving special programs and services must be coded properly to ensure that the district is receiving the appropriate state categorical funding. The SAAH details the exact eligibility and coding requirements for students receiving these special programs and services.

We expect to review the following special programs and services during the PEIMS audit:

- Special Education;
- Gifted and Talented;
- English Language Learners (ELL);
- Immigrant;
- At-Risk;
- Pre-Kindergarten (Pre-K);
- Pregnancy-related services (PRS); and
- Homeless services.

Below are examples of questions that we will address in this section.

- What controls are in place to ensure that the identification and coding of students for special programs and services are done in accordance with the TEA guidelines and the SAAH?
- How does the district ensure consistency in the coding processes across campuses? Are there any centralized procedures, training, or monitoring mechanisms in place to maintain uniformity?
- What documentation or evidence is maintained to support the coding of students for each special program? How is this documentation reviewed and verified to ensure compliance with TEA requirements?
- If the district uses third-party software systems to manage various special programs, what is the process to ensure that the data in these third-party systems is synchronized and consistent with the data in the district's SIS?
- What controls or procedures are in place to reconcile any discrepancies or inconsistencies between the systems?

## **College, Career, and Military Readiness**

The State of Texas has emphasized the importance of students being ready for college, career, or military after graduation, and has created College, Career, and Military Readiness (CCMR) indicators in the accountability system to measure a district's success in post-secondary readiness. Accurate data and integrity within these CCMR indicators are crucial for the district to monitor campus achievement and for the state to apply accurate accountability ratings.

Below are examples of questions that we will address in this section.

- What processes and controls are in place to ensure the accuracy and completeness of student data used for determining CCMR indicators, such as coding decisions, data entry, and verification?
- How does the district ensure consistency in the coding processes and implementation of CCMR indicators across different campuses and departments?
- What documentation or evidence is maintained to support the coding decisions and data used for CCMR indicators?

## **TSDS Upgrade Project Readiness**

TEA's TSDS Upgrade Project is a multi-year initiative to replace the current PEIMS data submission process with a new process whereby data is automatically submitted to TEA through an Application Program Interface (API), beginning in the 2024-25 school year.

The PEIMS audit will include an assessment of Fort Bend ISD's preparedness for the upcoming transition to the new way of submitting the PEIMS data to TEA.

Below are examples of questions that we will address in this section.

- Is the Fort Bend ISD SIS and related source systems ready to provide data via API transactions by the 2024-25 school year for the TSDS upgrade project?
- Has Fort Bend ISD contacted and confirmed that their SIS vendor is aware of the TSDS upgrade project requirements and timeline?
- What Fort Bend ISD process changes need to be identified for the new API data flow in the TSDS upgrade?
- What training plans does Fort Bend ISD have in place to prepare end-users for the revised TSDS data reporting procedures using API transactions?

## ***PEIMS Audit Activities***

We will perform the following audit activities in connection with the PEIMS audit.

## Interviews and Focus Groups

We will conduct interviews with key PEIMS staff to understand their roles, responsibilities, and processes related to PEIMS data management, coding, and submission. Additionally, we will facilitate focus group discussions with selected campus leadership and personnel, including principals, attendance clerks, registrars, special program coordinators, and counselors, to document the current coding and approval processes and identify any potential inconsistencies across campuses.

## Data Analysis

We will perform extensive data analyses to identify trends, anomalies, or potential issues related to critical PEIMS data elements, such as attendance, leavers special program coding, and CCMR indicators. These analyses will help us assess data accuracy, completeness, and compliance with state guidelines.

**Error! Reference source not found.** presents an example of an attendance analysis performed in a PEIMS audit. The analysis shows, by school, the percentages and counts of classroom attendance taken and not taken. This analysis can be used to evaluate compliance of state and district attendance-taking requirements.

**Figure 2. On-Time Attendance Taking Analysis Example**

Schools	Percent Taken	Percent Not Taken	Total Taken	Total Not Taken
<b>High Schools</b>				
William O. Travis H.S.	98.8%	1.2%	9574	117
William O. Travis H.S.	98.7%	1.3%	12002	157
Lawrence E. Elkins H.S.	97.7%	2.3%	9334	217
Dulles H.S.	96.8%	3.2%	9593	317
Stephen F. Austin H.S.	96.7%	3.3%	10927	376
Ridge Point H.S.	96.7%	3.3%	8982	311
Clements H.S.	96.6%	3.4%	11229	394
George Bush H.S.	96.5%	3.5%	10047	362
Lighttower H.S.	96.2%	3.8%	10121	396
Thurgood Marshall H.S.	93.8%	6.2%	6185	408
William O. Travis H.S.	93.1%	6.9%	6431	478
<b>Middle Schools</b>				
Fort Settlement M.S.	99.1%	0.9%	5309	46
Billy Baines M.S.	99.1%	0.9%	6769	63
Spartan M.S.	98.5%	1.5%	5225	78
David Crockett M.S.	98.4%	1.6%	4898	82
Hodges Bend M.S.	98.3%	1.7%	6727	118
Sugar Land M.S.	97.9%	2.1%	6066	130
James Bowie M.S.	97.6%	2.4%	4949	124
Macario Garcia M.S.	97.2%	2.8%	6294	181
Dulles M.S.	96.5%	3.5%	5698	209
First Colony M.S.	96.3%	3.7%	5479	211
Missouri City M.S.	94.2%	5.8%	5874	364
Lake Olympia M.S.	92.2%	7.8%	5573	474
Christa McAuliffe M.S.	90.0%	10.0%	4666	516
Quail Valley M.S.	89.4%	10.6%	4464	531

Elementary Schools					
Sienna Crossing ES	99.7%	0.3%	4330	14	
Cornerstone ES	99.7%	0.3%	4293	14	
Walker Station ES	99.7%	0.3%	3656	12	
Scanlan Oaks ES	99.7%	0.3%	4220	14	
Brazos Bend ES	99.6%	0.4%	2808	12	
Colony Meadows ES	99.4%	0.6%	3543	22	
Meadows ES	99.4%	0.6%	2252	14	
Colony Bend ES	99.3%	0.7%	2577	18	
Oakland ES	99.3%	0.7%	5550	39	
Lexington Creek ES	99.3%	0.7%	2407	17	
Walter Moses Burton ES	99.3%	0.7%	3862	28	
Settlers Way ES	99.3%	0.7%	3949	29	
Mission Glen ES	99.2%	0.8%	3043	23	
Hunters Glen ES	99.2%	0.8%	1985	17	
Mission Bend ES	98.9%	1.1%	3751	40	
Commonwealth ES	98.9%	1.1%	4536	51	
Jan Schiff ES	98.9%	1.1%	4624	53	
Townewest ES	98.7%	1.3%	3562	48	
Highlands ES	98.6%	1.4%	2896	41	
Barrington Place ES	98.6%	1.4%	3764	54	
Lakeview ES	98.5%	1.5%	2560	38	
Pecan Grove ES	98.5%	1.5%	3093	47	
Sugar Mill ES	98.3%	1.7%	2891	49	
Oyster Creek ES	98.3%	1.7%	3747	64	
Mary Austin Holley ES	98.2%	1.8%	3708	67	
Palmer ES	97.9%	2.1%	3004	65	
Lantern Lane ES	97.8%	2.2%	2498	57	
Heritage Rose ES	97.8%	2.2%	2657	61	
Arizona Fleming ES	97.6%	2.4%	3427	85	
Edgar Glover Jr ES	97.5%	2.5%	2897	74	
Barbara Jordan ES	97.4%	2.6%	4201	110	
Rita Drabek ES	97.3%	2.7%	4021	113	
Ridgemont ES	97.2%	2.8%	3640	104	
Juan Seguin ES	97.1%	2.9%	3765	114	
Ridgegate ES	97.0%	3.0%	3540	108	
Dulles ES	96.7%	3.3%	3080	105	
Austin Parkway ES	96.4%	3.6%	4304	162	
Briargate ES	96.1%	3.9%	2120	87	
Mission West ES	95.9%	4.1%	4023	174	
Rosa Parks ES	95.5%	4.5%	2909	136	
Blue Ridge ES	94.8%	5.2%	3343	182	
Dr Lynn Armstrong ES	93.7%	6.3%	3096	207	
Quail Valley ES	93.4%	6.6%	2438	173	
EA Jones ES	91.8%	8.2%	2893	258	
Lula Belle Goodman ES	87.2%	12.8%	3211	471	
Specialized Schools					
Technical Education Cen	97.1%	2.9%	2109	63	
Fort Bend Co Alter	95.5%	4.5%	528	25	
Fernell Henry Center For	91.6%	8.4%	2099	193	
Progressive HS	87.1%	12.9%	1466	218	
MR Wood Center For	86.9%	13.1%	2254	341	

Source. Source. Gibson Consulting Group

## Process Mapping

Our team will document and map the "as-is" processes for essential PEIMS areas, including attendance, withdrawals, and special program coding. These process maps will provide a "picture" of current processes, which can be used to identify potential gaps, inefficiencies, or control weaknesses. Where applicable, we will develop "to-be" process maps, a prospective picture of a process that incorporates recommended improvements and best practices aligned with state requirements.

## Audit Testing

The audit team will conduct a series of audit tests to corroborate key PEIMS processes, obtain evidence of supporting documentation, and validate compliance with TEA requirements and Fort Bend ISD Board policies. **Error! Reference source not found.** provides examples of the tests that can be executed. The actual tests performed will be based on information collected early in the audit that points to potential control weaknesses.

**Table 2. PEIMS Audit Testing**

Test Area	Test Overview
Attendance Testing	We will select a sample of students and campuses to test the accuracy and completeness of attendance data reported to the state. This may involve reviewing attendance records, supporting documentation, and verifying compliance with TEA guidelines.
Leaver Testing	We will select a sample of students who have been coded as leavers and review their supporting documentation to ensure proper coding and compliance with TEA requirements.
Special Program Testing	For each special program area (e.g., Special Education, Gifted and Talented, ELL, At-Risk), we will select a sample of students and obtain evidence supporting their program coding. This may involve reviewing eligibility documentation, individualized education plans (IEPs), and other relevant records.
CCMR Testing	We will select a sample of students and review their coding and supporting documentation for CCMR indicators, such as Advanced Placement (AP)/ International Baccalaureate (IB) exam scores, dual credit course completion, industry-based certifications, and military enlistment records.

Source. Gibson Consulting Group

## Cost Savings Audit

On June 10, 2024, FBISD adopted a balanced budget of \$828.6 million. Unlike many Texas districts, FBISD is avoiding deficit spending during challenging financial times by following a strategy of expenditure cuts to achieve a balanced budget. While student enrollment is expected to increase slightly in FY 2025, the state's student allotment has not increased since 2019. Further, the termination of ESSER (COVID-19) funding combined with the possibility of a new voucher law are expected to create additional financial pressures. These issues notwithstanding, FBISD expects to maintain a healthy fund balance of at least three months of operating expenditures.

The Board Audit Committee requested a cost proposal for a Cost Savings Audit to identify other possible opportunities for savings that do not compromise student achievement of service quality. Gibson is highly experienced in this work, having conducted similar projects for some of the largest school systems in the U.S., including: Hillsborough County Public Schools, Florida (225,000 students); Clark County District, Nevada – 300,000 students); and, Los Angeles Unified School District, California (565,000 students). This past year, Gibson conducted a Cost Savings Audit for Garland ISD as part of its internal audit program.

Gibson is proposing an exploratory phase of work to identify potential areas for cost savings. The following section describes our approach.

## **Cost Savings Audit Approach**

Gibson applies a phased approach for Cost Saving Audits. The first phase identifies areas “where” cost savings may exist, while the second phase takes a deeper dive to identify “what” specific opportunities are available to Fort Bend ISD.

In the first phase, Gibson will conduct a comprehensive data scan and initial analysis of expenditure trends, staffing patterns, and efficiency metrics across all district operations and programs. A budget data dashboard will be developed to host this analysis, and this dashboard will be given to Fort Bend ISD upon completion of the project to support future budget analysis efforts. Work sessions will be conducted with the leadership of each department to review the dashboard analyses pertaining to their area, initiating discussions about potential areas where costs can be reduced through improved efficiency and/or programmatic alternatives. Subsequent to these work sessions, additional data may be requested and more analyses developed and discussed.

We will meet with the Fort Bend ISD senior leadership and the Board Audit Committee to discuss where we think significant cost-saving opportunities may exist. Based on the results of this meeting, and if additional services are needed, Gibson may seek approval to proceed with a second phase of analysis in those areas that hold the most promise for significant savings opportunities. Gibson will then target its efforts to identify what specific actions can be taken to achieve the savings. Based on the magnitude of these opportunities, we may involve one or more of our alliance partners who possess technical expertise in relevant areas to conduct further analyses.

The end result will be a draft briefing report outlining each opportunity, supported by thorough analyses, and highlighting implementation considerations and estimated fiscal impacts. This draft briefing report will be submitted to the Fort Bend ISD Administration for review and feedback. Upon incorporating the Administration's feedback, we will present a near-final draft briefing report to the Board Audit Committee before ultimately presenting the final Phase 1 briefing report to the Board of Trustees.

## **Program Management**

Gibson will help to guide the Board Audit Committee through each of the audits, assist in managing Board Audit Committee meetings, develop monthly program progress reports, and actively monitor recommendation implementation. This includes continued maintenance of the internal audit implementation dashboard. New program management services this year include the development of quarterly audit

implementation deliverables and additional touchpoints with the Superintendent and Board to stay apprised of risks facing FBISD. The quarterly audit implementation deliverable will include results of our analysis over the implementation dashboard. Our quarterly analysis will highlight the changes made to each of the following implementation aspects:

- Percentage complete;
- Estimated completion date; and
- Information included as evidence and notes.

We will document our observations in a bulleted report, which will be provided to the Fort Bend ISD BAC Chair each quarter. Additionally, the internal audit dashboard will be updated quarterly by Gibson.

Additional touchpoints with the Superintendent and Board are necessary for keeping us in sync with the dynamic risk profile within FBISD. These conversations will occur at least quarterly, taking no more than 30 minutes. The BAC can decide if this is desired for additional Trustees not included on the Committee.

## Timing and Fee Estimate

We have included the expected duration of each audit and the estimated professional fees and expenses in Table 3. Specific project schedules will be developed after projects are selected by the BAC. We have based the estimates of hours and fees for these projects on our understanding of the objectives of each audit and on our familiarity with the systems and processes in place at Fort Bend ISD as a result of our previous work with the district.

**Table 3. Audit Durations and Budgets**

Area	Expected Duration	Subcontractor Use	Estimated Budget
SIS/PEIMS Audit	7 months	No	\$140,600
Cost Savings Audit – Phase 1	4 months	Yes	\$75,000
Program Management Services	12 months	No	\$42,000

Source. Gibson Consulting Group

Table 4 provides the discounted hourly rates for each project role participating in the audits for 2024-25.

**Table 4. Discounted Hourly Rates, 2023-24**

Project Role	Hourly Rate
Director	\$250
Senior Auditor	\$210
Auditor	\$185
Professional Support	\$135
Subcontractors	At Cost

Professional fees and expenses will be billed in equal monthly amounts based on the aggregate value of internal audit services selected by FBISD from the month following Board approval to June 30, 2025.

Payment of invoices is due within 30 days of receipt, and will be remitted to Gibson’s lockbox address with Gulf Coast Bank and Trust.

\* \* \* \* \*

We look forward to working with you and the members of the School Board as your internal auditors and advisors in FY 2025. Gibson will devote its best efforts to the work to be performed under this assignment, and any findings, recommendations, or other written materials will represent our best professional judgment based on the information made available to us.

If you have any questions, please contact me at 512.694.6704. Please use Table 5 below to indicate which internal audit services you would like for FY 2025 and input the total in the table. Then, sign in the space provided below and return this proposal to us.

Sincerely,



Greg Gibson, President  
Gibson Consulting Group, Inc.

**Table 5. Selected Internal Audit Services for FY25**

Area	Estimated Budget	Selected for FY 2025?	Extended Amounts
SIS/PEIMS Audit	\$140,600	Yes	\$140,600
Cost Savings Audit – Phase I	\$75,000	Yes	\$75,000
Program Management Services	\$42,000	Yes	\$42,000
<b>Selected Total</b>			<b>\$257,600</b>

**Accepted:**  
Fort Bend Independent School District

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Gibson Consulting Internal Audit**  
**Services**  
**References: Board Policy**  
**Department: Board of Trustees**

**Recommendation**

Consideration and approval for Gibson Consulting to provide internal audit services for the PEIMS and Cost Savings Audits.

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: TASA**  
**Audits for Curriculum and Literacy**  
**References: Board Policy**  
**Department: Board of Trustees**

**Recommendation**

Consideration and approval to contract with the Texas Association of School Administrators (TASA) to conduct audits for Curriculum and Literacy.

**Summary**

The Board's Audit Committee seeks to contract with TASA to perform the above audits. Pricing and audit details will be provided for review prior to the October Regular Business Meeting.



TEXAS ASSOCIATION OF  
SCHOOL ADMINISTRATORS

# Curriculum Management Audit

Improving learning for all students  
through sound organizational  
practices

Presented To:

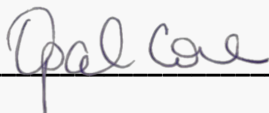
**Dr. Marc Smith**  
**Superintendent**  
**Fort Bend ISD**  
**1643 I Lexington Blvd**  
**Sugar Land, TX 77479**

# Curriculum Audit Proposal Summary

<b>Proposing Organization</b>	<b>Texas Association of School Administrators</b>
<b>Proposal Date</b>	October 15, 2024
<b>Proposal Initiator</b>	Opal Core, Director Texas Curriculum Management Audit Center Texas Association of School Administrators Phone: (512) 852-2145 Email: ocore@tasanet.org
<b>Participating Educational Organization</b>	Fort Bend Independent School District
<b>Organization Representative</b>	Dr. Jaretha Jordan
<b>Title of Project</b>	Curriculum Management Audit
<b>Proposed Starting Date</b>	Immediately upon receipt of signed contract, with site visit to be determined
<b>Proposed Duration</b>	Not to exceed four months from commencement of site visit, with a draft report to the district within eleven weeks of commencement of site visit
<b>Proposed Budget*</b>	\$274,068 plus auditors' travel expenses (estimated at \$35,000) *Proposed Budget valid 90 days from Proposal Date.

**ACCEPTED:**

**ACCEPTED:**

 October 15, 2024

\_\_\_\_\_

**Opal Core** *Date*  
**Director**  
**Texas Curriculum Management Audit Center**

**Dr. Marc Smith** *Date*  
**Superintendent**  
**Fort Bend Independent School District**

# The TASA-CMSi Curriculum Audit™

This document constitutes a proposal for delivery of services to the Fort Bend Independent School District for the purpose of conducting an audit of the quality of the system’s curriculum and instruction, and related curriculum management processes, in Grades K—12. Included in the audit is an evaluation of:

- the extent of coverage and quality of the school district’s curriculum, programs, and services
- documentation of curriculum expectations to guide teachers’ instruction
- appropriateness of curriculum and expectations for learners
- the effectiveness of the implementation of the educational program
- how the system assesses student mastery of the intended objectives and evaluates success of its educational programs
- the scope and quality of board policies and planning for effective governance of the system
- connections and relationships among organizational components for consistency and equity of programs of services
- use of staffing and resources for maximum productivity

A curriculum audit is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the school board and Fort Bend Independent School District taxpayers that their fiscal support is optimized under the conditions in which the school district functions, and that all students’ learning is improving.

The Fort Bend Independent School District has demonstrated that it is an educational institution committed to academic and pupil achievement improvement. Even in good school systems, the complexities of the system and the interrelationships of local schools and operational departments affect the quality of educational program delivery and the overall direction of the system. Citizens, taxpayers, teachers, and others have recognized the salient characteristics of a sound curriculum in aiding the system in accomplishing its goals.

The Fort Bend Independent School District has invited this proposal to determine whether or not its programs and services are properly suited for the system, if the design of programs and services is in keeping with sound and appropriate practice, and whether or not the district has sufficient data for improvement of its educational programs and services over time.

This proposal is a response to a request for proposal and contains a definition of the types of services proposed, a tentative calendar, and the cost for such services. The Texas Curriculum Management Audit Center (TCMAC), in cooperation with the Texas Association of School Administrators (TASA) and Curriculum Management Solutions, inc. (CMSi) is well suited to provide the proposed slate of services. It provides several fully certified and highly experienced curriculum management experts available to serve on staff, and all associates have achieved certified expertise. In addition, the staff proposed for this audit includes nationally recognized curriculum experts and educational leaders selected from across the United States and in Texas with expertise in the requested content areas.

### ***The Curriculum Audit Process***

The analyses used throughout the audit are all based on the foundational principle that the written, taught, and tested curriculum must align in order for student learning to be maximized. The more that classroom learning focuses on the content assessed by tests, the less that student performance on those tests will be predicted by demographic factors. A laser-like focus on ensuring that what is written aligns with what is tested, and that what is written is also what is taught, is critical to ensuring instructional quality and student success on targeted assessments.

Although improved student learning is always the primary goal of the TASA-CMSi Curriculum Audit™, it is nevertheless a system-level approach. No amount of excellent teaching will yield improved performance if teachers aren't teaching the right content, and if that teaching doesn't connect across grade levels, special programs, and schools within the district to create a seamless, articulated K-12 educational program. Therefore, the TASA-CMSi Curriculum Audit examines all levels of the system that ultimately impact student learning: curriculum design and delivery and its alignment to state standards as well as to the assessments in use; special programs; facilities; staff development initiatives; resource allocation; as well as others. These are all reviewed to determine whether all separate functions within the system work in a coordinated, effective, and efficient manner to assure an engaging classroom environment and quality instruction.

The approach of the audit is simple. Auditors collect and review an amazing quantity of documentation prior to coming onsite. The team then visits the district over several days, interviewing and surveying central office personnel, school-based staff and faculty, school board members, and community or educator focus groups. They also visit almost every classroom in every school, observe curriculum delivery and student learning, and observe the building environment, the instructional resources (and technology) in use, and overall student and teacher engagement. The auditors also administer on-line surveys (when this option is selected) to district stakeholders to collect additional information about strengths and weaknesses of the system.

The auditors then determine the degree to which the systems in place meet the expectations and indicators of the five audit focus areas (for more detail on the five focus areas see **Scope of Work**). Where district practices fall short, the auditors develop findings that identify these areas of weakness, providing data to support these findings. Findings are developed under each of the five focus areas.

## ***The five focus areas***

- 1 Vision and Accountability:** The school district demonstrates its control of resources, programs, and personnel
- 2 Curriculum:** The school district has established clear and valid objectives for students and clientele
- 3 Equity and Consistency:** The school district has demonstrated internal consistency and rational equity in its program development and implementation
- 4 Assessment and Feedback:** The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs
- 5 Productivity:** The school district has improved its productivity and efficiency, particularly in the use of resources

Once findings are formulated, the auditors then recommend specific, research-based action steps to fix the problems identified in the findings. Recommendations are not tied to specific standards; rather, they correspond to the natural organization of labor that occurs across district departments. Every finding is addressed in the recommendation section, and all recommendations include specifications as to suggested timelines and prioritization for the work described in the recommendations and action steps. The findings and recommendations are published in a final written report, usually submitted to the district within three months of the site visit.



# Methodology

## **The Model for the TASA-CMSi Curriculum Audit**

The model for the curriculum and assessment audit is shown in the schematic below. The model has been published widely in the national professional literature, most recently in the book *The Curriculum Management Audit: Improving School Quality* by Larry E. Frase, Fenwick W. English, and William K. Poston Jr. (Lancaster, PA: Technomic Press, 1995).

### **A Schematic View of Curricular Quality Control**

General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), that is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a “learning curve,” i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization or a sub-unit of an organization becomes more “productive” at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum that is shaped by and interactive with the written one, and (3) a tested curriculum that includes the tasks, concepts, and skills of pupil learning that are linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The curriculum audit assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax moneys from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as federal government, state legislatures, and locally elected/appointed boards of education.



In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their survival as publicly supported educational organizations in the years ahead. The TASA-CMSi Curriculum Audit is one method for ascertaining the extent to which a school system or sub-unit thereof, has been responsive to these expressed expectations and requirements in its context.



These elements apply to school districts concerned with assuring that all students in the system are adequately served and provided an equally successful educational experience, the main intent behind equity. To determine the extent to which these elements are present and functional with school systems, the TASA-CMSi Curriculum Audit examines data from multiple sources to determine whether or not the standards are met. The following represent the types of data collected:

## Data Sources of the Curriculum Audit

The major sources of data for the equity audit may include the following, depending on the services selected:



### Documents

- These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, student work artifacts, and any other source of information or data that would reveal elements of the written, taught, and tested curricula and the linkages among these elements.



### Interviews

- The external experts will conduct interviews to shed light on the same elements often included in written documents or reports and to reveal interrelationships and contextual understanding. Interviews will be held with all board members, the superintendent, top-level administrative staff, building principals, some classroom teachers, and some parents. The external experts will also interview those who request an audience.



### Online Surveys

- Selected stakeholders (teachers, administrators, community members, parents, and students, depending on district preference) will be offered a comprehensive, online survey prior to or at the time of the site visit or off-site audit (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.



### Site Visits

- The audit team will schedule a visit to school sites in the district. Site visits reveal conditions in which students are learning and the related expectations for their performance that teachers and school leaders may hold. The school context is invaluable in revealing additional areas of inconsistency that may from a lack of alignment between district expectations and site-level implementation of those expectations.

Data from these sources are reviewed and compared with the curriculum audit focus areas to determine gaps and weaknesses across the system. These weaknesses are described in findings in the final written report and have supporting data from multiple sources. The findings are then followed by detailed recommendations that offer specific actions to be taken to rectify and ameliorate the problems in a reasonable amount of time, commensurate with district capacity. The focus areas for the audit are described in the **Scope of Work**.

## **Professional Standards for the Auditors**

The members of the audit team will be highly trained and experienced in conducting audits of systems of the magnitude of the Fort Bend Independent School District. The audit team is guided by a set of generally accepted auditing principles. While this is not a financial audit, it is governed by some of the same principles. These are:



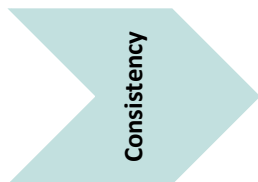
All auditors have experience in conducting the affairs of a school system at all levels audited. The audit team will include external experts who have been teachers, specialists, administrators, and/or researchers with proven expertise in curriculum and assessment analysis.



No audit team member has any vested interest in the findings or recommendations of the audit. None is employed by the district or has any prior relationship to or conflict of interest with management or the governing board of the district.



Events and situations that comprise the database for the audit are derived from documents, interviews, or site visits. This public database and subsequent judgments made upon it must be verifiable and grounded. Findings must be factually established.



This audit will use the same focus areas and basic methods found in the copyrighted curriculum audit process. Audits are not normative (comparing one system to another). School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited, with supporting data and recommendations for improvement.



Auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or re-configure various functions in order to attain an optimum level of performance.



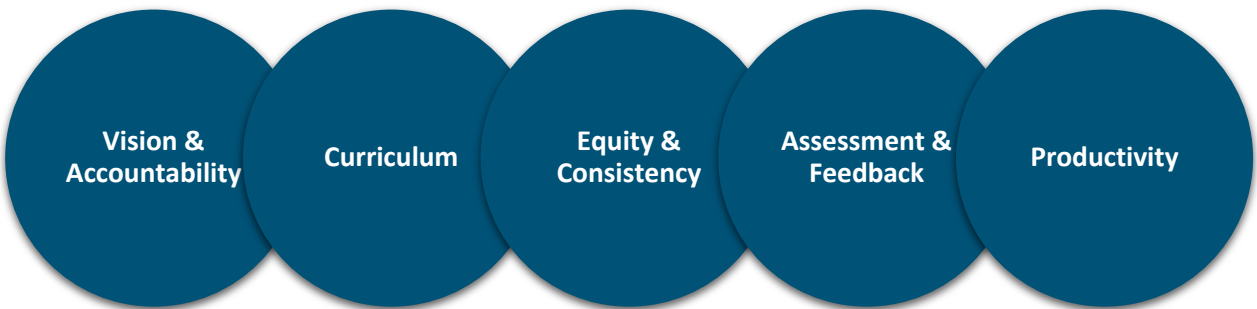
External experts must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. This means that the Fort Bend Independent School District will not seek or request disclosure of identifying information regarding anyone providing information to the audit team, and that such agreement is not waived in litigation. Confidentiality is respected in audit interviews.

# Scope of Work

## **Services and Analyses to be Performed**

The CMSi Curriculum Management Audit uses five focus areas against which to compare, verify, and comment upon the Fort Bend Independent School District’s existing curricular management practices. These focus areas have been extrapolated from an extensive review of management principles and practices and have been applied in all previous curriculum management audits. As a result, the focus areas reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

The five focus areas employed in the CMSi Curriculum Management Audit are:



A finding within a Curriculum Management Audit is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the CMSi audit, and its comparison with one or more of the five audit focus areas.

Findings in the negative represent discrepancies below the standard. Findings in the positive reflect meeting or exceeding the standard. As such, audit findings are recorded on nominal and ordinal indices and not ratio or interval scales. As a general rule, audits do not issue commendations, because it is expected that a school district should be meeting every standard as a way of normally doing its business. Commendations are not given for good practice. On occasion, exemplary practices may be cited.

Unlike accreditation methodologies, audits do not have to reach a forced, summative judgment regarding the status of a school district or sub-unit being analyzed. Audits simply report the discrepancies and formulate recommendations to ameliorate them.

More detail concerning what auditors look for under each of the five focus areas is presented in the following section.

## The Focus Areas and Their Indicators



### Focus Area One: Vision and Accountability

Under **Focus Area One**, auditors will review the scope and quality of policy (governance) and planning across the school system. A school system meeting Curriculum Audit Focus Area One is able to demonstrate its control of resources, programs, and personnel so that it can realize its vision and mission. Common indicators are:

- a clearly defined vision for instructional delivery and student engagement in district classrooms that is congruent with best practice
- a curriculum policy framework that:
  - is centrally defined and adopted by the board of education
  - establishes an operational framework for management that permits accountability
  - reflects state requirements and local program goals
  - reflects the necessity to use achievement data to improve school system operations
  - defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission
- a functional administrative structure that facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals
- a direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers
- documentation of school board and central office planning for the attainment of goals, objectives, and mission over time.
- organizational development efforts which are focused to improve system effectiveness



### Focus Area Two: Curriculum

Under **Focus Area Two**, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Focus Area Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning. Common indicators are:

- a clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of education
- demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives
- evidence of comprehensive, detailed, short- and long-range curriculum management planning
- knowledge, local validation, and use of current best curricular practices

- written curriculum that addresses both current and future needs of students
- major programmatic initiatives designed to be cohesive
- provision of explicit direction for the superintendent and professional staff
- a curriculum that is clearly explained to members of the teaching staff, building-level administrators, and other supervisory personnel
- a framework that exists for systemic curricular change and for assuring support for all populations.

Under **Focus Area Three**, auditors review the design and delivery of the educational program to determine equity, connectivity, and overall alignment. A successful school system meeting Focus Area Three will demonstrate a highly developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored by the building and central office administrators and staff. Common indicators are:

- documents/sources that reveal internal connections at different levels in the system
- predictable consistency through a coherent rationale for content delineation within the curriculum
- equality of curriculum/course access and opportunity
- allocation of resource flow to areas of greatest need
- operations set within a framework that carries out the system’s goals and objectives
- specific professional development programs to enhance curricular design and delivery and equip personnel to participate in curricular design and development
- a curriculum that is monitored by central office and site supervisory personnel
- teacher and administrator responsiveness to school board policies, currently and over time



### **Focus Area Three: Equity and Consistency**

Auditors will visit classrooms in every school across the system to collect data concerning dominant teacher and student practices observed. Information will be recorded regarding the instructional practices observed and reported back to school system stakeholders. The criteria for instructional best practices will be extrapolated from district policy and documents, unless the school system specifically requests CMIM criteria be used.



#### **Focus Area Four: Assessment and Feedback**

Under **Focus Area Four**, the auditors will examine the overall scope and quality of the assessment system in providing data (feedback) and its use in decision making at all levels of the system: classroom, building, and district. A school system meeting Focus Area Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Within the system, teachers have access to formative assessment tools to determine each student's progress in mastering required content. Common indicators are:

- a *formative* and *summative* assessment system linked to a clear rationale in board policy
- knowledge, local validation, and use of current best practices for curriculum and program assessment
- use of a student and program assessment plan which provides for diverse assessment strategies for varied purposes at all levels -- district, school, and classroom
- a way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be evaluated and subsequently improved
- high quality, valid formative tools teachers can use to determine student progress toward mastery of defined content
- a timely and relevant data base upon which to analyze important trends in student achievement
- a vehicle to examine how well specific programs are actually producing desired learner outcomes of results
- a database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis
- a database to modify or terminate ineffective educational programs
- organizational data gathered and used to continually improve system functions

Auditors will analyze the quality of existing assessments in yielding essential data regarding student performance and achievement. When possible, auditors will also evaluate the alignment of assessments with the written curriculum and report any discrepancies.



### **Focus Area Five: Productivity**

Under **Focus Area Five**, auditors examine the degree to which school systems are equipped to achieve goals and improve the delivery of the educational program and services with existing resources. Attaining improved productivity in school systems requires a balance between a tightly-held organizational structure with the flexibility required by individual schools to ensure responsiveness to clientele within a framework of consistent district expectations. Common indicators of an educational system meeting Focus Area Five are:

- planned and actual congruence among curricular objectives, results, and financial allocations
- a financial database and network that are able to track costs to results, provide sufficient fiduciary control, and is used as a viable database in making policy and operational decisions
- specific means that have been selected or modified and implemented to attain better results in schools over a specified time period
- a planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past
- school facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program
- support systems that function in systemic ways
- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- District and school climate that is conducive to continual improvement and program effectiveness.

### ***The Audit Process: Roles, Responsibilities, and Timeline***

The lead auditor will be responsible for overall coordination of the work, employment of the external experts, preparation of the report, and delivery of the report to the client, the Fort Bend Independent School District. All work will be performed and reported in accordance with the guidelines and standards described in this proposal.

District leaders will identify a liaison (see responsibilities below) who will work with the lead auditor to schedule the site visits, secure all documentation, assist with the administration of the online surveys, and coordinate the auditors' site visit and interviews. The documentation requested for the audit is presented in Appendix A.

The final report to the Fort Bend Independent School District will include a description of the focus areas employed, the process followed, the findings of the audit team with documentation, and a set of recommendations for action by the governing board and administrative staff of the system. The timeline for performance of the work is described below:

## **Typical Timeline for the Proposed Audit**

(timeframes vary based on services selected and district schedules and response times)

### **Week 1**

#### **Process to secure contract finalized.**

#### **District Responsibilities:**

- Identify liaison and preferred site visit dates (if site visit included)
- Collect necessary documents and data and submit to lead auditor
- Schedule interviews and visits to schools (if included)

#### **Lead Auditor Responsibilities:**

- Meet (virtually or in person) with superintendent and liaison in preparation for the audit
- Identify audit team members
- Submit sample surveys to liaison for review and approval

### **Weeks 2-6**

#### **District Responsibilities:**

- Finalize surveys and disseminate to appropriate stakeholder groups
- Finalize site visit and interview schedule (virtual and/or in person)
- Finalize submission of all documentation and data to the lead auditor and audit team
- Oversee site visit with the audit team

#### **Lead Auditor and Audit Team Responsibilities:**

- Review all documentation and data
- Conduct interviews with all stakeholders
- Collect and analyze survey data
- Conduct site visit

### **Weeks 6-12**

#### **Lead Auditor and Audit Team Responsibilities:**

- Discuss draft Findings and Recommendations with Superintendent
- Finalize analyses and report production

### **Weeks 11-13**

#### **District Responsibilities:**

- Receive final report and prepare implementation and dissemination strategies
- Provide progress report to the Board on response to audit recommendations

#### **Lead Auditor Responsibilities:**

- Present final report to the board (if included)
- Meet with district leaders to plan response to audit findings and recommendations (if included)



***Notice of Indemnification***

Approval of this proposal by the Fort Bend Independent School District indicates agreement to accept the proposed conditions of work and to hold the Texas Association of School Administrators and Texas Curriculum Management Audit Center (TCMAC) and the auditors performing the work harmless from any and all claims and expenses arising from causes of action that may be brought as the result or related to provision of services under this proposal to the Fort Bend Independent School District.

**Total Budget for Selected Items**

Total Cost                      \$274,068 plus expenses for onsite visit estimated below

Expenses (on site only):      Not to exceed \$35,000, billed as incurred, with receipts

**TOTAL BUDGET:              \$309,068**

**Payment Schedule**

Upon signed approval and authorization of the work      1/2 of the total project amount

Upon completion of the site visit                                      1/2 of the total project amount  
Reimbursement for out of pocket expenses (travel, lodging, printing, etc.)

Upon delivery of the draft audit report, prior to delivery of final audit report      All invoiced costs must be paid before delivery of final audit report.

## Appendix A: Documents Collected for Review

Standard / Document	Document	Examples of Documentation
<b>FA 1</b>		
1.010	Background information about the district	names and addresses of schools; names of principals; enrollment by school; demographics of students by school; a map of the district; information about the community; any other information helpful in orienting the team to the district
1.020	History of the school system	a narrative (not to exceed 3 pages) which presents a history of the district
1.030	Demographic data	enrollment projections and trends for a period of five years
1.040	Audit statement	Why did you undertake the audit? What do you want to accomplish from it? How will the information be used?
1.050	Sample of internal memoranda	administrative officers to principals, principals to teachers, etc., regarding curriculum, testing, evaluation, and programming
1.060	Bond sales documents	
1.070	Mission statement and goals for district	
1.080	Mission statement and goals for schools	
1.090	One complete set of Board policies	
1.100	One complete set of administrative regulations	
1.110	List of board members	include their length of tenure for the past 10 years of all BOE members
1.120	List of superintendents	include their length of tenure for the past 10 years of all BOE members
1.130	District accreditation report	most recent copy of this report or any other external audits or consultant reports conducted during previous five years
1.140	Job descriptions	all administrative or supervisory staff, teachers, and other instructional staff
1.150	Table of organization	include names of personnel in positions
1.160	Staff and faculty handbooks	
1.170	Latest OCR reports	
1.180	Employee contracts	for professional personnel
1.190	Bargaining agreements	
1.200	Appraisal procedures	administrators, teachers
1.210	Salary schedules	administrators, teachers
1.220	Actual teacher evaluations	a five percent random sample (do not put these in document room - they will be reviewed on site)
1.230	Planning documents	long-range or strategic plans; district improvement plans; school improvement plans; department plans; federal or state plans; staff development plans; technology plans; site based decision plans; assessment plans; facilities plans; etc.
1.240	Board minutes	from previous three years
1.250	List of committees	purpose, standing/ad hoc; person responsible; duties; accomplishments
1.260	District Improvement Plans	
1.270	School Improvement Plans	
<b>FA 2</b>		
2.010	Curriculum guides	send all available guides to the designated auditors
2.020	Other curriculum documents that guide teachers	
2.030	Surveys	staff, community, student - conducted on the instructional program
2.040	Textbook or instructional materials adoption process	procedures used for this; materials that describe the curriculum revision process

2.050	Minutes of curriculum meetings	
2.060	Course description books	
2.070	Federal program implementations	ESL, bilingual, military dependent, etc.
2.080	State program implementation	compensatory funds, grants, etc.
<b>FA 3</b>		
3.010	Master schedule for each building	
3.020	Grade distribution reports	
3.030	Demographic data by school	3 years - disaggregated by gender, ethnicity, and grade; Disaggregated by subgroups: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.040	Class size data by school and grade	
3.050	Student assessment reports by school	previous five years
3.060	Retention	3 years - disaggregated by grade, gender, ethnicity, SUBGROUP: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.070	Enrollment in special programs	3 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.080	Instructional time allocations	
3.090	Library book count	by building and district
3.100	Computers	by building and district
3.110	Staff development plans	
3.120	Homework policies	
3.130	Work schedules	art, music, PE, library at elementary levels
3.140	Staffing formulas	
3.150	Documents on grouping, retention, placement, etc.	
3.160	Discipline referral statistics	Disaggregated by gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.170	Guidelines for fund raising	
<b>FA 4</b>		
4.010	Tests administered	list of all district tests administered by subject, grade, exemptions allowed
4.020	Student test data	5 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/ <u>non</u> -special ed; ELL/ <u>NON</u> -ELL; Gifted/ <u>Non</u> -gifted; F/R lunch/ <u>NON</u> F/R lunch
4.030	Program evaluation model	description of district model for evaluating programs
4.040	Program evaluations	any evaluations conducted during last 5 years
4.050	Student assessment plan	a description of testing philosophy and practice in the district
4.060	Follow-up studies	any conducted during the past 5 years
4.070	State testing program	description of program and technical information
4.080	Any nationally-normed assessments (Stanford 10, ITBS, etc.)	district performance (by grade level) disaggregated by building, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch (3+ years)
<b>FA 5</b>		
5.010	Approved district budget	5 years
5.020	Budget planning process description	
5.030	CPA's audit	5 years
5.040	Facilities studies	
5.050	Program innovations	undertaken in previous 10 years
5.060	Bond sale documentation	
5.070	District Technology Plan	description of technology plan
5.080	Assessed valuation	5 years
5.090	Building capacity levels	



TEXAS ASSOCIATION OF  
SCHOOL ADMINISTRATORS

# English–Language Arts Program Review

Improving learning for all students  
through sound organizational  
practices

Presented To:

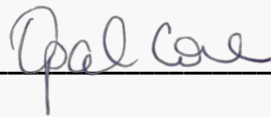
Dr. Marc Smith  
Superintendent  
Fort Bend ISD  
16431 Lexington Boulevard  
Sugar Land, TX 77479



## English-Language Arts Program Review Proposal Summary

<b>Proposing Organization</b>	<b>Texas Association of School Administrators</b>
<b>Proposal Date</b>	October 18, 2024
<b>Proposal Initiator</b>	Opal Core, Director Texas Curriculum Management Audit Center Texas Association of School Administrators Phone: (512) 852-2145 Email: ocore@tasanet.org
<b>Participating Educational Organization</b>	Fort Bend Independent School District
<b>Organization Representative</b>	Dr. Jaretha Jordan
<b>Title of Project</b>	English-Language Arts Program Review
<b>Proposed Starting Date</b>	Immediately upon receipt of signed contract, with site visit to be determined
<b>Proposed Duration</b>	Not to exceed four months from commencement of site visit, with a draft report to the district within eleven weeks of commencement of site visit
<b>Proposed Budget*</b>	\$95,763 plus auditors' travel expenses (estimated at \$10,000). This proposal is in conjunction with the Curriculum Management Audit Proposal and is not a stand-alone project in terms of cost. *Proposed Budget valid 90 days from Proposal Date.

**ACCEPTED:**



October 18, 2024

Opal Core  
Director  
Texas Curriculum Management Audit Center

*Date*

**ACCEPTED:**

Dr. Marc Smith  
Superintendent  
Fort Bend Independent School District

*Date*

# The TASA-CMSi Program Audit

This document constitutes a proposal for delivery of services to the Fort Bend ISD Schools for the purpose of conducting a program audit of the quality of the system’s English-Language Arts (ELA) and Spanish Language Arts (SLAR) curriculum and instruction and related curriculum management processes in Grades K-12. Included in the audit is an evaluation of:

- the extent of coverage and quality of the ELA/SLAR curriculum, programs, and services
- documentation of ELA/SLAR curriculum expectations to guide teachers’ instruction
- appropriateness of ELA/SLAR curriculum and expectations for learners
- the effectiveness of the implementation of the ELA/SLAR educational program
- how the system assesses student mastery of the intended objectives and evaluates success of its ELA/SLAR program
- the scope and quality of board policies and planning for effective governance of the system as it relates to ELA/SLAR
- connections and relationships among organizational components for consistency and equity of programs of services
- use of staffing and resources for maximum productivity.

A program audit is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management for English-Language and Spanish-Language Arts. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the school board and Fort Bend ISD Schools taxpayers that their fiscal support is optimized under the conditions in which the school district functions, and that all students’ learning is improving.

The Fort Bend ISD Schools has demonstrated that it is an educational institution committed to academic and pupil achievement improvement. Even in good school systems, the complexities of the system and the interrelationships of local schools and operational departments affect the quality of educational program delivery and the overall direction of the system. Citizens, taxpayers, teachers, and others have recognized the salient characteristics of a sound curriculum in aiding the system in accomplishing its goals.

The Fort Bend ISD Schools has invited this proposal to determine whether or not its ELA/SLAR program is properly suited for the system, if the design of the program is in keeping with sound and appropriate practice, and whether or not the district has sufficient data for improvement of its program over time.

This proposal is a response to a request for proposal and contains a definition of the types of services proposed, a tentative calendar, and the cost for such services. Curriculum Management Solutions, Inc. (CMSi) is well suited to provide the proposed slate of services. CMSi auditors hail from all around the United States, with experience in districts similar to the Fort Bend ISD Schools.

### ***The Curriculum Audit Process***

The analyses used throughout the program audit are all based on the foundational principle that the written, taught, and tested curriculum must align in order for student learning to be maximized. The more that classroom learning focuses on the content assessed by tests, the less that student performance on those tests will be predicted by demographic factors. A laser-like focus on ensuring that what is written aligns with what is tested, and that what is written is also what is taught, is critical to ensuring instructional quality and student success on targeted assessments.

Although improved student learning is always the primary goal of a TASA-CMSi Program Audit, it is nevertheless a system-level approach. No amount of excellent teaching will yield improved performance if teachers aren't teaching the right content, and if that teaching doesn't connect across grade levels, special programs, and schools within the district to create a seamless, articulated K-12 educational program. Therefore, the TASA-CMSi Program Audit examines all levels of the system that ultimately impact student learning: curriculum design and delivery and its alignment to State Standards as well as to the assessments in use; special programs; facilities; staff development initiatives; resource allocation; as well as others. These are all reviewed to determine whether all separate functions within the system work in a coordinated, effective, and efficient manner to assure an engaging classroom environment and quality instruction.

The approach of the audit is simple. Auditors collect and review an amazing quantity of documentation prior to coming onsite. The team then visits the school district, if possible, interviewing and surveying central office personnel, school-based staff and faculty, school board members, and community or educator focus groups. They also visit almost every classroom in every school, observe curriculum delivery and student learning, and observe the building environment, the instructional resources (and technology) in use, and overall student and teacher engagement. The auditors also administer on-line surveys (when this option is selected) to district stakeholders to collect additional information about strengths and weaknesses of the system.

The auditors then determine the degree to which the systems in place meet the expectations and indicators of the applicable audit standards (for more detail on the focus areas see **Scope of Work**). Where district practices fall short, the auditors develop findings that identify these areas of weakness, providing data to support these findings. Findings are developed under each of the five focus areas .

**The five focus areas**

- 1 **Vision and Accountability:** The school district demonstrates its control of resources, programs, and personnel
- 2 **Curriculum:** The school district has established clear and valid objectives for students and clientele
- 3 **Equity and Consistency:** The school district has demonstrated internal consistency and rational equity in its program development and implementation
- 4 **Assessment and Feedback:** The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs
- 5 **Productivity:** The school district has improved its productivity and efficiency, particularly in the use of resources

Once findings are formulated, the auditors then recommend specific, research-based action steps to fix the problems identified in the findings. Recommendations are not tied to specific standards; rather, they correspond to the natural organization of labor that occurs across district departments. Every finding is addressed in the recommendation section, and all recommendations include specifications as to suggested timelines and prioritization for the work described in the recommendations and action steps. The findings and recommendations are published in a final written report, usually submitted to the district within three to four months of the site visit.



## Company Experience

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Curriculum Management Solutions, Inc. has been auditing and evaluating the design and delivery of curriculum with all its incumbent processes and operations for over 40 years, both independently and through our affiliates, Phi Delta Kappa (PDK) and the Texas Association of School Administrators (TASA). Since the first CMSi Curriculum Audit™ conducted by Dr. Fenwick English in Columbus Public Schools in 1979, CMSi has assisted over 570 school systems in 46 states as well as the District of Columbia, and in several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. As in the beginning, the primary goal for CMSi is to provide districts with reports, data, recommendations, and services that, when implemented, will improve student achievement and the overall quality of student learning.

CMSi is still governed by three of its six original founding board members, and these three members have over 140 years of shared experience in public education. Collectively, they have served in public school systems at every level, as have CMSi-trained and licensed curriculum auditors. Our cadre is comprised of teachers, building administrators, principals, curriculum directors, district administrators, and superintendents, current or retired. Every CMSi-licensed auditor is now or has been a public educator in K-12 education, and some now serve in higher education. It is this wealth of experience with day-to-day school and district operations that maintains the level of quality and relevance in CMSi Curriculum Audits™ and reviews. Our auditors know what works because they have personally applied the CMSi audit concepts and principles and seen the results.

Every CMSi auditor is licensed and trained by the company through an intensive, multi-week training program that requires licensure renewal and audit participation every two years. Our auditors have the skills needed to address issues of curriculum quality, assessment data analysis and interpretation, equity issues, and system finance and governance. No other company has focused on curriculum alignment and excellence with the same commitment to quality, student equity, and improved student achievement as CMSi.

Curriculum Management Solutions, Inc. has been located in central Iowa for over 25 years. Its offices have been located in Johnston, Iowa for the past 18 years, and CMSi has maintained the same board of directors for over 30 years, and support staff for the last 16 years. CMSi has auditors that reside in almost every state in the nation, which allows us to bring local knowledge and understanding to audits. No other company offers the depth and breadth of experience that CMSi brings to every Curriculum Audit.

## Methodology

### ***The Model for the TASA- CMSi Curriculum Audit™ and Program Audit***

The model for the curriculum and assessment audit is shown in the schematic below. The model has been published widely in the national professional literature, most recently in the book *The Curriculum Management Audit: Improving School Quality* by Larry E. Frase, Fenwick W. English, and William K. Poston Jr. (Lancaster, PA: Technomic Press, 1995).

#### **A Schematic View of Curricular Quality Control**

General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), that is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a “learning curve,” i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization or a sub-unit of an organization becomes more “productive” at its essential short- or long-range work tasks.



Within the context of an educational system and its governance and operational structure, curricular quality control requires (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum that is shaped by and interactive with the written one, and (3) a tested curriculum that includes the tasks, concepts, and skills of pupil learning that are linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The curriculum audit assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax moneys from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as federal government, state legislatures, and locally elected/appointed boards of education.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their survival as publicly supported educational organizations in the years ahead. The CMSi Curriculum Audit™ (or Program Audit) is one method for ascertaining the extent to which a school system or sub-unit thereof, has been responsive to these expressed expectations and requirements in its context.



These elements apply to school districts concerned with assuring that all students in the system are adequately served and provided an equally successful educational experience. To determine the extent to which these elements are present and functional with school systems, the TASA-CMSi Program Audit examines data from multiple sources to determine whether or not the focus areas are met. The following represent the types of data collected:

## Data Sources of the Curriculum Audit

The major sources of data for the audit may include the following, depending on the services selected:



### Documents

- These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, student work artifacts, and any other source of information or data that would reveal elements of the written, taught, and tested curricula and the linkages among these elements.



### Interviews

- The external experts will conduct interviews to shed light on the same elements often included in written documents or reports and to reveal interrelationships and contextual understanding. Interviews will be held with all board members, the superintendent, top-level administrative staff, building principals, some classroom teachers, and some parents. The external experts will also interview those who request an audience.



### Online Surveys

- Selected stakeholders (teachers, administrators, community members, parents, and students, depending on district preference) will be offered a comprehensive, online survey prior to or at the time of the site visit or off-site audit (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.



### Site Visits

- The audit team will schedule a visit to school sites in the District. Site visits reveal conditions in which students are learning and the related expectations for their performance that teachers and school leaders may hold. The school context is invaluable in revealing additional areas of inconsistency that may from a lack of alignment between district expectations and site-level implementation of those expectations.

Data from these sources are reviewed and compared with the curriculum audit focus areas to determine gaps and weaknesses across the system. These weaknesses are described in findings in the final written report and have supporting data from multiple sources. The findings are then followed by detailed recommendations that offer specific actions to be taken to rectify and ameliorate the problems in a reasonable amount of time, commensurate with district capacity. The focus areas for the audit are described in the **Scope of Work**.

## **Professional Standards for the Auditors**

The members of the audit team will be highly trained and experienced in conducting audits of systems of the magnitude of the Fort Bend ISD Schools. The audit team is guided by a set of generally accepted auditing principles. While this is not a financial audit, it is governed by some of the same principles. These are:



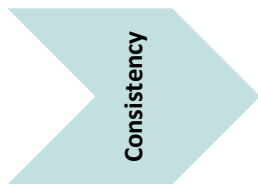
All auditors have experience in conducting the affairs of a school system at all levels audited. The audit team will include external experts who have been teachers, specialists, administrators, and/or researchers with proven expertise in curriculum and assessment analysis.



No audit team member has any vested interest in the findings or recommendations of the audit. None is employed by the district or has any prior relationship to or conflict of interest with management or the governing board of the district.



Events and situations that comprise the database for the audit are derived from documents, interviews, or site visits. This public database and subsequent judgments made upon it must be verifiable and grounded. Findings must be factually established.



This audit will use the same focus areas and basic methods found in the copyrighted curriculum audit process. Audits are not normative (comparing one system to another). School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited, with supporting data and recommendations for improvement.



Auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or re-configure various functions in order to attain an optimum level of performance.



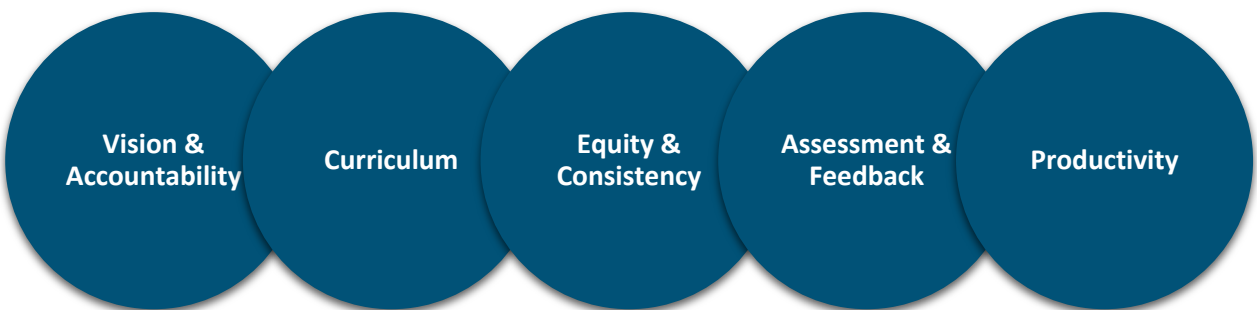
External experts must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. This means that the Fort Bend ISD Schools will not seek or request disclosure of identifying information regarding anyone providing information to the audit team, and that such agreement is not waived in litigation. Confidentiality is respected in audit interviews.

# Scope of Work

## **Services and Analyses to be Performed**

The TASA-CMSi Program Audit uses five focus areas against which to compare, verify, and comment upon the Fort Bend ISD Schools’ existing curricular management practices. These focus areas have been extrapolated from an extensive review of management principles and practices and have been applied in all previous curriculum management audits. As a result, the focus areas reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

The five focus areas employed in the TASA-CMSi Program Audit are:



A finding within a Program Audit is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the CMSi audit, and its comparison with one or more of the five audit focus areas .

Findings in the negative represent discrepancies below the standard. Findings in the positive reflect meeting or exceeding the standard. As such, audit findings are recorded on nominal and ordinal indices and not ratio or interval scales. As a general rule, audits do not issue commendations, because it is expected that a school district should be meeting every standard as a way of normally doing its business. Commendations are not given for good practice. On occasion, exemplary practices may be cited.

Unlike accreditation methodologies, audits do not have to reach a forced, summative judgment regarding the status of a school district or sub-unit being analyzed. Audits simply report the discrepancies and formulate recommendations to ameliorate them.

More detail concerning what auditors look for under each of the five focus areas is presented in the following section.

## The Focus Areas and Their Indicators



### Focus Area One: Vision & Accountability

Under **Focus Area One**, auditors will review the scope and quality of policy (governance) and planning across the school system. A school system meeting Curriculum Audit Focus Area One is able to demonstrate its control of resources, programs, and personnel so that it can realize its vision and mission. Common indicators are:

- a clearly defined vision for instructional delivery and student engagement in district classrooms that is congruent with best practice
- a curriculum policy framework that:
  - is centrally defined and adopted by the board of education
  - establishes an operational framework for management that permits accountability
  - reflects state requirements and local program goals
  - reflects the necessity to use achievement data to improve school system operations
  - defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission
- a functional administrative structure that facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals
- a direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers
- documentation of school board and central office planning for the attainment of goals, objectives, and mission over time.
- organizational development efforts which are focused to improve system effectiveness



### Focus Area Two: Curriculum

Under **Focus Area Two**, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Focus Area Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning. Common indicators are:

- a clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of education
- demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives
- evidence of comprehensive, detailed, short- and long-range curriculum management planning
- knowledge, local validation, and use of current best curricular practices

- written curriculum that addresses both current and future needs of students
- major programmatic initiatives designed to be cohesive
- provision of explicit direction for the superintendent and professional staff
- a curriculum that is clearly explained to members of the teaching staff, building-level administrators, and other supervisory personnel
- a framework that exists for systemic curricular change and for assuring support for all populations.

Under **Focus Area Three**, auditors review the design and delivery of the educational program to determine equity, connectivity, and overall alignment. A successful school system meeting Focus Area Three will demonstrate a highly developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored by the building and central office administrators and staff. Common indicators are:

- documents/sources that reveal internal connections at different levels in the system
- predictable consistency through a coherent rationale for content delineation within the curriculum
- equality of curriculum/course access and opportunity
- allocation of resource flow to areas of greatest need
- operations set within a framework that carries out the system’s goals and objectives
- specific professional development programs to enhance curricular design and delivery and equip personnel to participate in curricular design and development and build instructional capacity
- a curriculum that is monitored by central office and site supervisory personnel
- teacher and administrator responsiveness to school board policies, currently and over time.



**Standard Three:  
Equity and  
Consistency**

Auditors will visit classrooms in every school across the system to collect data concerning dominant teacher and student practices observed. Information will be recorded regarding the instructional practices observed and reported back to school system stakeholders. The criteria for instructional best practices will be extrapolated from district policy and documents, unless the school system specifically requests CMIM criteria be used.



### Focus Area Four: Assessment & Feedback

Under **Focus Area Four**, the auditors will examine the overall scope and quality of the assessment system in providing data (feedback) and its use in decision making at all levels of the system: classroom, building, and district. A school system meeting Focus Area Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Within the system, teachers have access to formative assessment tools to determine each student's progress in mastering required content. Common indicators are:

- a *formative* and *summative* assessment system linked to a clear rationale in board policy
- knowledge, local validation, and use of current best practices for curriculum and program assessment
- use of a student and program assessment plan which provides for diverse assessment strategies for varied purposes at all levels -- district, school, and classroom
- a way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be evaluated and subsequently improved
- high quality, valid formative tools teachers can use to determine student progress toward mastery of defined content
- a timely and relevant data base upon which to analyze important trends in student achievement
- a vehicle to examine how well specific programs are actually producing desired learner outcomes of results
- a database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis
- a database to modify or terminate ineffective educational programs
- organizational data gathered and used to continually improve system functions

Auditors will analyze the quality of existing assessments in yielding essential data regarding student performance and achievement. When possible, auditors will also evaluate the alignment of assessments with the written curriculum and report any discrepancies.



### Focus Area Five: Productivity

Under **Focus Area Five**, auditors examine the degree to which school systems are equipped to achieve goals and improve the delivery of the educational program and services with existing resources. Attaining improved productivity in school systems requires a balance between a tightly-held organizational structure with the flexibility required by individual schools to ensure responsiveness to clientele within a framework of consistent district expectations. Common indicators of an educational system meeting Focus Area Five are:

- planned and actual congruence among curricular objectives, results, and financial allocations
- a financial database and network that are able to track costs to results, provide sufficient fiduciary control, and is used as a viable database in making policy and operational decisions
- specific means that have been selected or modified and implemented to attain better results in schools over a specified time period
- a planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past
- school facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program
- support systems that function in systemic ways
- a method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- district and school climate that is conducive to continual improvement and program effectiveness.

### ***The Audit Process: Roles, Responsibilities, and Timeline***

The lead auditor will be responsible for overall coordination of the work, employment of the external experts, preparation of the report, and delivery of the report to the client, the Fort Bend ISD Schools. All work will be performed and reported in accordance with the guidelines and focus areas described in this proposal.

District leaders will identify a liaison (see responsibilities below) who will work with the lead auditor to schedule the site visits, secure all documentation, assist with the administration of the online surveys, and coordinate the auditors' site visit and interviews. The documentation requested for the audit is presented in **Appendix A**.

The final report to the Fort Bend ISD Schools will include a description of the focus areas employed, the process followed, the findings of the audit team with documentation, and a set of recommendations for action by the governing board and administrative staff of the system. The timeline for performance of the work is described below:

## **Typical Timeline for the Proposed Audit**

(timeframes vary based on services selected and district schedules and response times)

### **Week 1**

#### **Process to secure contract finalized.**

##### **District Responsibilities:**

- Identify liaison and preferred site visit dates (if site visit included)
- Collect necessary documents and data and submit to lead auditor
- Schedule interviews and visits to schools (if included)

##### **Lead Auditor Responsibilities:**

- Meet (virtually or in person) with superintendent and liaison in preparation for the audit
- Identify audit team members
- Submit sample surveys to liaison for review and approval

### **Weeks 2-6**

##### **District Responsibilities:**

- Finalize surveys and disseminate to appropriate stakeholder groups
- Finalize site visit and interview schedule (virtual and/or in person)
- Finalize submission of all documentation and data to the lead auditor and audit team
- Oversee site visit with the audit team

##### **Lead Auditor and Audit Team Responsibilities:**

- Review all documentation and data
- Conduct interviews with all stakeholders
- Collect and analyze survey data
- Conduct site visit

### **Weeks 6-12**

##### **Lead Auditor and Audit Team Responsibilities:**

- Discuss draft Findings and Recommendations with Superintendent
- Finalize analyses and report production

### **Weeks 11-13**

##### **District Responsibilities:**

- Receive final report and prepare implementation and dissemination strategies
- Provide progress report to the Board on response to audit recommendations

##### **Lead Auditor Responsibilities:**

- Present final report to the board (if included)
- Meet with district leaders to plan response to audit findings and recommendations (if included)



***Notice of Indemnification***

Approval of this proposal by the Fort Bend ISD Schools indicates agreement to accept the proposed conditions of work and to hold TASA, CMSi, and the auditors performing the work harmless from any and all claims and expenses arising from causes of action that may be brought as the result or related to provision of services under this proposal to the Fort Bend ISD Schools.

### **Total Budget for Selected Items**

Total Cost, Selected Items: \$95,763 plus expenses. Expenses are billed as incurred, with receipts and are estimated not to exceed \$10,000.

This proposal is in conjunction with the Curriculum Management Audit and is not a stand-alone project in terms of cost.

**TOTAL BUDGET:     \$105,763**

### **Payment Schedule**

Upon signed approval and authorization of the work	1/2 of the total project amount
Upon completion of the site visit	1/2 of the total project amount Reimbursement for out of pocket expenses (travel, lodging, printing, etc.)
Upon delivery of the draft audit report, prior to delivery of final audit report	All invoiced costs must be paid before delivery of final audit report.

## Appendix A: Documents Collected for Review

Focus area / Document	Document	Examples of Documentation
<b>FA 1</b>		
1.010	Background information about the district	names and addresses of schools; names of principals; enrollment by school; demographics of students by school; a map of the district; information about the community; any other information helpful in orienting the team to the district
1.020	History of the school system	a narrative (not to exceed 3 pages) which presents a history of the district
1.030	Demographic data	enrollment projections and trends for a period of five years
1.040	Audit statement	Why did you undertake the audit? What do you want to accomplish from it? How will the information be used?
1.050	Sample of internal memoranda	administrative officers to principals, principals to teachers, etc., regarding curriculum, testing, evaluation, and programming
1.060	Bond sales documents	
1.070	Mission statement and goals for district	
1.080	Mission statement and goals for schools	
1.090	One complete set of Board policies	
1.100	One complete set of administrative regulations	
1.110	List of board members	include their length of tenure for the past 10 years of all BOE members
1.120	List of superintendents	include their length of tenure for the past 10 years of all BOE members
1.130	District accreditation report	most recent copy of this report or any other external audits or consultant reports conducted during previous five years
1.140	Job descriptions	all administrative or supervisory staff, teachers, and other instructional staff
1.150	Table of organization	include names of personnel in positions
1.160	Staff and faculty handbooks	
1.170	Latest OCR reports	
1.180	Employee contracts	for professional personnel
1.190	Bargaining agreements	
1.200	Appraisal procedures	administrators, teachers
1.210	Salary schedules	administrators, teachers
1.220	Actual teacher evaluations	a five percent random sample (do not put these in document room - they will be reviewed on site)
1.230	Planning documents	long-range or strategic plans; district improvement plans; school improvement plans; department plans; federal or state plans; staff development plans; technology plans; site based decision plans; assessment plans; facilities plans; etc.
1.240	Board minutes	from previous three years
1.250	List of committees	purpose, standing/ad hoc; person responsible; duties; accomplishments
1.260	District Improvement Plans	
1.270	School Improvement Plans	
<b>FA 2</b>		
2.010	Curriculum guides	send all available guides to the designated auditors
2.020	Other curriculum documents that guide teachers	
2.030	Surveys	staff, community, student - conducted on the instructional program
2.040	Textbook or instructional materials adoption process	procedures used for this; materials that describe the curriculum revision process

2.050	Minutes of curriculum meetings	
2.060	Course description books	
2.070	Federal program implementations	ESL, bilingual, military dependent, etc.
2.080	State program implementation	compensatory funds, grants, etc.
<b>FA 3</b>		
3.010	Master schedule for each building	
3.020	Grade distribution reports	
3.030	Demographic data by school	3 years - disaggregated by gender, ethnicity, and grade; Disaggregated by subgroups: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.040	Class size data by school and grade	
3.050	Student assessment reports by school	previous five years
3.060	Retention	3 years - disaggregated by grade, gender, ethnicity, SUBGROUP: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.070	Enrollment in special programs	3 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.080	Instructional time allocations	
3.090	Library book count	by building and district
3.100	Computers	by building and district
3.110	Staff development plans	
3.120	Homework policies	
3.130	Work schedules	art, music, PE, library at elementary levels
3.140	Staffing formulas	
3.150	Documents on grouping, retention, placement, etc.	
3.160	Discipline referral statistics	Disaggregated by gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.170	Guidelines for fund raising	
<b>FA 4</b>		
4.010	Tests administered	list of all district tests administered by subject, grade, exemptions allowed
4.020	Student test data	5 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/ <u>non</u> -special ed; ELL/ <u>NON</u> -ELL; Gifted/ <u>Non</u> -gifted; F/R lunch/ <u>NON</u> F/R lunch
4.030	Program evaluation model	description of district model for evaluating programs
4.040	Program evaluations	any evaluations conducted during last 5 years
4.050	Student assessment plan	a description of testing philosophy and practice in the district
4.060	Follow-up studies	any conducted during the past 5 years
4.070	State testing program	description of program and technical information
4.080	Any nationally-normed assessments (Stanford 10, ITBS, etc.)	district performance (by grade level) disaggregated by building, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch (3+ years)
<b>FA 5</b>		
5.010	Approved district budget	5 years
5.020	Budget planning process description	
5.030	CPA's audit	5 years
5.040	Facilities studies	
5.050	Program innovations	undertaken in previous 10 years
5.060	Bond sale documentation	
5.070	District Technology Plan	description of technology plan
5.080	Assessed valuation	5 years
5.090	Building capacity levels	

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Superintendent's Evaluation**  
**Instrument**  
**Department: Board of Trustees**

**Recommendation**

Consideration and approval of the Superintendent's Summative Evaluation Instrument.

# FBIISD

## Superintendent Evaluation Form

### SUPERINTENDENT'S EVALUATION AREAS

1. Board and Superintendent Relations
2. Administrative Leadership
3. Educational Leadership
4. School/Community Relations
5. Professional Growth and Development
6. School/Organization Improvement
7. Student Academic Performance

Approval Date: \_\_\_\_\_  
Quarter I Review: \_\_\_\_\_  
Quarter II Review: \_\_\_\_\_  
Quarter III Review: \_\_\_\_\_  
Annual Review Date: \_\_\_\_\_

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*\*In accordance with Texas law, the evaluation of the Superintendent is a confidential record of the district and may not be released without the approval of the Fort Bend ISD Board of Trustees.*

### INTRODUCTION

The evaluation of the Superintendent is one of the most important tasks performed annually by the Board of Trustees of a Texas public school district. It is not a “checklist” or “snapshot activity.” Rather, it is an ongoing process focused on setting goals and priorities for the district and measuring achievement. Further, the evaluation process should encourage candid and full communication between the Board and the Superintendent to strengthen the management team and ensure a common commitment to the district’s goals and priorities. By Texas law, the evaluation of the Superintendent is a confidential record of the school district.

## INSTRUCTIONS

The Superintendent's evaluation is divided into two sections. The performance goals section is a quantitative, objective measure based on goal achievement worth 50 points. The rubric performance criteria section is a more subjective measure worth 81 points.

1. At the beginning of school each year, the Superintendent will identify and recommend the evaluation performance goals based on the Board and district strategic plan priorities and focus areas and review/revise the performance criteria as appropriate.
2. The Board will collaborate with the Superintendent and provide feedback on the recommended goals and criteria.
3. The Superintendent will update the Board quarterly on the performance goals based on available data and share an update of efforts.
4. Before the annual evaluation, the Superintendent will enter the most current data for each performance goal and identify whether it was exceeded, met/partially met, or not met. The Superintendent will then self-reflect on the performance goals and provide a portfolio of supporting evidence. The Superintendent will also provide a self-evaluation of the performance criteria, along with comments to support the rating provided. 139
5. Board members will review the Superintendent's progress, self-evaluation, and portfolio before giving an evaluation rating and providing comments.
6. Each Board member should send a copy of the completed evaluation instrument at least two weeks before the designated board meeting.
  - a. In executive session, the Board will discuss and collaborate on the Superintendent's evaluation and determine the overall rating and feedback.
  - b. If a unanimous consensus cannot be reached, the decision of the majority of the Board will determine the final composite rating.
  - c. The final rating for the performance standards and goals shall be entered on the summative page of this evaluation instrument (page 11), constituting the Board's overall evaluation of the Superintendent.
  - d. Once a final composite rating is determined, the Board will share the evaluation and feedback with the Superintendent in executive session.

The Board's evaluation of the Superintendent and any individual evaluation instruments completed by each Board member and the Superintendent are confidential documents and shall be kept secure.

## Superintendent's Performance Rating for Standard I: Board and Superintendent Relations

### Supporting Evidence:

- *Calendar of events (meetings, training, team building, communication)*
- *Access to Board meeting agendas*
- *List of policy updates and board meeting dates*
- *Access to Board meeting videos*

Criteria	Exemplary (3 points)	Proficient (2 points)	Advancing (1 point)	Needs Improvement (0 points)
Board Meetings	<input type="checkbox"/> All or most recommendations made are based on data or feedback and the Board is given timely, comprehensive information for decision-making.	<input type="checkbox"/> Most recommendations made are based on data or feedback and the Board is given timely information for decision-making.	<input type="checkbox"/> Recommendations made are occasionally based on data or feedback and the Board is usually given timely information for decision-making.	<input type="checkbox"/> Recommendations made are rarely based on data or feedback and the Board is rarely provided timely information for decision-making.
Board Policy	<input type="checkbox"/> Demonstrates a strong understanding of Board policy and consistently proposes updates to ensure aligned practices.	<input type="checkbox"/> Demonstrates understanding of Board policy and regularly proposes updates to ensure aligned practices.	<input type="checkbox"/> Demonstrates understanding of Board policy and proposes updates in accordance with TASB recommendations.	<input type="checkbox"/> Demonstrates limited understanding of Board policy and/or fails to propose updates in a timely manner.
Board Teambuilding	<input type="checkbox"/> Creates frequent and quality opportunities in collaboration with the Board President for the Board to work collaboratively as a team and come to consensus on key decisions.	<input type="checkbox"/> Creates frequent or quality opportunities in collaboration with the Board President for the Board to work collaboratively as a team and come to consensus on key decisions.	<input type="checkbox"/> Creates occasional or adequate opportunities for the Board to work collaboratively as a team and come to consensus on key decisions.	<input type="checkbox"/> Creates limited or poor-quality opportunities for the Board to work collaboratively as a team and come to consensus on key decisions.
Board Communication	<input type="checkbox"/> Provides the Board with frequent, equitable, and timely information about district happenings and is routinely available via phone, email, or in-person when requested.	<input type="checkbox"/> Provides the Board with frequent, equitable, or timely information about district happenings and is routinely available via phone, email, or in-person when requested.	<input type="checkbox"/> Provides the Board with timely information about district happenings and is often available via phone, email, or in-person when requested.	<input type="checkbox"/> Provides the Board with infrequent, inequitable, or delayed information about district happenings or is rarely available via phone, email, or in-person when requested.
<b>Standard Points</b>				140
<b>Board Awarded Total Points</b>				

Measure	Prior Year (if available)	Current Year Goal	Current Year Outcome	Exceeded	Met	Partially Met	Did Not Meet
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Superintendent Self-Evaluation

### Board Comments

# Superintendent's Performance Rating for Standard II: Administrative Leadership

**Supporting Evidence:**

- Retention rate data by position category
- Personnel evaluation summary reports
- Financial rating system report (FIRST)
- List of completed facility projects
- Recruitment, selection, and retention plans
- Annual financial audit
- Budget reports
- Long-range facility plan

Criteria	Exemplary (3 points)	Proficient (2 points)	Advancing (1 point)	Needs Improvement (0 points)
Human Capital Management	<input type="checkbox"/> Develops, implements, and adheres to quality, defined practices to support with selecting, inducting, evaluating, and retaining talent.	<input type="checkbox"/> Develops, implements, and adheres to defined practices to support with selecting, inducting, evaluating, and retaining talent.	<input type="checkbox"/> Develops, implements, and adheres to defined practices to support in some areas of selecting, inducting, evaluating, or retaining talent.	<input type="checkbox"/> Develops defined practices to support in some areas of selecting, inducting, evaluating, or retaining talent.
Facility Management	<input type="checkbox"/> Executes and monitors quality facility improvement efforts that ensure safe, healthy, and clean learning and work environments resulting in high stakeholder satisfaction.	<input type="checkbox"/> Executes and monitors quality facility improvement efforts that ensure safe, healthy, and clean learning and work environments resulting in average stakeholder satisfaction.	<input type="checkbox"/> Executes and monitors some facility improvement efforts that ensure safe, healthy, and clean learning and work environments resulting in average to low stakeholder satisfaction.	<input type="checkbox"/> Executes or monitors few facility improvement efforts that ensure safe, healthy, and clean learning and work environments resulting in low stakeholder satisfaction.
Financial Management	<input type="checkbox"/> Ensures efficient fiscal practices are implemented and monitored in all areas with a clean financial audit, an "A+" FIRST rating, and a healthy fund balance.	<input type="checkbox"/> Ensures efficient fiscal practices are implemented and monitored in most areas with a clean financial audit, an "A" FIRST rating, and a healthy fund balance.	<input type="checkbox"/> Ensures fiscal practices are implemented and monitored in some areas with a clean financial audit, and an "A" FIRST rating or a healthy fund balance.	<input type="checkbox"/> Ensures fiscal practices are implemented and monitored in a few areas with a clean financial audit, an "A" FIRST rating, or a healthy fund balance.
Problem-Solving and Decision-Making	<input type="checkbox"/> Routinely prioritizes and solves problems with high effectiveness and in a timely manner in alignment with data-driven, research-based practices.	<input type="checkbox"/> Often prioritizes and solves problems effectively and in a timely manner in alignment with data-driven, research-based practices.	<input type="checkbox"/> Occasionally prioritizes and solves problems effectively and in a timely manner in alignment with data-driven, research-based practices.	<input type="checkbox"/> Rarely prioritizes and solves problems effectively and in a timely manner in alignment with data-driven, research-based practices.
<b>Standard Points</b>				
<b>Board Awarded Total Points</b>				

Measure	Prior Year (if available)	Current Year Goal	Current Year Outcome	Exceeded	Met	Partially Met	Did Not Meet
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Superintendent Self-Evaluation**

**Board Comments**

## Superintendent's Performance Rating for Standard III: Educational Leadership

### Supporting Evidence:

- Access to the district comprehensive curriculum
- Curriculum fidelity data
- MAP Growth reports (by campus)
- Access to list of instructional resources
- Student discipline reports
- SEL program data

Criteria	Exemplary (3 points)	Proficient (2 points)	Advancing (1 point)	Needs Improvement (0 points)
Curriculum and Instruction	<input type="checkbox"/> Provides a comprehensive, research-based curriculum, based on stakeholder feedback, for all core content areas and routinely monitors the fidelity of implementation.	<input type="checkbox"/> Provides a research-based curriculum, based on stakeholder feedback, for all core content areas and periodically monitors the fidelity of implementation.	<input type="checkbox"/> Provides a research-based curriculum, based on stakeholder feedback, for most core content areas and occasionally monitors the fidelity of implementation.	<input type="checkbox"/> Provides a limited research-based curriculum for some core content areas and rarely monitors the fidelity of implementation.
Assessment and Accountability	<input type="checkbox"/> Ensures student academic growth is routinely measured, analyzed, and responded to, and campus and department leadership is held accountable for high levels of academic achievement.	<input type="checkbox"/> Ensures student academic growth is measured, analyzed, and responded to, and campus and department leadership is held accountable for academic achievement.	<input type="checkbox"/> Somewhat ensures student academic growth is measured, analyzed, and responded to, and campus and department leadership is held accountable for academic achievement.	<input type="checkbox"/> Rarely ensures student academic growth is measured, analyzed, and responded to, and campus and department leadership is not held accountable for academic achievement.
Instructional Resources	<input type="checkbox"/> Allocates research-based, equitable, and high-quality instructional resources and technology to support student academic achievement and teacher lesson design.	<input type="checkbox"/> Allocates research-based, equitable, or high-quality instructional resources and technology to support student academic achievement and teacher lesson design.	<input type="checkbox"/> Allocates adequate amounts and quality of research-based instructional resources and technology to support student academic achievement and teacher lesson design.	<input type="checkbox"/> Allocates inadequate research-based instructional resources and technology to support student academic achievement and teacher lesson design.
Student Supports and Services	<input type="checkbox"/> Implements and monitors high-quality programs and services that ensure the academic, social, emotional, and behavioral success for all students.	<input type="checkbox"/> Implements and monitors quality programs and services that ensure the academic, social, emotional, and behavioral success for all/most students.	<input type="checkbox"/> Implements and monitors some programs and services that ensure the academic, social, emotional, and behavioral success for most students.	<input type="checkbox"/> Implements and monitors few programs and services to ensure the academic, social, emotional, and behavioral success for all students.
<b>Standard Points</b>				
<b>Board Awarded Total Points</b>				

Measure	Prior Year (if available)	Current Year Goal	Current Year Outcome	Exceeded	Met	Partially Met	Did Not Meet
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Superintendent Self-Evaluation

### Board Comments

## Superintendent's Performance Rating for Standard IV: School and Community Relations

### Supporting Evidence:

- Satisfaction survey data (community and staff)
- List of district partnerships and donations
- Artifacts of communication efforts
- Student engagement survey data
- Calendar of superintendent engagements

Criteria	Exemplary (3 points)	Proficient (2 points)	Advancing (1 point)	Needs Improvement (0 points)
Communication and Transparency	<input type="checkbox"/> Consistently communicates district progress and happenings in a timely manner, with quality, and in multiple modalities that support the diverse needs of the district.	<input type="checkbox"/> Regularly communicates district progress and happenings in a timely manner, with quality, and often in multiple modalities that support the diverse needs of the district.	<input type="checkbox"/> Occasionally communicates district progress and happenings in a timely manner, with some quality, and often in multiple modalities.	<input type="checkbox"/> Rarely communicates district progress and happenings in a timely manner, with quality, or in multiple modalities.
Superintendent Engagement	<input type="checkbox"/> Actively and visibly engages and collaborates with all stakeholder groups demonstrating positive relationship-building that fosters partnerships, secures resources, and builds support.	<input type="checkbox"/> Actively engages and collaborates with most stakeholder groups demonstrating positive relationship-building that fosters partnerships, secures resources, and builds support.	<input type="checkbox"/> Engages and collaborates with stakeholder groups demonstrating relationship-building that fosters partnerships, secures resources, or builds support.	<input type="checkbox"/> Rarely engages and collaborates with stakeholder groups or demonstrates relationship-building that fosters partnerships, secures resources, or builds support.
Stakeholder Satisfaction	<input type="checkbox"/> Routinely seeks and acts on stakeholder feedback while maintaining a high-level of satisfaction of >70% from all stakeholder groups.	<input type="checkbox"/> Occasionally seeks and acts on stakeholder feedback while maintaining a satisfaction level of >60% from all stakeholder groups.	<input type="checkbox"/> Periodically seeks and acts on stakeholder feedback while maintaining a satisfaction level of >60% from most stakeholder groups.	<input type="checkbox"/> Rarely seeks or acts on stakeholder feedback while maintaining a satisfaction level of <60% from most stakeholder groups.
Organizational Culture and Climate	<input type="checkbox"/> Works strategically and collaboratively with the Board to establish a positive, productive, and collaborative organizational environment that is respectful and professional with defined efforts for building employee morale and fostering student engagement.	<input type="checkbox"/> Works collaboratively with the Board to establish a positive, productive, and collaborative organizational environment that is respectful and professional with some effort to build employee morale and/or foster student engagement.	<input type="checkbox"/> Works with the Board to establish a positive, productive, and collaborative organizational environment that is respectful and professional.	<input type="checkbox"/> Fails to establish a positive, productive, and collaborative organizational environment that is respectful and professional.
<b>Standard Points</b>				
<b>Board Awarded Total Points</b>				

Measure	Prior Year (if available)	Current Year Goal	Current Year Outcome	Exceeded	Met	Partially Met	Did Not Meet
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Superintendent Self-Evaluation

### Board Comments

# Superintendent's Performance Rating for Standard V: Professional Growth and Development

**Supporting Evidence:**

- Board training events/activities
- Professional development participation data
- TIA data including designations and amounts
- Superintendent training events/activities
- Professional development offerings list
- Professional development plan

Criteria	Exemplary (3 points)	Proficient (2 points)	Advancing (1 point)	Needs Improvement (0 points)
Board Development	<input type="checkbox"/> Collaborates with the Board to provide varied training opportunities that exceed state required hours and encourages the sharing of new learning.	<input type="checkbox"/> Collaborates with the Board to provide varied training opportunities that exceed the state required hours.	<input type="checkbox"/> Collaborates with the Board to provide the Board with training opportunities that meet the state required hours.	<input type="checkbox"/> Fails to provide the Board with adequate training opportunities that meet the state required hours.
Superintendent Professional Growth	<input type="checkbox"/> Actively, routinely engages in varied professional learning experiences at the state and national levels with evidence of enhanced leadership practices and district improvement.	<input type="checkbox"/> Engages in varied professional learning experiences at the state and national levels with evidence of enhanced leadership practices and district improvement.	<input type="checkbox"/> Engages in professional learning experiences at the state or national levels.	<input type="checkbox"/> Demonstrates limited engagement in professional learning experiences at the state or national levels.
Superintendent Ethics and Professionalism	<input type="checkbox"/> Models unwavering ethical behaviors and professionalism in all actions, decisions, and communications.	<input type="checkbox"/> Models ethical behaviors and professionalism in most actions, decisions, and communications	<input type="checkbox"/> Models ethical behaviors and professionalism in some actions, decisions, and communications.	<input type="checkbox"/> Models ethical behaviors and professionalism in few actions, decisions, and communications. <span style="float: right;">144</span>
Leadership Development	<input type="checkbox"/> Establishes leadership programs and professional learning based on research-based practices and legal requirements that ensures high-quality leaders and a succession plan for sustained excellence.	<input type="checkbox"/> Establishes leadership programs and professional learning based on research-based practices and legal requirements that ensures quality leaders.	<input type="checkbox"/> Establishes leadership programs and professional learning that meets legal requirements to ensure quality leaders.	<input type="checkbox"/> Fails to establish leadership programs and professional learning to ensure quality leaders and compliance with required trainings.
Organizational Professional Learning	<input type="checkbox"/> Develops and executes a comprehensive professional learning plan that ensures all staff members are offered quality, extensive, and various learning opportunities.	<input type="checkbox"/> Develops and executes a professional learning plan that ensures most staff members are offered various learning opportunities.	<input type="checkbox"/> Develops and somewhat executes a professional learning plan that ensures staff members are offered learning opportunities.	<input type="checkbox"/> Develops a professional learning plan.
<b>Standard Points</b>				
<b>Board Awarded Total Points</b>				

Measure	Prior Year (if available)	Current Year Goal	Current Year Outcome	Exceeded	Met	Partially Met	Did Not Meet
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Superintendent Self-Evaluation**

**Board Comments**

# Superintendent's Performance Rating for Standard VI: School and Organizational Improvement

## Supporting Evidence:

- Strategic direction actions data
- Strategic direction and goals
- Calendar and artifacts of strategic direction communication
- Feedback data from staff, students, stakeholders
- Program evaluation cycles and outcomes
- Grievance data

Criteria	Exemplary (3 points)	Proficient (2 points)	Advancing (1 point)	Needs Improvement (0 points)
Strategic Direction and Goal-Setting	<input type="checkbox"/> Collaboratively develops (with the Board), communicates, monitors, and executes a clearly defined strategic direction that includes targeted goals and actions that support district improvements and innovative efforts based on stakeholder feedback.	<input type="checkbox"/> Collaboratively develops (with the Board), communicates, monitors, and executes a clearly defined strategic direction that supports district improvements and/or innovative efforts based on stakeholder feedback.	<input type="checkbox"/> Collaboratively develops (with the Board), communicates, monitors, and executes a strategic direction that supports district improvements or innovative efforts.	<input type="checkbox"/> Fails to collaboratively develop (with the Board), communicates, monitors, or executes a strategic direction.
Program Evaluations and Reviews	<input type="checkbox"/> Establishes and executes a program evaluation and review cycle to ensure quality, compliant, and efficient practices, reviews multiple programs annually, and transparently reports findings and improvement actions to the Board.	<input type="checkbox"/> Establishes and executes a program evaluation and review cycle to ensure quality, compliant, and efficient practices and transparently reports findings and improvement actions to the Board.	<input type="checkbox"/> Establishes and executes a program evaluation and review cycle to ensure quality, compliant, and efficient practices.	<input type="checkbox"/> Lacks a program evaluation and review cycle to ensure quality, compliant, and efficient practices.  145
Project Prioritization and Completion	<input type="checkbox"/> Effectively prioritizes improvement efforts and fully executes in a timely, efficient manner in alignment with the intended outcomes.	<input type="checkbox"/> Prioritizes improvement efforts and executes in a timely, efficient manner in alignment with the intended outcomes.	<input type="checkbox"/> Prioritizes improvement efforts and executes in alignment with the intended outcomes.	<input type="checkbox"/> Struggles to prioritize improvement efforts or execute in alignment with the intended outcomes.
<b>Standard Points</b>				
<b>Board Awarded Total Points</b>				

Measure	Prior Year (if available)	Current Year Goal	Current Year Outcome	Exceeded	Met	Partially Met	Did Not Meet
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Superintendent Self-Evaluation

## Board Comments

## Superintendent's Performance Rating for Standard VII: Student Academic Performance

### Supporting Evidence:

- STAAR/EOC performance summary data
- MAP Growth data by campus
- District/Campus improvement plans
- State accountability ratings (district)
- Academic performance goals by campus

Criteria	Exemplary (3 points)	Proficient (2 points)	Advancing (1 point)	Needs Improvement (0 points)
Academic Ratings	<input type="checkbox"/> Strategically implements plans, services, and interventions that result in district academic accountability gains in more than one domain when compared to prior year and maintains an A district rating.	<input type="checkbox"/> Strategically implements plans, services, and interventions that result in district academic accountability gains in at least one domain when compared to prior year and earns a B district rating.	<input type="checkbox"/> Implements plans, services, or interventions that result in district academic accountability gains in at least one domain when compared to prior year.	<input type="checkbox"/> Fails to implement plans, services, or interventions that result in district academic accountability gains in at least one domain when compared to prior year.
Student Growth	<input type="checkbox"/> Establishes quality, aligned, and research-based instructional, programs, practices, and measures that support student growth in reading and math resulting in 75% of campuses achieving annual growth targets.	<input type="checkbox"/> Establishes quality, aligned, and research-based instructional, programs, practices, and measures that support student growth in reading and math resulting in 75% of campuses achieving annual growth targets in at least one subject area.	<input type="checkbox"/> Establishes instructional, programs, practices, and measures that support student growth in reading and math resulting in 65% of campuses achieving annual growth targets in at least one subject area.	<input type="checkbox"/> Less than 65% of campuses achieve annual growth targets in reading or math.  <div style="text-align: right;">146</div>
School Improvement	<input type="checkbox"/> Analyzes academic performance data, sets achievement goals, monitors progress, and holds leadership accountable for ensuring high levels of academic growth and instructional improvement.	<input type="checkbox"/> Analyzes academic performance data, sets achievement goals, monitors progress, and holds leadership accountable for ensuring some academic growth and instructional improvement.	<input type="checkbox"/> Analyzes academic performance data, sets achievement goals, monitors progress, or holds leadership accountable for ensuring some academic growth and instructional improvement.	<input type="checkbox"/> Analyzes academic performance data, sets achievement goals, monitors progress, or holds leadership accountable with limited academic growth and instructional improvement.
<b>Standard Points</b>				
<b>Board Awarded Total Points</b>				

Measure	Prior Year (if available)	Current Year Goal	Current Year Outcome	Exceeded	Met	Partially Met	Did Not Meet
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Superintendent Self-Evaluation

### Board Comments

# Superintendent's Summative Annual Appraisal and Signature Page

	Points Earned
Performance Goals	##
Board /Superintendent Relations	##
Administrative Leadership	##
Educational Leadership	##
School/Community Relations	##
Professional Growth and Development	##
School/Organization Improvement	##
Student Academic Performance	##
<b>Grand Total</b>	<b>##</b>

Performance Goals
50 Points – All of the goals were met or exceeded
30 Points – More than ½ of the goals were met or exceeded
10 Points – Less than ½ of the goals were met or exceeded
0 Points – None of the goals were met or exceeded

Overall Composite Evaluation Rating
<input type="checkbox"/> Exemplary (98-131 total points)
<input type="checkbox"/> Proficient (65-97 total points)
<input type="checkbox"/> Needs Improvement (32-64 total points)
<input type="checkbox"/> Unsatisfactory (0-31 total points)

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Signature of Trustee \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Trustee \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Trustee \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Trustee \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Trustee \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Trustee \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Trustee \_\_\_\_\_ Date: \_\_\_\_\_

***The Trustees and I have discussed this Annual Appraisal Report.***

Signature of Superintendent \_\_\_\_\_ Date: \_\_\_\_\_

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Nomination to 2025 Houston-Galveston**  
**Area Council General Assembly**  
**References: Board Policy CCH (Legal)**  
**Department: Board of Trustees**

**Recommendation**

Consideration and approval of a resolution nominating a representative and an alternate to the General Assembly of the Houston-Galveston Area Council for the year 2025.



## HOUSTON-GALVESTON AREA COUNCIL

OFFICE OF THE EXECUTIVE DIRECTOR

**To:** Superintendents - Independent School District

**Subject:** 2025 General Assembly Designations

**From:** Chuck Wemple

**Date:** September 19, 2024

The Houston-Galveston Area Council has had an exciting and eventful 2024. We remain dedicated to better serving our member governments. We are working to do this by continuing to bring the conversation to your communities to listen to your needs and determining how we can help improve quality of life across the region. Thus far we have visited all of our regions' counties, and have started the second round of visits.

As we look forward to 2025, we ask that you appoint elected leaders from your governing body to represent your community and be a part of our decision-making progress. H-GAC bylaws allow each member of Independent School Districts to designate an elected official to represent you on the General Assembly and at the Independent School District caucus meeting. At the caucus meeting, Independent School Districts from across the region will elect one member to represent all Independent School Districts on the H-GAC Board of Directors, and one member to serve as an alternate.

I have attached the nomination form on which you can designate your representatives. Please email the completed form to [Vanessa.McKeehan@h-gac.com](mailto:Vanessa.McKeehan@h-gac.com). If more information concerning General Assembly and Board of Directors membership would be useful, please contact me at 713-993-4514 or Rick Guerrero at 713-993-4598.

A dinner meeting of Independent School District representatives is scheduled for Thursday, November 7, 2024 starting at 6:00 p.m.. It will be at the The Royal Sonesta, 2222 W Loop S, Houston, TX 77027. Your city's designee is highly encouraged to attend and help elect the 2025 Independent School Districts representative to the H-GAC Board of Directors.

Thank you for your continuing participation and support for the Houston-Galveston Area Council. We look forward to working with you in the coming year.

Sincerely,

A handwritten signature in blue ink, appearing to read 'CW', is positioned above a horizontal blue line. Below the line, the text 'Charles Wemple (Oct 1, 2024 05:35 CDT)' is printed in a small, light blue font.

Chuck Wemple

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**DESIGNATION OF REPRESENTATIVES**  
**HOUSTON-GALVESTON AREA COUNCIL**  
**2025 GENERAL ASSEMBLY**

\*\*\*\*\*

**BE IT RESOLVED**, by the Board of Trustees of the \_\_\_\_\_ Independent School District that the following be and are hereby designated as the representative and alternate of the GENERAL ASSEMBLY of the Houston-Galveston Area Council for the year 2025:

REPRESENTATIVE: \_\_\_\_\_

ALTERNATE: \_\_\_\_\_

**FURTHER BE IT RESOLVED THAT** the Executive Director of the Houston-Galveston Area Council be notified of the designation of the hereinabove named delegate and alternate.

**PASSED AND ADOPTED** this \_\_\_\_\_ day of \_\_\_\_\_, 2024.

APPROVED:

\_\_\_\_\_  
Superintendent

ATTEST:

\_\_\_\_\_

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Board of Trustees Meeting Minutes**  
**Reference: Board Policy BE (Local)**  
**Department: Legal Services**

**Recommendation**

Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:

- August 12, 2024 - Called Meeting and Agenda Review
- August 26, 2024 - Regular Business Meeting
- September 5, 2024 - Special Called Meeting – Bond Workshop

**Summary**

Board Policy BE (Local) states, “Board action shall be carefully recorded by the Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.” Following this policy, the Administration submits the meeting minutes for the Board’s approval.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Coby Wilbanks  
General Counsel

Minutes  
**Fort Bend ISD Board of Trustees**  
Called Meeting and Agenda Review  
August 12, 2024

A Board of Trustees Called Meeting and Agenda Review was held on Monday, August 12, 2024 beginning at 6:01 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/271251>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=593337>.

Presiding Officer.....Mrs. Kristin K. Tassin, President

Board Members Present

- Mr. Rick Garcia, Vice President
- Mr. David Hamilton, Secretary
- Mrs. Angie Hanan
- Mr. Adam Schoof
- Dr. Shirley Rose-Gilliam [joined in progress during closed session]
- Ms. Sonya Jones

School Officials Present

- Dr. Marc Smith, Superintendent of Schools
- Beth Martinez, Deputy Superintendent Chief of Staff
- Kathleen Brown, Deputy Superintendent of Operations
- Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
- Kimberly Smith, Chief Communications Officer
- David Rider, Chief of Police
- Coby Wilbanks, General Counsel
- Bryan Guinn, Chief Financial Officer
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- Dr. Damian Viltz, Chief Operations Officer

Amanda Bubela, Recording Secretary (virtual)

Others Present

- Jonathan Brush, Board Counsel
- FBISD Staff and Employees

## 1.-2. Meeting Called to Order, Pledge of Allegiance

President Tassin called the meeting to order at 6:01 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Tassin asked everyone to stand for Pledges of Allegiance, followed by a moment of silence.

## 3. Information

- A. Bond 2023 Update – August 2024

## 4. Closed Session

The Board convened in closed session at 6:54 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

- A. Deliberate public release of attorney-client privileged opinion related to VOCA Grant

## 5. Reconvene in Open Session

The Trustees reconvened in open session at 8:40 p.m. President Tassin shared the action item from closed session was being pulled from the agenda.

[Note: Mr. Schoof did not return following closed session.]

## 6. Consider Action on Closed Session Items

## 7. Review

- A. **Policy BBF (Local) – Board Member Ethics:** Consideration and approval of proposed revisions to policy BBF (Local).
- B. **Board Operating Procedures:** Consideration and approval of updates to the Board Operating Procedures.
- C. **Board Leadership Academy:** Consideration and approval to initiate a Board Leadership Academy.
- D. **Superintendent's Evaluation Instrument:** Consideration and approval of the Superintendent's Summative Evaluation instrument.
- E. **Policy EF (Local):** Consideration and approval of proposed deletion, adoption and revision of local policies EF (Local), EFA (Local), and EFB (Local):

1. EF (Local) - Instructional Resources: Instructional Materials
  2. EFA (Local) - Instructional Resources: Instructional Materials
  3. EFB (Local) - Instructional Resources: Library Materials
- F. **Juvenile Justice Alternative Education Program (JJAEP):** Consideration and approval to ratify the approval of the Memorandum of Understanding (MOU) for the Juvenile Justice Alternative Education Program (JJAEP) services among Fort Bend County Juvenile Probation Board, Fort Bend ISD (FBISD), Stafford MSD (SMSD), and Alief ISD (AISD).
- G. **Expose Excellence Youth Program:** Consideration and approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend County Juvenile Board for the 2024-25 school year regarding the Expose Excellence Youth Program.
- H. **Attendance Credit:** Consideration and approval of Option 3 to reduce the estimated yield per penny per student in Weighted Average Daily Attendance (WADA) due to notification of Chapter 49 Status for school year 2024-25 and delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511 (c)(4) to the superintendent, solely for the purpose of obligating the district under TEC §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006.
- I. **Storm Sewer Easement with Sienna Municipal Utility District No. 10:** Consideration and approval of one Storm Sewer Easement with Sienna Municipal District No. 10 at Schiff Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.
- J. **2018 Bond Contingency:** Consideration and approval for the use of 2018 Bond Contingency as proposed by Administration.
- K. **2023 Bond Contingency:** Consideration and approval for the use of 2023 Bond Contingency as proposed by Administration.
- L. Review of proposed expenses that exceed \$50,000: Specifically for:
1. **Library Media Services and Related Items (COOP):** Consideration and approval for the purchase of library media services and related items from multiple vendors through various cooperative contracts for an amount not-to-exceed \$2,000,000 and authorization for the Superintendent to negotiate and execute the agreements through September 2025.
  2. **Data Center Infrastructure and Related Services (Increase):** Consideration and Approval for the purchase of Data Center Infrastructure and Related Services through The Interlocal Purchasing System (TIPS) cooperative contract from Netsync Solutions and Presidio Networked Solutions Group in an amount not to exceed \$4,200,000 and authorization for the Superintendent to negotiate and execute the agreements through August 2027.
  3. **Construction Services for HVAC MEP East Zone 2 Renovations and Upgrades at Multiple Campuses (BP040):** Consideration and approval of a Construction Services Agreement with Prime Contractors, Inc. for HVAC MEP East Zone 2

renovations and upgrades for multiple campuses (BP040) for a stipulated lump sum amount of \$6,568,420.00 and authorization for the Superintendent to negotiate and execute or terminate the agreements.

4. **Construction Services Agreement for Restroom Renovations:** Consideration and approval of a Construction Services Agreement for restroom renovations at multiple campuses (BP027) for a stipulated lump sum amount of \$12,400,000 and authorization for the Superintendent to negotiate and execute or terminate the agreements.
5. **Energy Solutions (COOP):** Consideration and approval for the purchase of electrical solutions with Ally Energy Solutions, LLC through the OMNIA Partners cooperative contract for an amount not-to-exceed \$750,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2025.
6. **Photography Services for Bond Construction Projects:** Consideration and approval of a construction photographic services agreement with Lonestar Documentation LLC D/B/A Multivista through the cooperative contract with Multivista and the Choice Partners purchasing cooperative, a program of the Harris County Department of Education, for the comprehensive construction photographic services for the 2023 Bond projects listed for a not-to-exceed construction cost of \$302,935 and authorization for the Superintendent to negotiate and execute or terminate the agreements.
7. **Scoreboard Replacement:** Consideration and approval for the purchase of Video Scoreboard Differentiators and related items and services through various cooperative contracts from Daktronics, Inc. for an amount not-to-exceed \$650,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2029.
8. **Employee Voluntary Benefits:** Consideration and approval of voluntary employee benefits from Aflac in an amount not-to-exceed \$6,200,000 and authorization for the Superintendent to negotiate and execute the agreements through December 2029.
9. **Cyber Attack Resilient Disaster Recovery and Virtual Desktop Services and Support:** Consideration and approval for the purchase of Cyber Attack Resilient Business Continuity-Disaster Recovery (BCDR) and Virtual Desktop Infrastructure (VDI) related services and support through The Interlocal Purchasing System (TIP) cooperative contract from Cloud Unity in an amount not-to-exceed \$2,178,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2027.
10. **Saved by the Bell:** Consideration and approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend County Juvenile Board for the 2024-25 school year regarding the Saved by the Bell truancy program.

#### 8. Public Comment

There were no public comments.

#### 9. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Hanan to adjourn the meeting at 11:58 p.m.

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Kristin K. Tassin, President

David Hamilton, Secretary

Minutes  
**Fort Bend ISD Board of Trustees**  
Regular Business Meeting  
August 26, 2024

A Board of Trustees Regular Business Meeting was held on Monday, August 26, 2024 beginning at 6:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://fortbendisd.new.swagit.com/videos/313457>.

The agenda packet for the meeting can be found here:  
<https://meetings.boardbook.org/Public/Agenda/649?meeting=645808>.

Presiding Officer.....Mrs. Kristin K. Tassin, President

Board Members Present

- Mr. Rick Garcia, Vice President
- Mr. David Hamilton, Secretary
- Mrs. Angie Hanan
- Mr. Adam Schoof
- Dr. Shirley Rose-Gilliam (joined in progress at 6:03 p.m.)
- Ms. Sonya Jones

School Officials Present

- Dr. Marc Smith, Superintendent of Schools
- Beth Martinez, Deputy Superintendent Chief of Staff
- Kathleen Brown, Deputy Superintendent of Operations
- Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
- David Rider, Chief of Police
- Coby Wilbanks, General Counsel
- Bryan Guinn, Chief Financial Officer
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- Dr. Damian Viltz, Chief Operations Officer

Amanda Bubela, Recording Secretary (virtual)

Others Present

- Jonathan Brush, Board Counsel
- FBISD Staff and Employees

### 1.- 3. Meeting Called to Order, National Anthem, Moment of Silence

President Tassin called the meeting to order at 6:00 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Tassin asked everyone to stand for the National Anthem, performed by the Dulles High School Orchestra. Following the performance, everyone was asked to remain standing for a moment of silence.

### 4. Recognitions

The Board recognized several students and campuses including:

Members of the Dulles High School orchestra who performed the National Anthem

Fort Bend ISD students who placed in the Texas Destination Imagination Tournament

- Team raDicals, First place in the secondary level engineering challenge. The team is made up of students from Clements, Dulles, and Austin High Schools:
  - Rishabh Aggarwal
  - Rithik Aggarwal
  - Saachi Jain
  - Anshul Jhaveri
  - Suhani Sawnt
  - Aaril Shah
  - Ronil Shah
  - Team managers: Jigisha Doshi and Linda Christensen
- Team Ocean, Second place in the elementary level fine arts challenge. The team is made up of students from Colony Meadows and Sullivan Elementary Schools:
  - Yasmeen Akhtar
  - Safia Gurji
  - Harshitha Kommuri
  - Nooriyah Rehman
  - Team managers: Maliha Akhtar and Ummeaiman Gurji
- Team Trailblazers, Second place in the middle level of the technical challenge. The team is made up of students from Satartia Middle School:
  - Sahith Aaloori
  - Rushaan Chanana
  - Vivaan Joshi
  - Shanon Mathew
  - Nicole Pinto
  - Shivansh Shukla
  - Ahaan Thota
  - Team Manager: Beena Hemkar

Austin High School students who won at the Texas Technology Student Association state competition

- Drone Construction – First Place

- Aryan Chintalaply
- Anshul Mistry
- Aaniq Momin
- Pavit Thakur
- Software Development – Second Place
  - Moksh Shah
  - Lucas Wat
  - Anshul Mistry
- Instructors: Chief Daniel Becerra and Isabel Flores-Schrage

Clements High School students who placed at the UIL 6A State Tennis Competition

- Second place Mixed Doubles Division
  - Gabriel Segubiense
  - Elizabeth Shu
- Third place Girls Double Division
  - Jastine Escamos
  - Angela Shu
- Brett Bernstein, Coach

Clements High School theatre students who won at the UIL State Theatrical Design Contest

- Billy Fernandez, 2<sup>nd</sup> place in Marketing Design
- Christopher Pontiff, 3<sup>rd</sup> place in Set Design.
- Chase Hodgeson, Theatre Director

Clements High School Indoor Percussion Ensemble, which placed third at the Texas Color Guard Circuit State Championship

- Emma Waites, student representative
- Bryan Waites, Director

5. Superintendent Update

6. Board Committee Report

- A. College Career and Military Readiness (CCMR) Update

7. Board Activity Report

8. Public Comment

- Tiffany Sutherland, regarding bullying at Bowie Middle School and urging the Board to take action on stronger anti-bullying policies.
- Stacie Greaber, asking that the Ferguson Elementary school nurse be allowed to monitor her son's continuous glucose monitor (CGM) app.
- Charla Hollingsworth, in opposition of proposed changes to Policy EFB and restricting students' access to books.

- Dr. Stephanie Ellis, advocating for changing high school start times to support students' physical and mental health.
- Emma Babaian, in opposition to the proposed changes to the Fort Bend ISD library policy.
- Sumita Ghosh, asking board members to vote against proposed EFB policy changes.
- Amber Mann, regarding proposed changes to book selection policy and asking that FBISD rely on its experts to choose books.
- Angie Wierzbicki, regarding the Board Member Ethics Policy and its lack of an enforcement mechanism.
- Aryan Seetepalli, in opposition to proposed changes to library policy that could impact students' access to books.
- Scott Pett, regarding proposed changes to library policy and removing books from libraries.
- Amanda Kennair, asking board members to vote against proposed changes to Policy EFB.
- Malissa Jeffreys, asking the board to reconsider the current distance requirement for bus eligibility to support student safety and wellbeing.
- Chance Coleman and Sharita Davis, requesting an exception to the Career and Technical Education Program transfer policy.
- Allen Lea, sharing information about the Eternal Ghandi Museum Houston and inviting Board members to visit the museum.
- Michelle Mikeska, asking Board members to vote against proposed changes to the library materials policy.
- Sofia Yeh, in opposition to proposed changes to Policy EFB.
- Anna Lykoudis, in opposition to the proposed library materials policy and concerns it ignores educators' roles in the selection process.
- Christopher Pontiff, in opposition to proposed policy changes that could give one person power to ban access to information.
- Brandie Dowda, asking Board members to vote no on the proposed changes to library policy.

## 9. Information

- A. Special Education Update
- B. Student Enrichment Update

## 10. Consent Agenda

During discussion, the board requested that Items 10A, 10B, 10D(1-3) and 10K-1 be pulled from the consent agenda.

**MOTION made by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve the Consent Agenda items, 10C,E,F,G,H,I,J; Item K2,K3,4,5,6,7,8,9, and 10 as presented.

**MOTION CARRIES, 7-0.**

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

- C. **Board Leadership Academy:** Consideration and approval to initiate a Board Leadership Academy.
- E. **Juvenile Justice Alternative Education Program (JJAEP):** Consideration and approval to ratify the approval of the Memorandum of Understanding (MOU) for the

Juvenile Justice Alternative Education Program (JJAEP) services among Fort Bend County Juvenile Probation Board, Fort Bend ISD (FBISD), Stafford MSD (SMSD), and Alief ISD (AISD).

- F. **Expose Excellence Youth Program:** Consideration and approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend County Juvenile Board for the 2024-25 school year regarding the Expose Excellence Youth Program.
- G. **Attendance Credit:** Consideration and approval of Option 3 to reduce the estimated yield per penny per student in Weighted Average Daily Attendance (WADA) due to notification of Chapter 49 Status for school year 2024-25 and delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511 (c)(4) to the superintendent, solely for the purpose of obligating the district under TEC §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006.

*Note: For the 2024–2025 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).*

- H. **Storm Sewer Easement with Sienna Municipal Utility District No. 10:** Consideration and approval of one Storm Sewer Easement with Sienna Municipal District No. 10 at Schiff Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.
- I. **2018 Bond Contingency:** Consideration and approval for the use of 2018 Bond Contingency as proposed by Administration.
- J. **2023 Bond Contingency:** Consideration and approval for the use of 2023 Bond Contingency as proposed by Administration.
- K. **Consideration and approval of proposed expenses that exceed \$50,000:**  
Specifically for:
  - 2. **Data Center Infrastructure and Related Services (Increase):** Consideration and Approval for the purchase of Data Center Infrastructure and Related Services through The Interlocal Purchasing System (TIPS) cooperative contract from Netsync Solutions and Presidio Networked Solutions Group in an amount not to exceed \$4,200,000 and authorization for the Superintendent to negotiate and execute the agreements through August 2027.
  - 3. **Construction Services for HVAC MEP East Zone 2 Renovations and Upgrades at Multiple Campuses (BP040):** Consideration and approval of a Construction Services Agreement with Prime Contractors, Inc. for HVAC MEP East Zone 2 renovations and upgrades for multiple campuses (BP040) for a stipulated lump sum amount of \$6,568,420.00 and authorization for the Superintendent to negotiate and execute or terminate the agreements.
  - 4. **Construction Services Agreement for Restroom Renovations:** Consideration and approval of a Construction Services Agreement for restroom renovations at multiple campuses (BP027) for a stipulated lump sum amount of \$12,400,000 and authorization for the Superintendent to negotiate and execute or terminate the agreements
  - 5. **Energy Solutions (COOP):** Consideration and approval for the purchase of electrical solutions with Ally Energy Solutions, LLC through the OMNIA Partners

- cooperative contract for an amount not-to- exceed \$750,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2025.
6. **Photography Services for Bond Construction Projects:** Consideration and approval of a construction photographic services agreement with Lonestar Documentation LLC D/B/A Multivista through the cooperative contract with Multivista and the Choice Partners purchasing cooperative, a program of the Harris County Department of Education, for the comprehensive construction photographic services for the 2023 Bond projects listed for a not-to- exceed construction cost of \$302,935 and authorization for the Superintendent to negotiate and execute or terminate the agreements.
  7. **Scoreboard Replacement:** Consideration and approval for the purchase of Video Scoreboard Differentiators and related items and services through various cooperative contracts from Daktronics, Inc. for an amount not-to-exceed \$650,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2029.
  8. **Employee Voluntary Benefits:** Consideration and approval of voluntary employee benefits from Aflac in an amount not-to-exceed \$6,200,000 and authorization for the Superintendent to negotiate and execute the agreements through December 2029.
  9. **Cyber Attack Resilient Disaster Recovery and Virtual Desktop Services and Support:** Consideration and approval for the purchase of Cyper Attack Resilient Business Continuity-Disaster Recovery (BCDR) and Virtual Desktop Infrastructure (VDI) related services and support through The Interlocal Purchasing System (TIP) cooperative contract from Cloud Unity in an amount not-to-exceed \$2,178,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2027.
  10. **Saved by the Bell:** Consideration and approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend County Juvenile Board for the 2024-25 school year regarding the Saved by the Bell truancy program.

#### Action on Items Removed from the Consent Agenda

- **10A - Policy BBF (Local) - Board Member Ethics:** Consideration and approval of proposed revisions to policy BBF (Local).

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Consent Agenda Item 10A as presented.

Following discussion, **MOTION CARRIES**, 4-3.

Yea: Tassin, Garcia, Hamilton, Hanan

Nay: Schoof, Gilliam, Jones

- **10B - Board Operating Procedures:** Consideration and approval of updates to the Board Operating Procedures.

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Item 10B as presented.

During discussion, President Tassin proposed an amendment to the operating procedures *that under Board member request for information and communications with staff, the second paragraph, we amend to include the phrase at the beginning of that paragraph, "Except in your role as committee chair or Board liaison" and under media*

*inquiries, the second bullet, we amend to state "Individual trustees are not authorized to speak on behalf of the Board without the delegation of authority by the Board president."*

**MOTION to AMEND as stated by Ms. Jones and SECONDED by Mr. Hamilton.  
MOTION TO AMEND CARRIES, 7-0.**

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

**ORIGINAL AMENDED MOTION CARRIES, 4-3.**

Yea: Tassin, Garcia, Hamilton, Jones

Nay: Hanan, Schoof, Gilliam

- **10D (1-3) Policy EF (Local):** Consideration and approval of proposed deletion, adoption and revision of local policies EF (Local), EFA (Local), and EFB (Local):
  1. EF (Local) - Instructional Resources: Instructional Materials
  2. EFA (Local) - Instructional Resources: Instructional Materials
  3. EFB (Local) - Instructional Resources: Library Materials

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Item 10D (1-3) as presented.

**MOTION TO AMEND by Mr. Hamilton and SECONDED by Ms. Jones** to amend EFB policy by striking the wording in the section titled "protection from inappropriate material" and replacing it with a paragraph provided to the Board, which states, *"the district shall comply with state and federal laws governing student access to materials (see policy EFB Legal) and the district will not acquire or maintain materials that are pervasively vulgar, educationally unsuitable, obscene and not protected by the First Amendment, or that promote sexual activity among minors, or that contain graphic images or explicit descriptions of sex acts or simulations of such acts, including graphic depictions or descriptions of the touching of genitalia for the purpose of sexual arousal."*

Following discussion, **MOTION TO AMEND CARRIES, 5-2.**

Yea: Tassin, Garcia, Hamilton, Schoof, Jones

Nay: Hanan and Gilliam

**MOTION by Mr. Schoof and SECONDED by Ms. Jones** to limit trustee discussion to two minutes.

**MOTION to limit discussion CARRIES, 5-2.**

Yea: Tassin, Garcia, Hamilton, Schoof, Jones

Nay: Hanan and Gilliam

**MOTION to RECONSIDER by Mrs. Hanan and SECONDED by Mr. Hamilton** to reconsider the two minute discussion to four minutes for discussing all three policies.

**MOTION TO RECONSIDER CARRIES, 7-0.**

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

Following discussion, **ORIGINAL AMENDED MOTION CARRIES, 5-2.**

Yea: Tassin, Garcia, Hamilton, Schoof, Jones

Nay: Hanan and Gilliam

- **10K-1 Library Media Services and Related Items (COOP):** Consideration and approval for the purchase of library media services and related items from multiple vendors through various cooperative contracts for an amount not-to-exceed

\$2,000,000.00 and authorization for the Superintendent to negotiate and execute the agreements through September 2025.

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board of Trustees approve Item 10K1 as presented.

During discussion, **MOTION TO AMEND by Mr. Hamilton and SECONDED by Ms. Jones** to amend the motion to include direction of the superintendent to research vendors who can provide technology services currently provided by Follett, and to present those options to the Board of Trustees.

Following discussion, **MOTION TO AMEND CARRIES, 7-0.**

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

Following discussion, **ORIGINAL AMENDED MOTION CARRIES, 7-0.**

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

## 11. Action

- A. Voting Alternate for TASB Delegate Assembly: Consideration and approval of a voting alternate delegate for participating in the Texas Association of School Boards' (TASB) Annual Delegate Assembly to be held in conjunction with the TASA/TASB Conference in September 2024.

**MOTION by Mr. Garcia and SECONDED by Ms. Jones** that the Board approve Voting Alternate for TASB Delegate Assembly.

Following discussion, **MOTION to AMEND by Mrs. Hanan and SECONDED by Mr. Hamilton** to amend the motion for appointing an alternate delegate to appointing Dr. Gilliam as the alternate delegate.

**MOTION TO AMEND CARRIES, 7-0.**

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

**ORIGINAL AMENDED MOTION CARRIES, 7-0.**

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

## 12. Convene in Closed Session

The Board convened in closed session at 10:14 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

- A. Superintendent Formative Conference
- B. Natatorium Report
- C. Consideration and approval of Director of Operations - Child Nutrition recommendation.
- D. Consideration and approval of assigning the FNG parent grievance of Bayode B. to the board hearing officer, or to schedule a future Board meeting to hear the grievance.

- E. Consideration and approval of the hearing officer's recommendation regarding the Level Three student grievance of Kevin M. and Adrina J.
- F. Consideration and approval of the hearing officer's recommendation regarding the bullying transfer case filed by the parent of A.C., a district student.
- G. Consideration and approval of the hearing officer's recommendation regarding the bullying transfer case filed by the parent of A.E., a district student.

13. Reconvene in Open Session

The Trustees reconvened in open session at 11:51 p.m.

14. Consider Action on Closed Session Items

- **MOTION by Dr. Gilliam and SECONDED by Mr. Garcia** that the Board of Trustees approve the hiring of Amy Grant as Director of Operations – Child Nutrition.  
**MOTION CARRIES, 7-0.**  
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that he Board of Trustees assign the Level 3 FNG parent complaint of Bayode B. to the Board’s designated hearing officer under Board Policy FNG Local.  
**MOTION CARRIES, 7-0.**  
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Mrs. Hanan and SECONDED by Dr. Gilliam** that the Board of Trustees accept the hearing officer’s recommendation concerning the Level 3 FNG grievance appeal of Kevin M. and Adrina J.  
**MOTION CARRIES, 7-0.**  
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Mr. Schoof and SECONDED by Mr. Garcia** that the Board of Trustees accept the hearing officer’s recommendation concerning the request to transfer a student who has engaged in bullying filed by the parent of A.C.  
**MOTION CARRIES, 7-0.**  
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Ms. Jones and SECONDED by Dr. Gilliam** that the Board of Trustees accept the hearing officer’s recommendation concerning the request to transfer a student who has engaged in bullying filed by the parent of A.E.  
**MOTION CARRIES, 7-0.**  
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

15. Adjournment

Having no further business before the Board, **MOTION was made by Mr. Hamilton** to adjourn the meeting at 11:54 p.m.

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Kristin K. Tassin, President

David Hamilton, Secretary

Minutes  
**Fort Bend ISD Board of Trustees**  
Special Called Meeting – Bond Workshop  
September 5, 2024

A Board of Trustees Special Called Meeting was held on Thursday, September 5, 2024 beginning at 6:03 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://fortbendisd.new.swagit.com/videos/307165>.

The agenda packet for the meeting can be found here:  
<https://meetings.boardbook.org/Public/Agenda/649?meeting=639398>.

Presiding Officer.....Mrs. Kristin Tassin, President

Board Members Present

Mr. Rick Garcia, Vice President  
Mr. David Hamilton, Secretary  
Mrs. Angie Hanan  
Dr. Shirley Rose-Gilliam  
Ms. Sonya Jones

School Officials Present

Dr. Marc Smith, Superintendent of Schools  
Kathleen Brown, Deputy Superintendent of Operations  
Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning  
David Rider, Chief of Police  
Coby Wilbanks, General Counsel  
Bryan Guinn, Chief Financial Officer  
Glenda Johnson, Chief Human Resources Officer  
Long Pham, Chief Information Officer  
Dr. Damian Viltz, Chief Operations Officer

Amanda Bubela, Recording Secretary (virtual)

Others Present

Clay Grover, Board Counsel  
FBISD Staff and Employees

## 1.Meeting Called to Order

President Tassin called the meeting to order at 6:03 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law.

## 2. Public Comment

- Tammy Marino, affirming the natatorium included in the Bond program has always been called a natatorium and asking the Board to review the purpose of the Bond Oversight Committee.
- Stephanie Brown, expressing support for the investigation regarding the natatorium and concerns about the location of the facility.

## 3. – 4. Convene in Closed Session, Reconvene in Open Session

The Board did not convene in closed session.

## 5. Information

### A. Bond Workshop

## 6. Adjournment

Having no further business before the Board, **MOTION** was made by **Mr. Garcia** to adjourn the meeting at 8:52 p.m.

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Kristin K. Tassin, President

David Hamilton, Secretary

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Deletion, Adoption and Revision of**  
**Policies CSA(Local) and**  
**EHB(Local)**  
**References: Board Policy BF (Local)**  
**Department: Legal Services**

### **Recommendation**

Consideration and approval of proposed adoption, and revision of local policies CSA(Local) and EHB(Local).

### **Summary**

The Board Policy Committee recommends the following adoption and revision of local policies:

- CSA(Local) - Facility Standards: Safety and Security
  - This new local policy on facility safety and security is recommended as part of TASB Update 122 and includes recommended provisions addressing audits of building access control to comply with the commissioner's new school safety rules for facilities, effective May 31, 2023.
- EHB(Local) - Curriculum Design: Special Programs
  - The proposed revision is recommended as part of TASB Update 122 to comply with HB 3928, which requires the board adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE and guidance published by the commissioner to implement the program to test students for dyslexia and related disorders.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Coby Wilbanks  
General Counsel

***New Policy***

**Building Access  
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key or card access.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: 2024-25 T-TESS Appraisers**  
**References: Board Policy DNA**  
**Department: Human Resources**

**Recommendation**

Consideration and approval of certified campus-based T-TESS Appraisers in administrative positions to serve as teacher appraisers for the 2024-25 school year.

**Summary**

The Texas Teacher Evaluation and Support System (T-TESS) requires all appraisers to successfully complete appraisal training and pass a certification exam prior to conducting formal observations. Upon conclusion of the three-day training, appraisers must successfully complete an annual online certification test to assume the role of certified appraisers.

Appraisers assess teaching proficiency and ensure teachers and administrators derive reliable and meaningful information from the teacher evaluation process. By providing evidence-based feedback, appraisers help teachers and administrators make decisions that support efforts to improve instructional quality and student performance.

Upon approval by the Board of Trustees, Administration will validate and verify each appraiser as meeting all the requirements set forth in Chapter 150-Commissioner's Rules concerning Educator Appraisal.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Glenda Johnson  
Chief Human Resources Officer

## **T-TESS Certified Assistant Principals**

Alexopoulos, Alexia	Delesbore, Sharon	Jones, Desmond	Qazi, Shazia
Allen, Carissa	Dolmo, Andrea	Jones, Sheri	Raza, Usama
Alvarez, Dionna	Dowd, Mary	Jones, Sheri	Rebler, Meagan
Amey, Errynne	Duvall, Brent	Karem, Jason	Reese, Shannon
Bakus, Susan	East, Timothy	Khan, Meraj	Roach, Stefanie
Barnes, Paulette	Eiland, Deanna	Kirkpatrick, Cynthia	Rogers, Dawn
Bartels, Jennifer	English, Sherayne	Krantz, Danielle	Russell, Stephanie
Bassett, Damien	Ervin, Bertrick*	La Fleur, Dawn	Schultz, Patrick
Bates, Ricardo	Farooq, Aneela	Lewis, Dontee*	Schulz, Joe
Bathe, Theresa	Fletcher, Danica	Long, George	Scott, Nekiva
Benavides, Walter	Flores, Kimberly	Lowe, Theodus	Sellers, Marcy
Bennett, Elainea	Foulds, Gregory	Lucas, Melody	Silas, Camille
Bennett, Michael	Gaines, Ricardo	Lyons-Irving, Dakita	Simpson, Christina
Blasdell, Michael	Garza, Jorge	Machado, Anagha	Skinner, Lita
Border, Courtney	Garza, Patricia*	Mackay, Charles	Smith, Jerrold
Bowman, Etima	Gibson, Thristle	Maldonado, Joseph	Squires, Heather
Briceno, Felipa	Glasper, Lynn	Martin, John	Stewart, Christina
Brown, Jasmi	Goodwin, Luster	Mayfield-Hasker, Misty	Sweeney, Carla*
Brown, Sarah	Gray, Robin	Mccabe, Matthew	Sweeney, Eric*
Byrd, Angelina	Gray, Shannon	Mcdowell, Stephanie	Swilley, Jason
Byrd, Kevin	Guerra-Canchola, Elizabeth	Mcgregor, Melynda	Taylor, Ashli
Campbell, Tania	Guzman, Richard	Mcmullen, Jana	Thomas, Marion
Cardenas, Marcos	Hayes, Jesse	Mercedes, Luis	Thompson, Alan
Carrington, Felecia	Holmes, Felicia	Mikel, Shaketha	Thompson, Ashley
Chatman, Alysia*	Hooper, Bradley	Miles-Essone, Jeannie	Udechukwu, Adaun
Cheek, Sandra	Hunter, Tammy	Moore, Brittany	Washington, Laronda
Chenier, Gwendolen	Isaac, Natacha	Morvant, Sarah	Watson, Patrick
Colter, Michelle	Jack, Candus	Murphy, Eric	Wilburn, Paul
Cousin, Lawrence	Jackson, Mylana	Nnamani, Chinasa	Williams, Alexandria
Crespo, Romulo	Jeansonne, Violet*	Parsad, Ann-Marie	Williams-Jackson, Tonichia
Croft, Michele	Jedkins, Rontreall	Patel, Milli	Woodard, Brandon
Crowley, Deborah	John, Sonia	Phillips, Andrea	Woodard, Stephanie
Cuillier, Joseph	Johnson, Lester	Phillips, Lashonda	Wooten, Rachelle
Dalton, Laura*	Johnson, Rafeal	Pike, Michael	Zamora, Aleida
Daniel, Geordie	Johnson, Tonisha*	Pope, Derryk	
Daniels, Eugene	Joiner, Deirdri	Powers, Erick	
Davis, Jennifer	Jones, Brandi	Pyles, Sonni	

## **T-TESS Certified Associate Principals**

Anthony, Lakisha	Hitchcock, Brad	Ogle, Karissa	Thomas, Nancy
Austin, Latoya	Holland, Alfred	Rich, Tracey	Walter, Suni
Bostick, Benjamin	Johnson, Sunday	Richmond, Candace	Warren, Matthew
Braucht, Katherine	Kirkpatrick, James	Riggs, Nadia	Williams, Shannon
Brigham, Deandria	Lovetinsky, Kyle	Rutledge, Lori	Wilson, Blake
Brown, Terrick	Martin, Monika	Sells, Britney	
Campbell, Philip	Masculino, Mharbe	Squires, David	
Harris, Mateba	Montelongo, Lori	Taylor, Matthew	

## **T-TESS Certified Deans**

Brown-Davis, Dominique	Waters, Latonya	Benavides, Heather	Mack, Ishaka
Pistor, Jill	Pierce, Efrem	Green, Mary	Williams, Kriste

## **T-TESS Certified Principals**

Agina, Tiffany	Curtis, Tonya	Laberge, Sarah	Roberts, Nikki
Anderson Griffin, Kyella	Dow, Angela	Lam, Donald	Rosier, Rachel
Arana, Clementine	Dow, Sheka	Leiva, Carlo	Sanchez, Nancy*
Baker, Tara	Durham, Kristi	Lemon, Trevor	Schwinger, Joy
Blackmer, Cindel	Edmond, Erika	Lewis, Carlos	Stewart, Corey
Bogle, Latecha	Elissetche, Gilberto	Lopez, Karina	Sutton, Jonathan
Bolden, Felicia	Erdie, Julia	Macdonald, Mario	Ude, Audra
Boler, Megan	Evans, Sonya	Macklin, Audrey	Uwaga-Sanders, Ogechi
Bowie, Kimsheka	Garrett, Latoya	Marsters, April	Viado, Stephanie
Brogan, Leonard	Garza, Gabriella	Moss, Danielle	Wallace, Angela
Brooks, Brandi	Geis, Jaimie	Muceus, Courtney	Wells, Fidel
Brown, Reginald	Grady, Amber	Murphy, Margaret	Whisonant, Donna
Brown, Stacy	Granger, Gregory	Oglesby, Cholly	Williams, Elizabeth
Bruhn, Kari	Haas, Raymond	Olson, Deanna	Williams, Jennifer
Charles, Kimberly	Hamilton, Tasha	Patton, Carla	Williams, Lavanta
Church, Cozette	Huerta Mendoza, Yvette	Pena, Jorge	Williams, Tiffany
Clay, Kellie	Hummel, Nancy	Petru, Jennifer	Wilson, Anitra
Collins, Cory	Issac, Kellie	Prudhomme, Alexis	Yelvington, Michael
Cortez, Rachel	Jackson, Danielle	Roberson, Andre	Young, She Nee
Craft, Hykeem	Kargbo, Kathryn	Roberson, Veronica	
Craig, Lori	Kowrach, Justin	Roberts, Jennifer	

## **T-TESS Certified Substitute Administrators**

Blake, Yvette	Cobos, Irma	Fields, Yvonne	Friday, Yvonne
Brown, Theron	Fennick, Michelle	Fine, Andrea	Levington, Ivy

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration & Approval: Fund Balance Resolution**  
**References: Board Policy CH (Legal) District Goal 5**  
**Department: Business and Finance**

**Recommendation**

Consideration and approval of the Committed Fund Balance Resolution.

**Summary**

The Governmental Accounting Standards Board has issued Statement No. 54 (GASB 54) that requires that any commitment and assignment of fund balance must be done pursuant to Board action, or by the Board designating the authority for the commitment and assignment of fund balance to the Superintendent.

The Board approved the Fort Bend ISD Fiscal and Budgetary Strategy that further details the District’s resolve to comply with GASB 54. The Board of Trustees has retained the authority to commit fund balance and has authorized the Superintendent to assign fund balance.

Below is a recap of committed fund balances (all are General Fund unless denoted in the table below) as of June 30, 2024, and recommended committed fund balance amounts as of October 31, 2024:

<b>Description</b>	<b>Committed 06/30/24</b>	<b>Committed 10/31/24</b>
Campus Activity Funds	7,889,946	TBD
Loss of State Revenue	63,800,000	64,800,000
Major Maintenance	0	2,500,000

- **Campus Activity Funds:** Although campus activity funds are for the benefit of the student body of each campus, there are no legal restrictions on the funds nor are they restricted by any external party. Thus, Administration is recommending the Board maintain the committed balance, which is included in the Special Revenue Funds. The committed balance is known now that the books are finalized for June 30, 2024. The balance in future months will be based on activity booked in fiscal year 2024-25 and will be reported monthly in Board updates and quarterly at Board meetings.
- **Loss of State Revenue:** As prescribed by fiscal policy, Administration is proposing to maintain a committed fund balance equal to approximately 30 days or 8.33% of the adjusted budgeted expenditures, excluding TRS on behalf, in the event that the state budget reduces funding to public education. The \$64.8 million committed balance is based on 2024-25 original budget General Fund expenditures.

- Major Maintenance: Administration is recommending reestablishing a major maintenance committed fund balance of \$2.5 million. The reserve can be utilized for unforeseen large expenditures that are not included in the annual General Fund or Capital Project Fund budgets that is needed immediately at a school due to a mechanical failure or repairs needed due to a catastrophe that would not be reimbursed from a federal or state grant nor insurance.

Submitted by:

Dr. Marc Smith  
Superintendent of Schools

Bryan Guinn  
Chief Financial Officer

**Fort Bend Independent School District  
Resolution of the Fort Bend Independent School District Board of Trustees  
Amending Fund Balance Policies as Required by GASB 54**

**WHEREAS**, The Governmental Accounting Standards Board (“GASB”) has adopted Statement 54 (“GASB 54”), a standard for governmental fund balance reporting and governmental fund type definitions that became effective in governmental fiscal years starting after June 15, 2010; and

**WHEREAS**, Fort Bend Independent School District (“FBISD”) has implemented GASB Statement 54 requirements; and

**WHEREAS**, FBISD must report governmental fund balances per GASB 54 definitions in the balance sheet as follows: Non-spendable, Restricted, Committed, Assigned, and Unassigned; and

**WHEREAS**, FBISD desires to amend the Committed Fund Balances; and

**WHEREAS**, All commitments must be approved by formal action of the Board of Trustees (the “Board”); and

**WHEREAS**, once made, a commitment can only be modified or removed by the same manner of formal Board action; and

**WHEREAS**, the action to commit funds must occur prior to fiscal year-end in order for such commitment to be reported in the balance sheet of the respective period, even though the amount might be determined subsequent to fiscal year-end;

**BE IT RESOLVED** that the findings, determinations, and declarations contained in the recitals to this Resolution are hereby incorporated into the operative provisions of this Resolution;

**BE IT ALSO RESOLVED** that FBISD Board of Trustees hereby commits the following portions of its October 31, 2024, General Fund balance, as follows:

\$64,800,000 for potential loss of state revenue; and  
\$ 2,500,000 for major maintenance;

**BE IT ALSO RESOLVED** that FBISD Board of Trustees commits the total fund balance of Campus Activity Funds as of June 30, 2024 reported in the Special Revenue Fund of \$7,889,946.

The above Resolution is adopted this 21st day of October, 2024.

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Kristin Tassin  
Board President

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David Hamilton  
Board Secretary

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Construction Services for Kitchen**  
**Renovations MS-HS at Multiple**  
**Campuses (BP014)**  
**References: Board Policy CV (Local)**  
**District Goal 5**  
**Department: Operations**

**Recommendation**

Consideration and approval of a Construction Services Agreement with E Contractors USA, LLC for Kitchen Renovations MS-HS at Multiple Campuses (BP014) for a not-to-exceed amount of \$17,744,892 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

**Summary**

The 2023 Bond Program includes Kitchen Renovations MS-HS at 11 campuses: Austin High, Bowie Middle, Dulles Middle, Elkins High, First Colony Middle, Hodges Bend Middle, Kempner High, McAuliffe Middle, Quail Valley Middle, Sugar Land Middle and Willowridge High Schools.

On June 26, 2023, the Board of Trustees (BOT) approved all project budgets for the 2023 Bond Program. The BOT also approved Cre8 Architects as the architect of record to design and prepare construction documents for Kitchen Renovations MS-HS (BP014).

The competitive sealed proposal (CSP) solicitation, CSP 24-064KB, requested bids for the Kitchen Renovations MS/HS at Multiple Campuses. Two firms responded to the CSP.

Design & Construction staff, in collaboration with the Director of Purchasing and Materials Management acting in an oversight capacity, evaluated the proposals using an evaluation team composed of FBISD staff members from the Design & Construction, Procurement, and Finance departments.

The final ranking of the contractors is as follows:

<b>Firm Name</b>	<b>CSP Score</b>	<b>Base Bid Amount</b>
E Contractors USA, LLC	81.78	\$21,300,000
ICI Construction, Inc.	76.11	\$24,000,000

The bid amount received for this package exceeded the original approved construction budget. Through negotiations with the general contractor and project team, staff is recommending acceptance of additive and deductive alternates for a total not-to-exceed construction cost of \$17,744,892.

The negotiated not-to-exceed amount will be funded with a combination of 2023 Bond Program Funds as indicated in the attached detailed project budget for BP014: Kitchen Renovations MS-HS (re: Exhibit 1), and \$1,350,000 from Child Nutrition Funds.

<b>CSP Contract</b>	<b>Package Number</b>	<b>Description</b>	<b>Project Budget</b>
CSP 24-064KB	BP014	Kitchen Renovations MS-HS at Multiple Campuses	\$21,662,292

The 2023 Bond Program includes Kitchen Renovations MS-HS at 11 campuses. Since then, renovations have taken place at two campuses (Austin High and Willowridge High) as part of the 2018 Bond Program. Therefore, this scope of work will address critical work at nine campuses - Bowie Middle, Dulles Middle, Elkins High, First Colony Middle, Hodges Bend Middle, Kempner High, McAuliffe Middle, Quail Valley Middle and Sugar Land Middle Schools.

Upon Board approval, staff will negotiate the contract for Kitchen Renovations MS-HS (BP014) and work will begin once the contract is executed.

Recommended by:

Dr. Marc Smith  
 Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
 Chief Operations Officer

**CSP 24-064KB BP014 Middle School and High School Kitchen Renovations**

	<b>Evaluation Criteria (Government Code 2269)</b>	<b>Point System</b>
1	<b>The price; Section 2269.055.a (1)</b> Total Proposed Pricing - Provides thoroughly developed, competitive pricing using the tables in Pricing Delivery information section of the CSP	40 points
2	<b>Offeror's experience and reputation; Section 2269.055.a (2)</b> Provides evidence of your experience in planning, staging and delivery of recent projects of similar scope and scale (14 pts)	19 points
	<b>Past experience with FBISD and other school districts</b> Provides a summary of nature of work, on time delivery and quality of work contracted with FBISD and/or other school districts and FBISD's assessment of the presented summary. (5 pts)	
3	<b>Quality of the offeror's goods or services; Section 2269.055.a (3)</b> Contractor's products should be new and be of the highest quality with an option to substitute for a company branded item of equivalent quality. (14pts)	21 points
	<b>Quality of contractor's response in the proposal</b> Effectively responds and processes all request for information and documentation included in this CSP (2pts)	
	<b>Project Plan and schedule (5pts)</b>	
4	<b>Utilization of historically underutilized businesses; Section 2269.055.a (4)</b>	N/A
5	<b>Offeror's safety record; Section 2269.055.a (5)</b> Provides a summary of Experience Modification Rate (EMR) for the last three years, as well as a summary of your company's safety policies and procedures	5 points
6	<b>Offeror's proposed personnel; Section 2269.055.a (6)</b> Proposed Personnel, personnel directly assigned to work on this project	5 points
7	<b>Offeror's financial capability appropriate to the size and scope of the project; Section 2269.055.a (7)</b> Provide proof of Insurance, financial stability and Letter of Surety from Bonding Company	5 points
8	<b>SBE Commitment; CV (Local) 2017.04</b>	5 points
	<b>TOTAL</b>	100



Project Summary  
**BP014 - Kitchen Renovations MS-HS**  
 Exhibit - 1

Description	A A/E Design Fees & Reimbursables	B Design Contingency	C Other Professional Services	D Construction	E Construction Contingency	F FF&E	G Site Development	H Admin & Other Project Costs	I Project Contingency	TOTAL
AUSTIN HIGH	\$2,487.00	\$357.00	\$2,885.00						\$767.00	\$6,496.00
BOWIE MIDDLE	\$247,526.00	\$22,185.00	\$290,435.00	\$3,103,051.00	\$290,397.00				\$81,930.00	\$4,035,524.00
DULLES MIDDLE	\$170,613.00	\$24,118.00	\$194,547.00	\$2,272,316.00	\$269,090.00				\$56,472.00	\$2,987,156.00
ELKINS HIGH	\$18,188.00	\$2,571.00	\$23,098.00	\$220,664.00	\$28,686.00				\$6,021.00	\$299,228.00
FIRST COLONY MIDDLE	\$170,818.00	\$24,146.00	\$194,779.00	\$2,172,402.00	\$169,412.00				\$56,541.00	\$2,788,098.00
HODGES BEND MIDDLE	\$172,319.00	\$24,359.00	\$196,491.00	\$2,190,612.00	\$171,780.00				\$57,035.00	\$2,812,596.00
KEMPNER HIGH	\$17,828.00	\$2,520.00	\$22,590.00	\$216,297.00	\$28,119.00				\$5,901.00	\$293,255.00
MCAULIFFE MIDDLE	\$172,429.00	\$24,374.00	\$196,618.00	\$2,191,955.00	\$171,954.00				\$57,073.00	\$2,844,403.00
QUAIL VALLEY MIDDLE	\$172,030.00	\$24,318.00	\$196,162.00	\$2,087,109.00	\$271,324.00				\$56,941.00	\$2,807,884.00
SUGAR LAND MIDDLE	\$170,663.00	\$24,125.00	\$194,603.00	\$2,070,529.00	\$269,169.00				\$56,489.00	\$2,785,578.00
WILLOWRIDGE HIGH	\$12,276.00	\$1,735.00	\$13,998.00						\$4,065.00	\$32,074.00
<b>TOTAL:</b>	<b>\$1,327,177.00</b>	<b>\$174,808.00</b>	<b>\$1,526,206.00</b>	<b>\$16,524,935.00</b>	<b>\$1,669,931.00</b>				<b>\$439,235.00</b>	<b>\$21,662,292.00</b>

Tabulation Summary  
 CSP 24-064KB BP014 Middle School and High School Kitchen Renovations

Vendor	Purchase Price (40 pts. max)	Offeror's Experience and Reputation, Past Experience with FBISD and other school districts (19 pts. max)	Quality of the offeror's goods and services, Quality of contractor's response in the proposal, Project Plan and Schedule (21 pts. max)	Offeror's safety record (5 pts max)	Offeror's proposed personnel (5 pts max)	Offeror's financial capability ( 5 pts max)	SBEP commitment (5pts max)	Proposer's Total Score (100 pts. max)
E Contractors LLC	40.00	12.11	16.35	3.35	1.85	3.62	4.50	81.78
ICI Construction, Inc.	34.95	15.34	13.95	3.05	1.65	4.42	2.75	76.11

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**Construction Services Agreement for**  
**Multi-Campus Renovations (BP021)**  
**References: Board Policy CV (Local)**  
**District Goal 5**  
**Department: Operations**

**Recommendation**

Consideration and approval of a Construction Services Agreement with Dunhill Development and Construction, LLC for Multi-Campus Renovations (BP021) for a stipulated lump sum amount of \$8,708,000 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

**Summary**

The scope of work for this package includes interior renovations for Kickstart, Special Education, and CTE programs as well as miscellaneous interior/exterior renovations at the following 13 campuses; McAuliffe Middle, Missouri City Middle, Dulles Middle, Quail Valley Elementary, Quail Valley Middle, Lake Olympia Middle, First Colony Middle, Fort Settlement Middle, Sugar Land Middle, Garcia Middle, Austin High, Travis High and Crockett Middle Schools.

On June 26, 2023, the Board of Trustees (BOT) approved all project budgets for the 2023 Bond Program. The BOT also approved Huckabee as the architect of record to design and prepare construction documents for Multi-Campus Renovations (BP021).

The competitive sealed proposal (CSP) solicitation, CSP 24-066AL requested bids for the Multi-Campus Renovations (BP021). Four firms responded to the CSP.

Design & Construction staff, in collaboration with the Director of Purchasing and Materials Management acting in an oversight capacity, evaluated the proposal using an evaluation team composed of FBISD staff members from the Design & Construction, Procurement, and Finance departments.

The final ranking of the contractors are as follows:

<b>Firm Name</b>	<b>CSP Score</b>	<b>Base Bid Amount</b>
Dunhill Development and Construction, LLC	86.24	\$5,208,000
Jamail & Smith Construction, LP	82.07	\$6,500,000
E Contractors LLC	72.44	\$8,500,000
ICI Construction, Inc.	70.21	\$10,000,000

The bid amount received was under the original budget. Through negotiations with the general contractor and the project team, staff is recommending the acceptance of additive and deductive alternates for a total construction cost of \$8,708,000.

The detailed project budget for BP021 - Multi-Campus Renovations is provided on the attached Exhibit 1.

<b>CSP Contract</b>	<b>Package Number</b>	<b>Description</b>	<b>Project Budget</b>
CSP 24-066AL	BP021	Multi-Campus	\$10,963,489

The negotiated contract amount will be funded as part of the 2023 Bond Program Funds as detailed in the above table.

Upon Board approval, staff will negotiate the contract for Multi-Campus Renovations (BP021). It will begin once the contract is executed.

Recommended by:

Dr. Marc Smith  
 Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
 Chief Operations Officer

**Tabulation Summary**  
**CSP 24-066AL BP021 Multi-Campus Renovations**

Vendor	Purchase Price (40 pts. max)	Offeror's Experience and Reputation, Past Experience with FBISD and other school districts (19 pts. max)	Quality of the offeror's goods and services, Quality of contractor's response in the proposal, Project Plan and Schedule (21 pts. max)	Offeror's safety record (5 pts max)	Offeror's proposed personnel (5 pts max)	Offeror's financial capability ( 5 pts max)	SBEP commitment (5pts max)	Proposer's Total Score (100 pts. max)
Dunhill Development and Construction, LLC	40.00	13.41	17.45	3.58	3.95	3.86	4.00	86.24
Jamail & Smith Construction, LP	37.88	8.98	18.60	3.20	4.20	4.21	5.00	82.07
E Contractors, LLC	28.23	12.37	17.95	1.85	3.45	3.59	5.00	72.44
ICI Construction, Inc	25.10	14.30	16.00	3.00	4.35	4.46	3.00	70.21

**CSP 24-066AL BP021 Multi-Campus Renovations**

	<b>Evaluation Criteria (Government Code 2269)</b>	<b>Point System</b>
1	<b>The price; Section 2269.055.a (1)</b> Total Proposed Pricing - Provides thoroughly developed, competitive pricing using the tables in Pricing Delivery information section of the CSP	40 points
2	<b>Offeror's experience and reputation; Section 2269.055.a (2)</b> Provides a summary of nature of work, on time delivery and quality of recent work contracted with FBISD and/or other school districts of similar scope and scale. (14 pts)	19 points
	<b>Past experience with FBISD and other school districts</b> Provides a summary of nature of work, on time delivery and quality of work contracted with FBISD and/or other school districts and FBISD's assessment of the presented summary. (5 pts)	
3	<b>Quality of the offeror's goods or services; Section 2269.055.a (3)</b> Contractor's products should be new and be of the highest quality with an option to substitute for a company branded item of equivalent quality. (14pts)	21 points
	<b>Quality of contractor's response in the proposal</b> Effectively responds and processes all request for information and documentation included in this CSP (2pts)	
	<b>Project Plan and schedule (5pts)</b>	
4	<b>Utilization of historically underutilized businesses; Section 2269.055.a (4)</b>	N/A
5	<b>Offeror's safety record; Section 2269.055.a (5)</b> Provides a summary of Experience Modification Rate (EMR) for the last three years, as well as a summary of your company's safety policies and procedures	5 points
6	<b>Offeror's proposed personnel; Section 2269.055.a (6)</b> Proposed Personnel, personnel directly assigned to work on this project	5 points
7	<b>Offeror's financial capability appropriate to the size and scope of the project; Section 2269.055.a (7)</b> Provide proof of Insurance, financial stability and Letter of Surety from Bonding Company	5 points
8	<b>SBE Commitment; CV (Local) 2017.04</b>	5 points
	<b>TOTAL</b>	<b>100 points</b>



Project Summary  
**BP021 - Multi-Campus Renovations**  
 Exhibit - 1

Description	A A/E Design Fees & Reimbursables	B Design Contingency	C Other Professional Services	D Construction	E Construction Contingency	F FF&E	G Site Development	H Admin & Other Project Costs	I Project Contingency	TOTAL
AUSTIN HIGH	\$11,794.00	\$1,709.00	\$2,492.00	\$138,967.00	\$15,822.00				\$2,610.00	\$173,394.00
CROCKETT MIDDLE	\$9,365.00	\$1,357.00	\$1,979.00	\$110,346.00	\$12,563.00				\$2,072.00	\$137,682.00
DULLES MIDDLE	\$32,046.00	\$4,645.00	\$6,772.00	\$377,590.00	\$42,989.00				\$7,090.00	\$471,132.00
FIRST COLONY MIDDLE	\$26,951.00	\$3,906.00	\$20,616.00	\$317,553.00	\$36,154.00				\$5,963.00	\$411,143.00
FORT SETTLEMENT MIDDLE	\$9,365.00	\$1,357.00	\$1,979.00	\$110,346.00	\$12,563.00				\$2,072.00	\$137,682.00
GARCIA MIDDLE	\$38,215.00	\$5,539.00	\$8,074.00	\$450,281.00	\$51,265.00				\$8,456.00	\$561,830.00
LAKE OLYMPIA MIDDLE	\$277,042.00	\$35,626.00	\$55,982.00	\$3,232,159.00	\$371,642.00	\$90,095.00			\$26,806.00	\$4,089,352.00
MCAULIFFE MIDDLE	\$154,764.00	\$22,431.00	\$47,623.00	\$1,823,556.00	\$207,611.00				\$34,243.00	\$2,290,228.00
MISSOURI CITY MIDDLE	\$12,165.00	\$1,763.00	\$2,571.00	\$143,342.00	\$16,320.00				\$2,692.00	\$178,853.00
QUAIL VALLEY ELEMENTARY	\$4,990.00	\$723.00	\$1,054.00	\$58,794.00	\$6,694.00				\$1,104.00	\$73,359.00
QUAIL VALLEY MIDDLE	\$32,172.00	\$4,663.00	\$18,734.00	\$379,071.00	\$43,157.00				\$7,118.00	\$484,915.00
SUGAR LAND MIDDLE	\$25,520.00	\$3,699.00	\$5,392.00	\$300,691.00	\$34,234.00				\$5,646.00	\$375,182.00
TRAVIS HIGH	\$107,384.00	\$15,564.00	\$22,690.00	\$1,265,304.00	\$144,034.00				\$23,761.00	\$1,578,737.00
<b>TOTAL:</b>	<b>\$741,773.00</b>	<b>\$102,982.00</b>	<b>\$195,958.00</b>	<b>\$8,708,000.00</b>	<b>\$995,048.00</b>	<b>\$90,095.00</b>			<b>\$129,633.00</b>	<b>\$10,963,489.00</b>

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: Gates and Doors**  
**Reference: District Goal 5**  
**Department: Facilities**

**Recommendation**

Consideration and approval for the purchase of gate and door products, services, and installation through multiple cooperative contracts for an amount not-to-exceed \$596,539 and authorization for the Superintendent to negotiate and execute the agreements through April 2029.

**Summary**

In December 2021, the Board approved 22-002AR Gate and Door Products, Services, and Installation to purchase, repair, and install aluminum, hollow metal, and wood doors as needed throughout the District. This contract will expire in December 2024.

The proposed purchase of gate and door products, along with professional services and installation is essential for maintaining and enhancing the District’s facilities. This purchase impacts the safety, functionality, accessibility, and aesthetic quality of the District’s facilities.

Campus gates and doors are critical components in controlling access to and within school buildings. These gates and doors can suffer damage either accidentally or through vandalism. Ensuring regular maintenance and timely replacement/repair of damaged gates and doors is crucial for maintaining security and safety for campuses and district buildings and ensures that entrances and exits function properly in emergency situations. Addressing these issues promptly helps prevent unauthorized access, protects property, and safeguards students and staff. Awarding multiple vendors offers a streamlined process for repairing damage and improves response times and overall security. The Facilities team is responsible for regular inspections and maintenance; however, this contract covers all maintenance and services not handled in-house, which will be repaired by the recommended vendors.

This contract seeks approval under relevant statutes, including Chapter 44, §44.031(a) of the Texas Education Code and Chapter 791, Interlocal Cooperation Act, along with Board Policies CH (LEGAL) and CH (LOCAL) for purchasing goods and services. The Board of Trustees must approve proposed awards of \$50,000 or more.

**Background**

Expenditures in 2023-24 were \$57,326. The previous expenditure recommendation for this project (from 2021 through 2024) was \$376,000. Expenditures are not expected to exceed \$596,539 through April 2029. Funding is included in the budget.

Requested by:	Dr. Damian Viltz, Chief Operations Officer Bryan Guinn, Chief Financial Officer	
Vendor:	ABC Doors ABC Steel Products Co Inc*** Acme Architectural Hardware Binswanger Glass	
Budget Sources:	General Fund	
Amount:	Not to exceed \$596,539	
Other Supporting Information		
Sole Source:	N/A	
Number of vendors contacted by Purchasing:	N/A	
Number of vendors downloaded the solicitation:	N/A	
Number of responses received:	N/A	
Number of "no bid" responses received:	N/A	
Length of commitment:	Through April 2029	
Last solicitation date:	December 2021	
Supporting documents:	N/A	
Disclosure under Board Policy CH, CV, or DBD (Local):	None	

\*\*\* Previously awarded a contract of the same scope with the District.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
Chief Operating Officer

Bryan Guinn  
Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval:**  
**School Bus Parts, Services, and**  
**Related Items (COOP)**  
**Reference: District Goal 5**  
**Department: Transportation**

### **Recommendation**

Consideration and approval for the purchase of school bus parts, services, and support from multiple vendors through multiple cooperative contracts in an amount not-to-exceed \$6,900,000 and authorization for the Superintendent to negotiate and execute the agreements through October 2029.

### **Summary**

In February 2022, the Board approved 22-039AR school bus parts, services, and related items, which will expire on May 31, 2025. The Transportation Department utilizes several resources and vendors to complete bus repairs, inspections, and services.

The District's two transportation terminals, Lake Olympia and Hodges Bend, operate a fleet of over 400 buses. The Transportation Department's maintenance division is responsible for engine repairs, transmission rebuilds, paint and bodywork, and the replacement and repair of bus components to ensure continued operational reliability. Due to factors such as age, wear and tear, multiple drivers, and varying road conditions, regular servicing is essential to prevent breakdowns. Services and repairs not handled in-house will be outsourced to the awarded vendors. Forty buses were purchased as part of the 2023 Bond and are scheduled to be delivered in spring of 2025.

This contract seeks approval under relevant statutes, including Chapter 44, §44.031(a) of the Texas Education Code and Chapter 791, Interlocal Cooperation Act, along with Board Policies CH (LEGAL) and CH (LOCAL) for purchasing goods and services. The Board of Trustees must approve proposed awards of \$50,000 or more.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on October 21, 2024, and will run through October 20, 2027. With the two (2) optional years, the contract can be extended until October 2029.

### **Background**

Expenditures in 2023-24 were \$1,285,497. The previous expenditure recommendation for this project was \$3,170,000. Expenditures are not expected to exceed \$6,900,000 through October 2029. Funding is included in the budget.

Requested by:	Dr. Damian Viltz, Chief Operating Officer Bryan Guinn, Chief Financial Officer
Vendor:	Andy's Auto & Bus Air, Inc. *** Arnold Oil Company*** Auto Zone Auto Parts*** Beasley Tire Service*** BG Products*** Buck's Wheel and Equipment Corp Chalks Truck Parts *** Delegard Tools of Texas*** Elite Bus Parts INC Easy Way Services*** Goolsbee Tire Service, Inc. Hi-line Electric Co. *** Jasper Holdings *** Kyrish Truck Centers of Houston *** Lawson Products*** Liftnow Automotive Equipment *** Longhorn Bus Sales, LLC *** M&D Distributors Napa Auto Parts*** National Guaranteed Vinyl, Inc. O'Reilly Auto Parts*** Reliable Transmission Service Rush Truck Centers of Texas LP /dba/ Rush Bus Centers*** Safety Vision*** Snap-on Industrial*** Southern Tire Mart LLC*** TCI*** Texas Truck AC Inc. Thomas Bus Gulf Coast GP, Inc. *** XL Parts Fleetpride***
Budget Sources:	General Fund
Amount:	Not to exceed \$6,900,000
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through October 2029
Last solicitation date:	February 2022

Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

\*\*\* Previously awarded a contract of the same scope with the District.

Recommended by:

Dr. Marc Smith  
 Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
 Chief Operating Officer

Bryan Guinn  
 Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 21, 2024**  
**Action: Consideration and Approval: Job Order Contracting for Administration Building Roof Replacement**  
**References: Board Policy CVF (Legal)**  
**District Goal 5**  
**Department: Operations**

**Recommendation**

Consideration and approval of a Construction Services Agreement with Job Order Contractor (JOC) Nash Industries, Inc. to perform Roofing Replacement at the FBISD Administration Building for a stipulated not-to-exceed amount of \$1,500,000 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

**Summary**

On August 21, 2023, the FBISD Board of Trustees (BOT) approved a Job Order Contracting (JOC) pool of five contractors to provide construction services to the District for both Bond 2023 and non-bond work. Nash Industries, Inc. was included as one of the selected JOC contractors in the vendor pool.

On July 22, 2024, the BOT approved a Hurricane Beryl Emergency Resolution allowing the Superintendent and administration to appropriately respond to the damage to District facilities as a result of Hurricane Beryl and its aftermath. The Administration Building roof assembly, sections of the exterior building envelope, and portions of the building interior were significantly damaged.

Proposals for the replacement of the Administration Building roof assembly were solicited from job order contractors. Five job order contractors responded to the solicitation, however three of the proposals were non-responsive. Staff is requesting approval to proceed with Nash Industries, Inc. as the selected JOC to execute the work under the Administration Building Roof Replacement project.

<b>Firm Name</b>	<b>Base Bid Amount</b>	<b>Alternate</b>	<b>Allowance (Included in Base Bid)</b>	<b>Subtotal</b>
Jamail & Smith Construction, LP	\$1,115,111	\$256,367	\$10,000	\$1,371,478
Nash Industries, Inc.	\$1,124,000	\$236,000	\$10,000	\$1,360,000

Policy CVF (Legal) states “The board shall approve each job, task, or purchase order that exceeds \$500,000. Gov’t Code 2269.403.” In accordance with Policy CVF (Legal), Administration is seeking Board approval to award the following contract:

<b>JOC Contract</b>	<b>Package Number</b>	<b>Description</b>	<b>Project Budget</b>
RFQuote 25-015KB	N/A	Administration Building Roof Replacement	\$1,500,000

The negotiated contract amount will be funded with General Funds, insurance proceeds, and Federal Emergency Management Agency (FEMA) Funds.

Upon Board approval, staff will negotiate the contract for roof replacement with Nash Industries, Inc.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
Chief Operations Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 7, 2024**  
**Action: Review: Stakeholder Engagement Services and Program Evaluation**  
**Reference: District Goal 5**  
**Department: Organizational Development**

### **Recommendation**

Consideration and approval for the purchase of stakeholder engagement services and program evaluation from multiple vendors for an amount not to exceed \$1,506,991 and authorization for the Superintendent to negotiate and execute the agreements through October 2029.

### **Summary**

On July 28, 2024, the District issued RFP 24-071TA Strategic and Improvement Planning and Stakeholder Engagement Services. The purpose of this RFP was to solicit proposals from qualified vendors to provide a comprehensive, user-friendly software platform and associated services to support stakeholder engagement and program evaluation systems. Ten (10) vendors submitted proposals.

The goals and objectives of this contract include the following:

- Enhance data-informed decision-making by implementing a robust survey management system that allows for efficient collection, analysis, and reporting of stakeholder feedback.
- Streamline the collection and management of diverse data points related to stakeholder engagement opportunities.
- Facilitate more effective and targeted engagement with various stakeholder groups, including students, parents, teachers, staff, and community members.
- Improve the overall efficiency of District operations by reducing manual data entry, minimizing redundant processes, and centralizing stakeholder engagement information management.
- Increase stakeholder participation and engagement by offering user-friendly, accessible platforms for providing feedback and accessing information.
- Promote a culture of continuous improvement through effective program evaluation systems.

By achieving these goals and objectives, the District aims to create a more responsive, data-informed, and stakeholder engagement and program evaluation system that supports continuous improvement and student success.

Identified vendors will support implementation of District stakeholder engagement platforms that allow communication with internal and external stakeholders, bullying reporting, and support organizational survey platforms while sustaining external program evaluation services.

An evaluation team comprised of Fort Bend ISD staff members from the Organizational Development, Information Systems, Communications, Human Resources and Business and Finance Departments evaluated the submissions. Vendors were evaluated based on purchase price, the reputation of the vendor and the vendor’s goods or services, the quality of the vendor’s goods or services, the extent to which the goods or services met the District’s needs, the vendor’s past relationship with the District, and the long-term cost to the District to acquire the vendor’s goods or services.

The District applied the “Best Value” process in selecting the vendors to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition District policies.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on November 1, 2024, and will run through October 31, 2027. With the two (2) option years, the contract can be extended until October 31, 2029.

**Background**

Expenditures in 2023-24 were \$319,583. Over the past five years, total expenditures for these services were \$1,303,238. Expenditures will not exceed \$1,506,991 through October 2029. Funding is included in the budget.

Requested by:	Beth Martinez, Deputy Superintendent Chief of Staff Bryan Guinn, Chief Financial Officer
Vendor:	Qualtrics K-12 Insights ThoughtExchange Hanover Research
Budget Sources:	General Fund
Amount:	Not to exceed \$1,506,991
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	19,261
Number of vendors downloaded the solicitation:	135
Number of responses received:	10
Number of “no bid” responses received:	5
Length of commitment:	Through October 2029

Last solicitation date:	N/A
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

\*\*\* Previously awarded a contract of the same scope with the District.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Beth Martinez  
Deputy Superintendent Chief of Staff

Bryan Guinn  
Chief Financial Officer

**RFP 24-071TA Strategic and Improvement Planning and Stakeholder Engagement Services**

	<b>Evaluation Criteria</b>	<b>Point System</b>
1	<p><b>Purchase Price</b></p> <ul style="list-style-type: none"> <li>• Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD.</li> <li>• Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer.</li> </ul>	25 points
2	<p><b>Reputation of the Vendor and of the Vendor’s Goods or Services</b></p> <ul style="list-style-type: none"> <li>• Vendor should have a solid reputation with other ISDs, Government, or Collegiate entities that show a high level of customer service, and a high level of quality of goods or services.</li> <li>• Experience: Use and success of the product(s) and/or services in school districts or similar entities. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.)</li> </ul>	5 points
3	<p><b>Quality of the Vendor’s Goods or Services</b></p> <ul style="list-style-type: none"> <li>• Degree of alignment of proposal content/materials to the District priorities as articulated in the RFP scope of work.</li> <li>• Evidence of provider services capacity to deliver defined services within the scope of work in alignment with criteria.</li> <li>• Quality of proposed content/consultants/training materials. <ul style="list-style-type: none"> <li>• No reported recalls/safety issues.</li> </ul> </li> </ul>	25 points
4	<p><b>Extent to Which the Goods or Services Meet the District’s Needs</b></p> <ul style="list-style-type: none"> <li>• Degree to which the provider services articulate the capacity to deliver defined guarantees within the scope of services.</li> <li>• Capacity to scale services for a District the size of FBISD (number of consultants dedicated to the services, trainer of trainer materials, etc.)</li> <li>• Degree to which the vendor services support an ongoing job-embedded model for learning.</li> <li>• Degree to which the provider services align with research-based best practices.</li> <li>• Methodology and Approach.</li> <li>• Qualifications and Team Capability.</li> <li>• Understanding of the Project.</li> </ul>	25 points
5	<p><b>Vendor’s Past Relationship with the District</b> For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> <li>• Past or Current Contracts with the District</li> <li>• Past or Current Contracts with K-12 Districts of Similar Size</li> <li>• Past or Current Contracts with Businesses or Universities of Similar Size</li> </ul>	10 points

6	<b>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</b> <ul style="list-style-type: none"> <li>Initial cost plus other fees and added cost</li> </ul>	10 points
7	<b>Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State.</b>	0 points
8	<b>Insurance Requirements</b> <ul style="list-style-type: none"> <li>Certificate of Insurance as requested in the solicitation.</li> </ul>	Pass/Fail
9	<b>Service Agreement</b> <ul style="list-style-type: none"> <li>Extent to which the vendor agrees to the District's Standard Agreement for Services and associated Terms and Conditions by <b>signing the Vendor Information Sheet.</b></li> </ul>	Pass/Fail
10	<b>The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB).</b>	N/A
	<b>TOTAL</b>	<b>100 points</b>

Tabulation Summary  
RFP 24-071TA Strategic and Improvement Planning and Stakeholder Engagement Services

Stakeholder Engagement

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (10 pts. Max)	Long Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Qualtrics	15.07	3.90	22.43	20.67	8.00	6.63	76.70	1
ThoughtExchange	19.57	1.00	15.88	16.08	10.00	7.83	70.36	2
K12 Insight	13.16	4.00	17.69	17.83	10.00	5.26	67.94	3
Social Pinpoint Inc.	10.31	2.94	19.00	15.00	4.00	4.12	55.37	4
Performance Scoring, LLC	25.00	0.50	6.50	5.00	3.00	10.00	50.00	5
Possip	6.45	0.50	11.00	11.00	7.00	2.58	38.53	6
Dream Big Ventures, LLC	4.56	1.00	12.50	11.00	4.00	1.82	34.88	7
Smart Folks Inc	5.95	0.50	1.00	3.00	6.00	0.90	17.36	8
The Graduate's Gift, LLC							Non-Responsive	9

Programs Evaluation and Research

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (10 pts. Max)	Long Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
The Hanover Research Council, LLC	25.00	1.00	16.88	18.25	10.00	10.00	81.13	1
Dream Big Ventures, LLC	5.01	1.00	15.00	13.50	8.00	2.00	44.51	2