

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

Monday, November 18, 2024

---

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, November 18, 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
2. National Anthem
3. Moment of Silence
4. Recognitions 5
5. Superintendent Update
6. Board Activity Report
7. Public Comment
8. Information
  - A. Intruder Detection Report 6
  - B. Student Achievement: 2024-25 BoY Data 7
9. Action
  - A. **Naming of Consolidated Campuses:** Consideration and approval of school naming for the consolidated campuses of Blue Ridge/Briargate and Mission Bend/Mission Glen Elementary Schools and the conversion of Ferndell Henry Center from Learning to Ferndell Henry Elementary School. **35**
  - B. **2023 Bond Natatorium Recommendation:** Consideration and approval to move forward with planning to build a second aquatic practice facility with 2023 Bond proceeds. **38**

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.*

<b>A. Annual Comprehensive Financial Report (ACFR):</b> Consideration and approval of the Annual Comprehensive Financial Report for fiscal year ending June 30, 2024.	<b>39</b>
<b>B. Budget Amendment:</b> Consideration and approval of a General Fund budget amendment for 2024-25.	<b>41</b>
<b>C. Delegation of Authority:</b> Consideration and approval of a delegation of authority to the Superintendent for negotiation and execution of required electricity supply contracts.	<b>44</b>
<b>D. 2024-25 Fort Bend Central Appraisal District:</b> Consideration and approval of a resolution casting the District's vote entitlement of 1,200 votes among candidates nominated to serve on the Board of Directors of the Fort Bend Central Appraisal District.	<b>46</b>
<b>E. Board of Trustees Meeting Minutes:</b> Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearing on the following dates:	<b>49</b>
1. September 9, 2024 - Called Meeting and Agenda Review	50
2. September 16, 2024 - Special Called Meeting	54
3. September 23, 2024 - Regular Business Meeting	56
<b>F. 2023 Bond Contingency:</b> Consideration and approval for the use of 2023 Bond Contingency as proposed by Administration.	<b>63</b>
<b>G. Water Meter Easement with City of Houston Mission Bend Elementary School (BP002):</b> Consideration and approval of one Water Meter Easement with the Utility District No. 1 at Mission Bend Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.	<b>65</b>
<b>H. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:</b>	
1. <b>Vendor Management System (COOP):</b> Consideration and approval for the purchase of a vendor management system through the E&I cooperative contract with Payment Works, Inc. for an amount not to exceed \$350,000 and authorization for the Superintendent to negotiate	<b>69</b>

and execute the agreement through November 30, 2029.

2. **Alternative Student Transportation (COOP):** Consideration and approval for the purchase of alternative student transportation services through the Sourcewell and Omnia Partners cooperative contracts for an amount not to exceed \$3,537,321 and authorization for the Superintendent to negotiate and execute the agreements through November 2029. **71**
3. **Athletic Renovations:** Consideration and approval of a Construction Services Agreement with Crain Group for Athletic Renovations (BP011) for a not-to-exceed amount of \$8,377,500 and authorization for the Superintendent to negotiate and execute or terminate the agreement. **74**
4. **Construction Manager at Risk Guaranteed Maximum Price Phase #2 for the Rebuild of Clements HS:** Consideration and approval of a Guaranteed Maximum Price (GMP) Phast #2 for the remainder of construction of Clements High School Rebuild (BP003), for a not-to-exceed amount of \$202,874,905 and authorization for the Superintendent to execute the GMP Phase #2. **79**
5. **Construction Services Agreement for Interior Renovations (BP020):** Consideration and approval of a Construction Services Agreement with Crain Group Interior Renocations (BP020) for a stipulated lump sum amount of \$9,454,000 and authorization for the Superintendent to negotiate and execute of terminate the agreement. **82**
6. **Fleet Maintenance/Repair Services and Vehicle Replacements (COOP):** Consideration and approval for the purchase of fleet maintenance and repair services and vehicle replacements through multiple cooperative contracts for an amount not-to-exceed \$1,935,890 and authorization for the Superintendent to negotiate and execute the agreements through November 2029. **87**
7. **HR Consulting Services (COOP):** Consideration and approval for the purchase of consulting services with a service agreement with the Texas Association of School Boards (TASB) for a comprehensive review of the District's pay systems and extracurricular duty assignments for an amount not to exceed \$100,000 and authorization for the Superintendent to negotiate and execute the agreements through June 2026. **90**
8. **Long Range Planning Services:** Consideration and approval of Long-Range Boundary Planning Services from Zonda Education under a cooperative contract with the Interlocal Purchasing System (TIPS) for an amount not-to-exceed \$350,000 and authorization for the **92**

Superintendent to negotiate and execute the agreement through November 2029.

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

97

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

12. Reconvene in Open Session

13. Consider Action on Closed Session Items

14. Adjournment

---

*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: November 18, 2024**  
**Action: Recognitions**  
**Department: Communications**

**Recommendation**

The Administration recommends that the Board recognize:

- National Anthem performance from Austin High School orchestra ensemble
- Two Fort Bend ISD fine arts groups for being selected to perform at the national 2024 Midwest Clinic conference

**Summary**

National Anthem performance by an orchestra ensemble from Austin High School.

Fort Settlement Middle School Chamber Orchestra directed by Angela Peugnet and Elizabeth Spencer, and the Clements High School Chamber Strings directed by Neal Springer and Sally Kirk, were selected to perform at the national 2024 Midwest Clinic conference. Only a hand full of ensembles are selected each year out of hundreds to perform on this national stage.

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: November 18, 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 October 21, 2024 Regular Board Meeting, the district received sixteen (16) Intruder Detection Audit reports for sixteen (16) campuses. Thirteen (13) reports came back with no corrective actions and three (3) reports showed a finding.

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: November 18, 2024**  
**Information: Student Achievement (BOY)**  
**References: District Goal 1**  
**Department: Teaching & Learning**

**Summary**

Staff will provide an overview of the 2024-25 Beginning of the Year (BOY) assessment data for Pre-kindergarten (Circle) and Kinder- tenth grade students (MAP).

Recommended by: [OBJ]

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Adam Stephens  
Chief Academic Officer

FBISD

# BOY Student Achievement Update



**Lead**  
**THE PAC**



# STUDENT ACHIEVEMENT UPDATE

---



See Handout



**Before** we share with you where  
we are now, we should **begin**  
**with...**



10

# KEY THREE AREAS OF REVIEW

---



**STAAR  
Data**



**Systems  
& Process**



**Monitoring  
& Accountability**

11

# STAAR DATA

---



# CHALLENGES



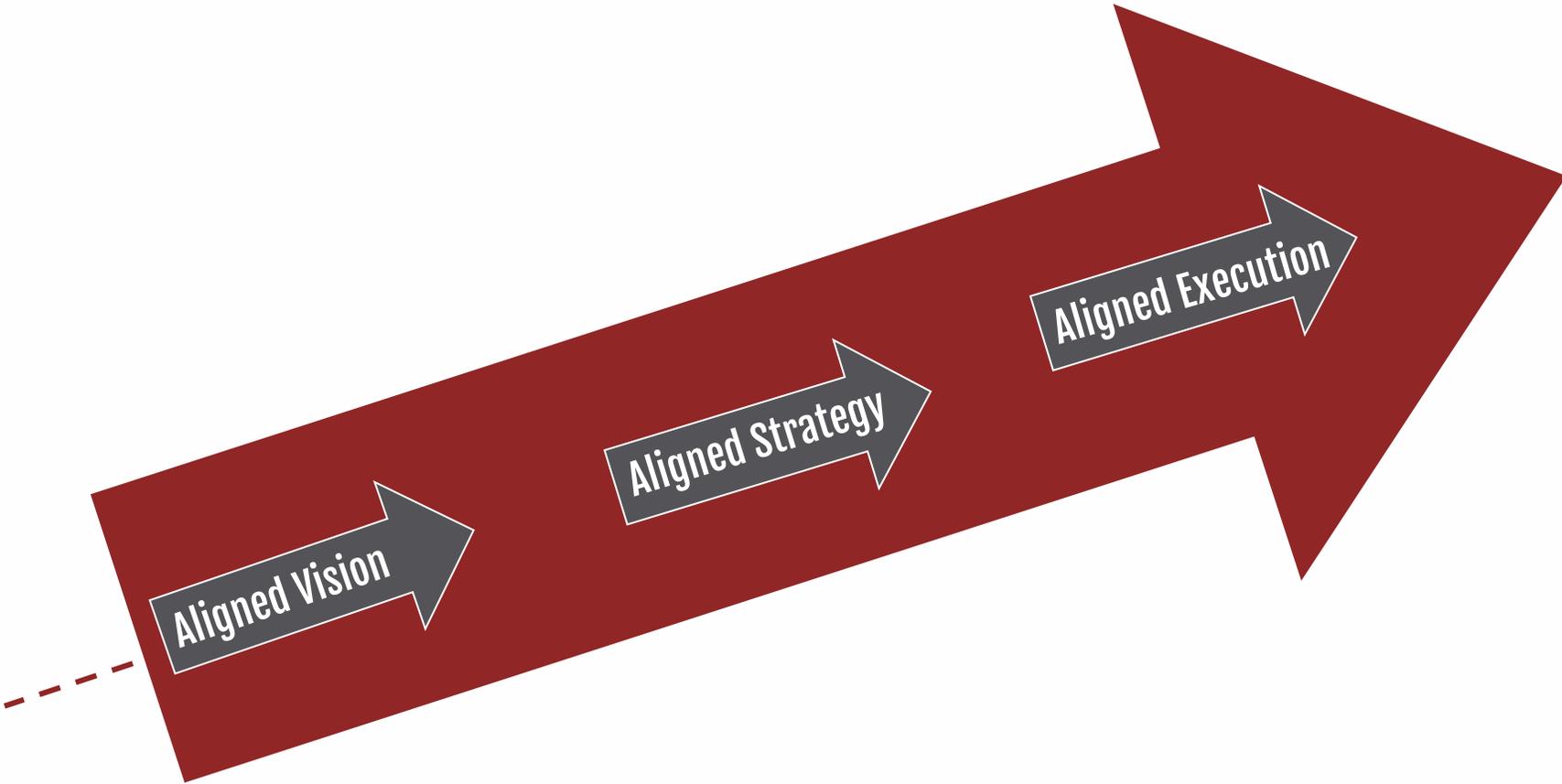
13

Inconsistent Alignment  
Leadership Capacity  
Activity vs. Productivity  
Siloed Ownership & Execution

The task of leadership is to  
**create an alignment** of strengths  
so strong that it makes the  
system **weaknesses irrelevant.**

# FOCUS MOVING FORWARD

Aligned School Leadership & Academic Affairs Teams to **Ensure Increased Student Outcomes**



15

THE POWER OF  
FBISD ONE

# LEARNING, DOING, & REVIEWING

---

1

Aligned Expectations

2

Prioritized Campus  
Service & Support

3

Building Capacity

16



# LOOKING AHEAD



**STAAR**

**VS.**



**NWEA MAP**

# MAP vs. STAAR the Basics

- **MAP**: A **formative assessment** designed to measure student growth over time. It is an adaptive test that adjusts to each student's performance level, providing insights into their strengths and areas for growth. MAP tests are used to track academic progress throughout the year and guide instructional planning.
- **STAAR**: A **summative assessment** required by the state of Texas to evaluate how well students have mastered grade-level standards at the end of the academic year. STAAR measures student proficiency in core subjects like math, reading, science, and social studies, and is used for accountability purpose. (Criterion Referenced)

19



# MAP vs. STAAR the Basics

- **MAP**: MAP tests are administered multiple times a year (e.g., BOY, MOY, EOY) in reading, math, and science. **They are not high-stakes assessments.**
- **STAAR**: STAAR assessments are given once a year in specific subjects (e.g., math, reading, writing, science, social studies). **The tests are high-stakes, meaning they can impact student promotion and graduation.**

20

# MAP vs. STAAR the Basics

- **MAP**: Measures individual student growth and compares results to national norms. It is not directly aligned with state standards but helps teachers understand students' academic progress relative to their peers.
- **STAAR**: Results are used primarily for instructional purposes and results arrive after the school year is over.

21

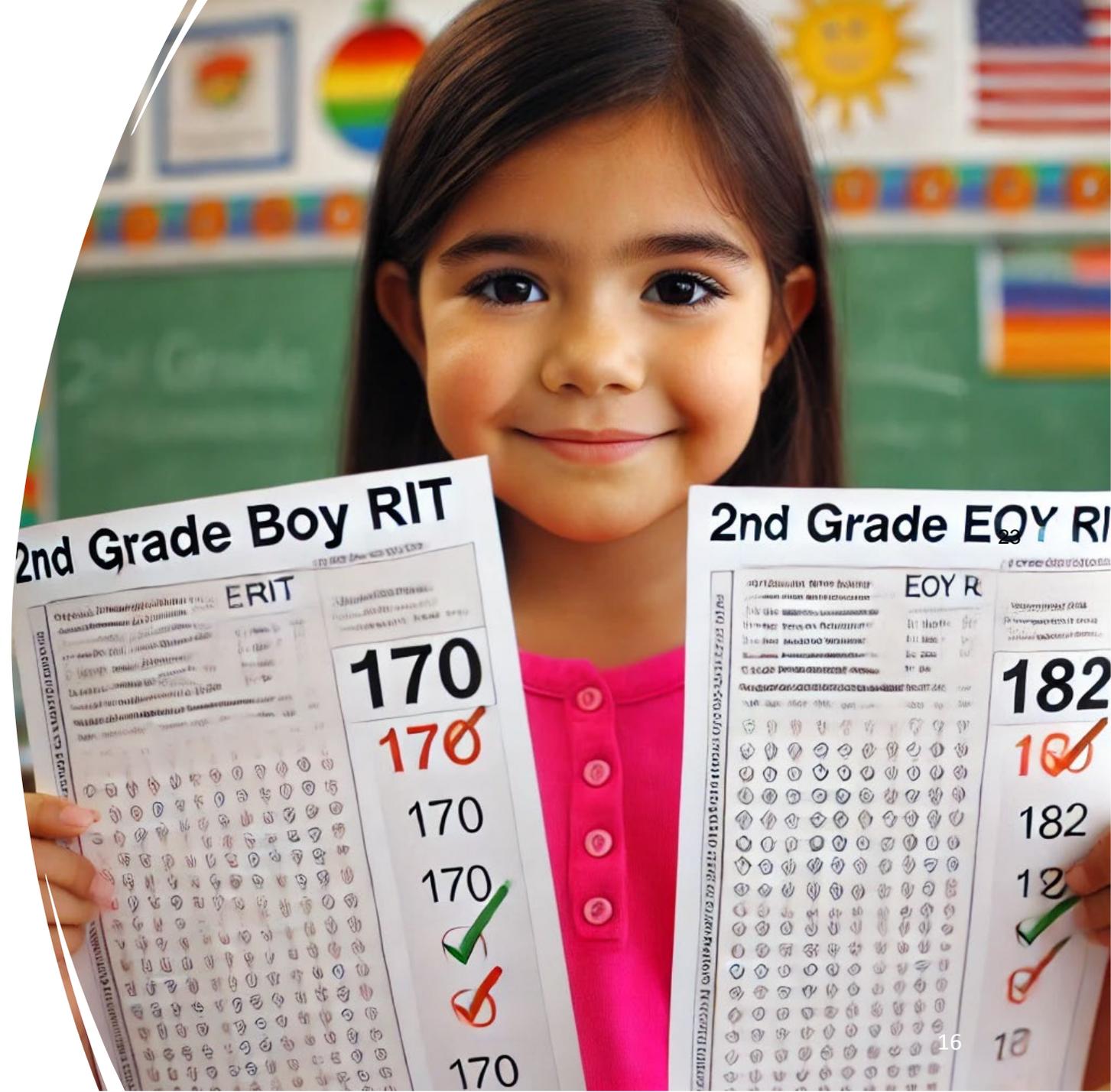
# STAAR Growth Explained

- If a student answered 20 questions correctly in 4th grade and improved to 22 correct answers in 5th grade, it clearly demonstrates growth in their academic performance
- Data does not tell us much



# MAP Growth Explained

- MAP growth is individualized and based on a projection of all students in the grade who achieved the same score on the BOY assessment



# MAP Growth



RIT 100-104



RIT 105-107



RIT 108-109



RIT 110-119



RIT 120-128



RIT 129-140



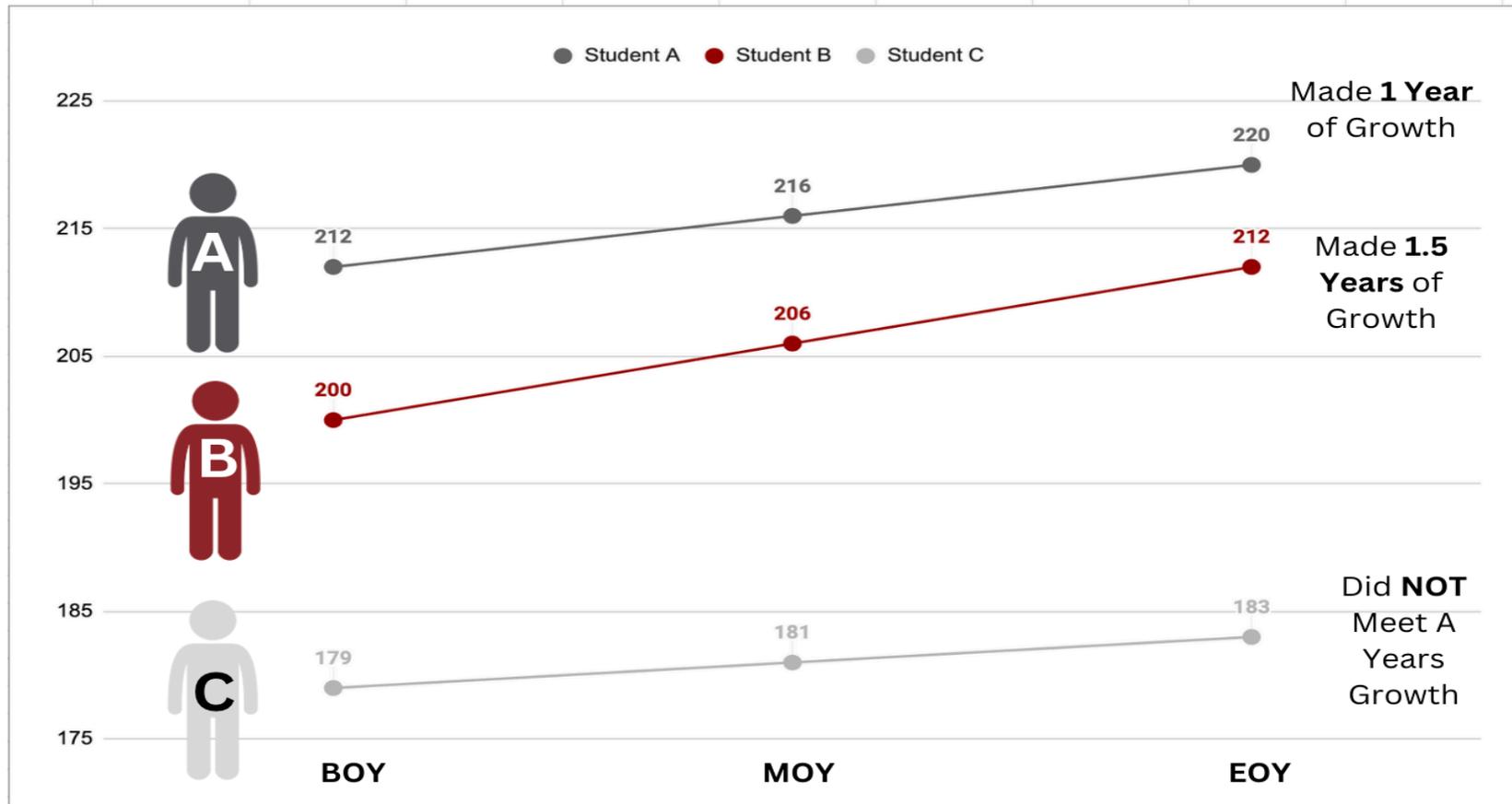
If the fall-to-spring growth norm for a student is 8

then 8 points would constitute a year of growth

1.5 years of growth would equate to 1.5 times the growth norm

That would be 12 points if the growth norm were 8

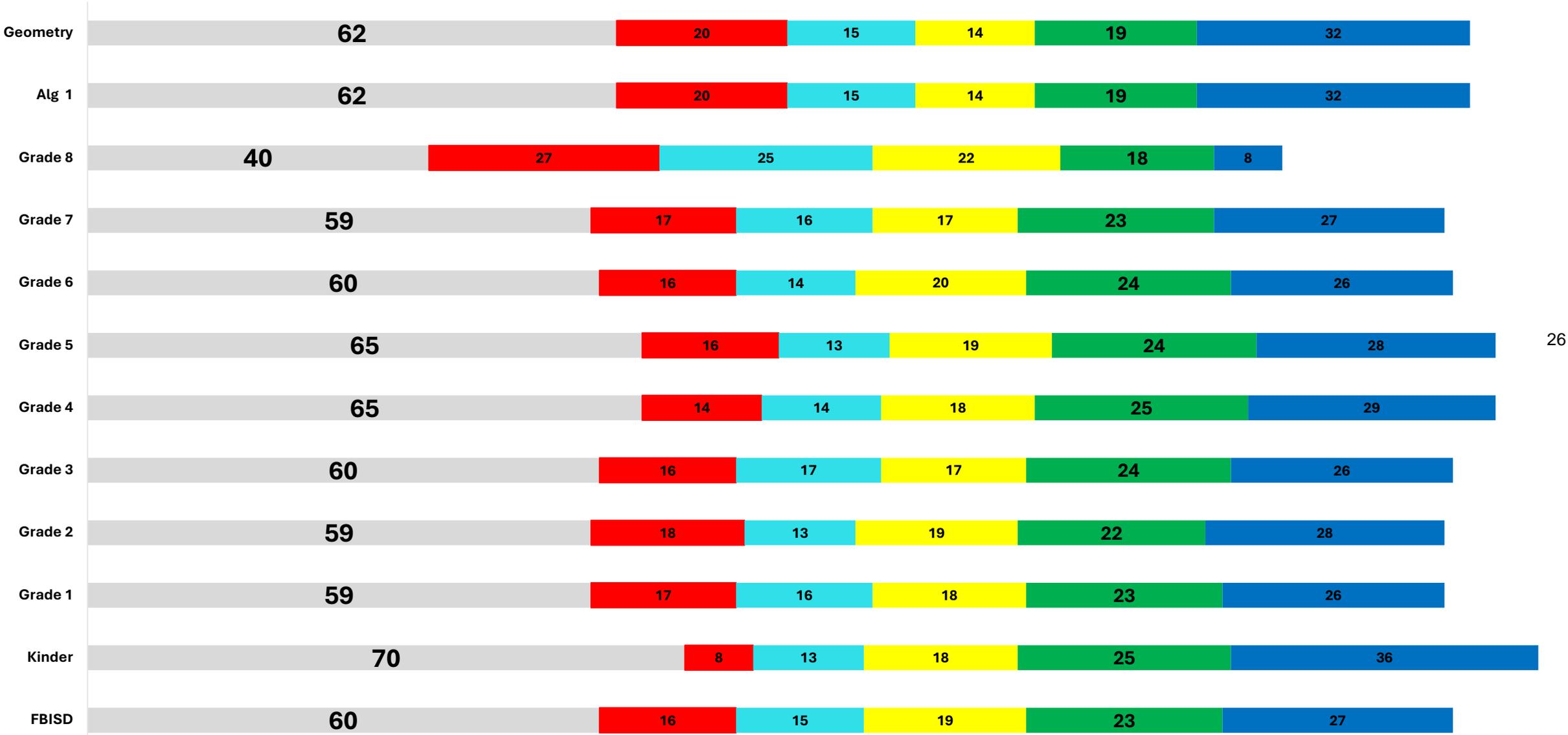
A Student would need to grow **12 points** to demonstrate **1.5 years** of growth



# STUDENT EXAMPLE <sup>25</sup>



# BOY Math Achievement

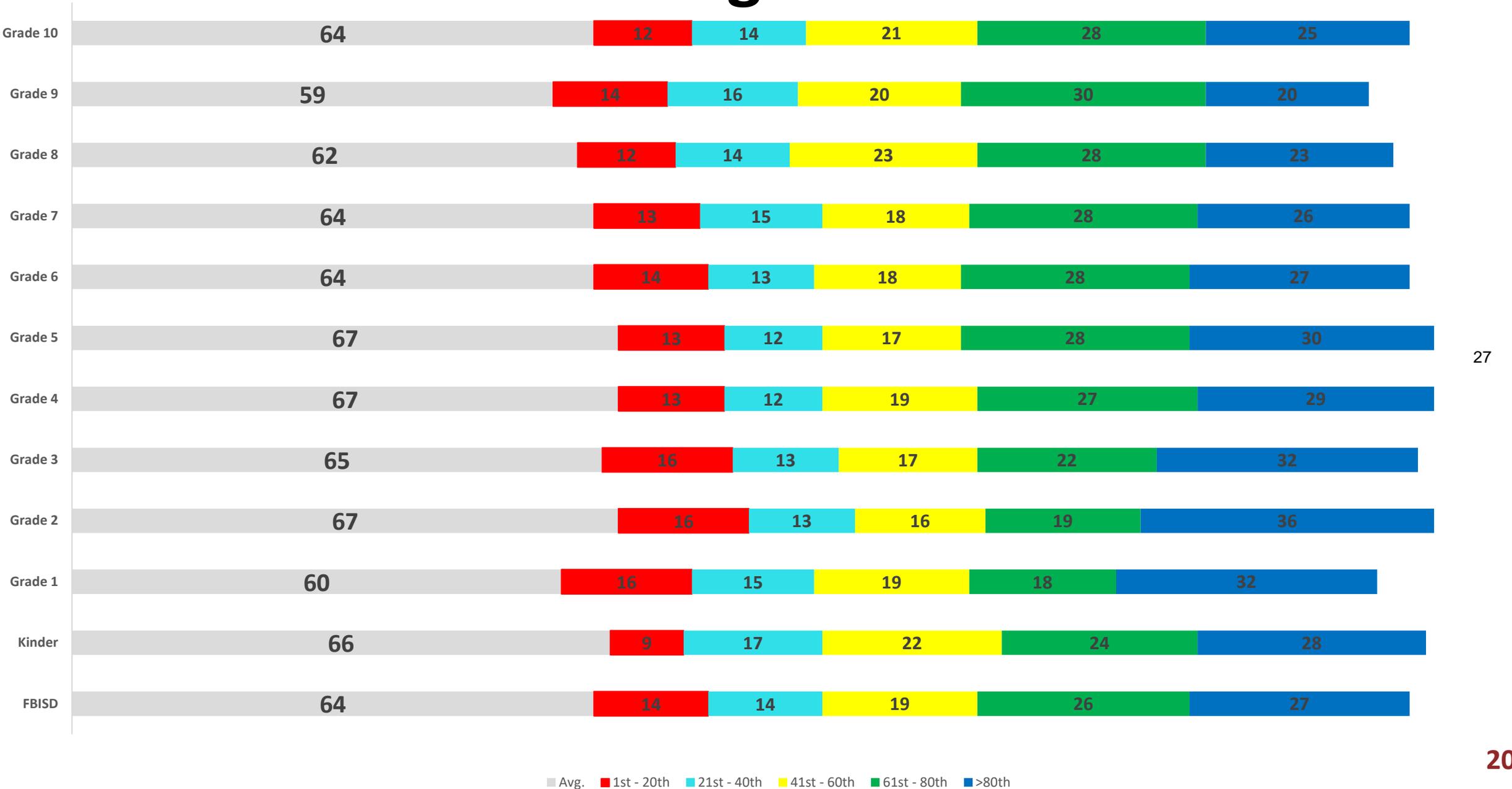


26

■ Avg. ■ 1st - 20th ■ 21st - 40th ■ 41st - 60th ■ 61st - 80th ■ >80th

19

# BOY Reading Achievement





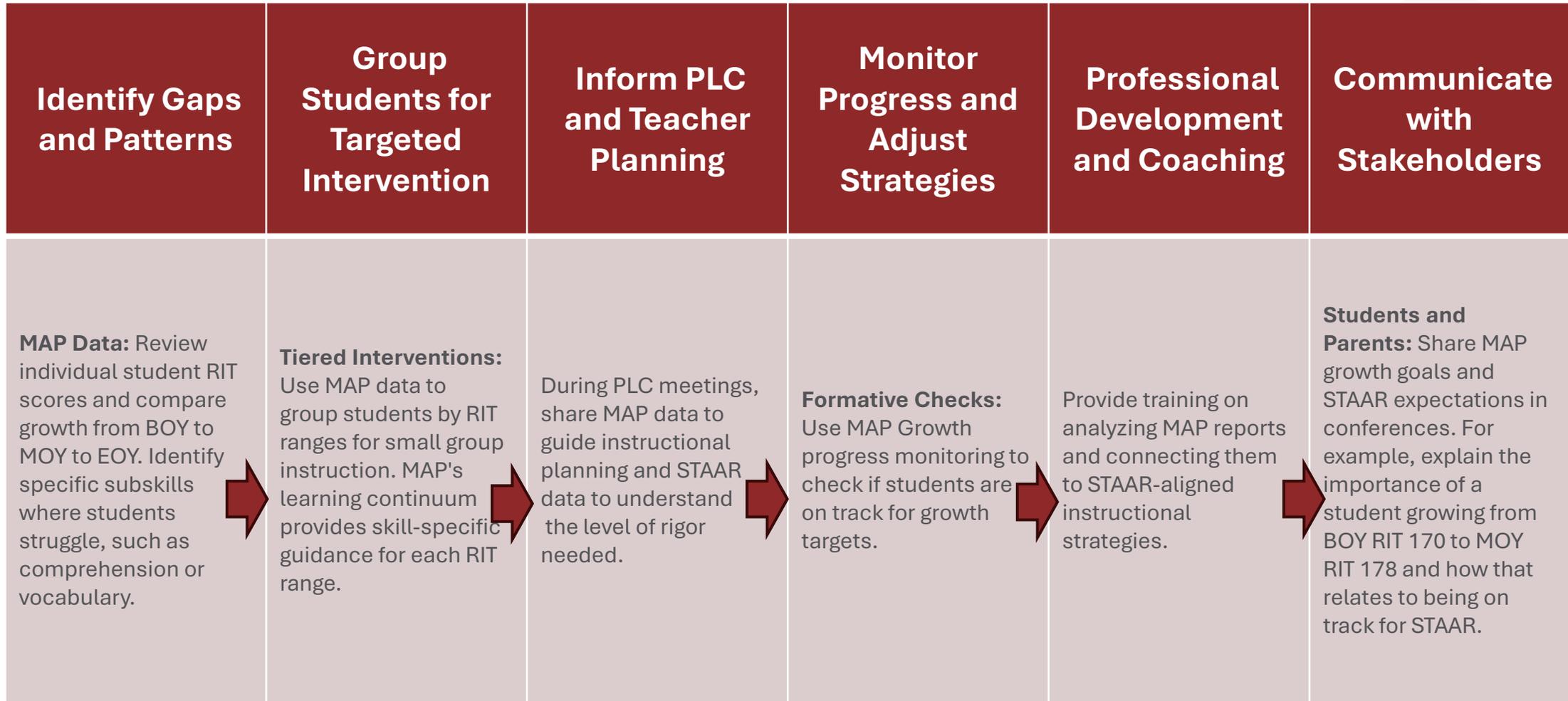
# What tools are we using in FBISD



- STAAR Data from 2024
- MAP Data
- MAP Fluency Data
- The Circle Assessment
- District-Level Assessment
- Campus Assessment Data

28

# Using Data To Triangulate Support



# Focus on Learning: Identify Support Needed

- Campus Analysis -  
Team Walks:

- Academic Affairs
- School Leadership
- Student Affairs
- Organization  
Development



# Focus on Learning: Collaboration

- Team Follow-up Sessions:
  - District Departments – Walk Reflections
  - Campus Administrators by levels (ES, MS, HS)
  - One-on-ones (School Leadership with their Principal)

31





# Empowering Schools, One Campus at a Time

Since August 26, Dr. Schur has visited **74** campuses and Dr. Stephens has visited **39**, demonstrating a shared commitment to collaboration, innovation, and educational excellence.



**Thank You**

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval:**  
**Naming of Elementary Campuses**  
**References: Board Policy CW (Local)**  
**District Goal 3**  
**Department: Communications**

## **Recommendation**

Consideration and approval of school naming for the consolidated campuses of Blue Ridge/Briargate and Mission Bend/Mission Glen Elementary Schools and the conversion of Ferndell Henry Center for Learning to Ferndell Henry Elementary School.

## **Background**

As per Board Policy CW (Local), two Naming Committees were established for the purpose of selecting a name for the consolidated campuses of Blue Ridge/Briargate (BRE/BGE) and Mission Bend/Mission Glen (MBE/MGE) Elementary Schools. The newly built campuses are scheduled to open in August 2025. The FBISD community was invited to nominate names via an electronic form for each consolidated campus (BRE/BGE or MGE/MBE) or nominate names that could be considered at both campuses. The opportunity to provide the name nominations took place from September 27, 2024, through October 7, 2024. Over 1,600 submissions were received. District staff reviewed/compiled duplicate nominations and removed names that were already used in the District (e.g., Anne Sullivan, Barbara Jordan, etc.). Per policy, nominations were to include a brief summary of biographical or historical data outlining justification for the name consideration.

To ensure a fair and equitable process, a random draw was performed to determine which naming committee would meet first to review nominations for their respective community.

The BRE/BGE Naming Committee met on November 7, 2024. The MGE/MBE Naming Committee met on November 12, 2024.

The Department of Collaborative Communities leads the school naming process on behalf of the District. The Committees consisted of Rick Garcia and Angie Hanan as the Board of Trustees representatives, the principal, parents/grandparents, teachers, students, and community representatives for each campus.

Committee members reviewed all nominations based on criteria outlined in Policy CW (Local). The following guidelines governed the discussion and selection:

1. The namesake should have made a significant contribution to society.
2. The namesake should lend prestige and status to an institution of learning.
3. The namesake has attained prominence locally or nationally in fields of education, science, art, statesmanship, political science, military achievement, or a Texas historical achievement.

The Naming Committees were encouraged to strongly consider a name that unified the community and District overall.

## **Summary**

### Blue Ridge/Briargate Elementary Schools

After careful review, discussion, and nominal group process, the following namesake is recommended for approval for the consolidated campus of Blue Ridge/Briargate Elementary School: **Allen Aldridge, Jr. Elementary School**.

After graduating from Willowridge High School in 1990, Allen Aldridge, Jr. played football for the University of Houston and was selected in the second round of the 1994 NFL Draft. After retiring from the NFL, he came back to the Fort Bend ISD community as a mentor, servant leader, athletic director, and head football coach at George Bush High School in 2008 until he unexpectedly passed away September 2024.

### Mission Bend/Mission Glen Elementary Schools

The following namesake is recommended for approval for the consolidated campus of Mission Bend/Mission Glen Elementary School: **Mission Elementary School**.

Community submissions included Mission Elementary School to commemorate the two campuses of Mission Bend Elementary and Mission Glen Elementary Schools. One nomination stated “This name captures the essence of what an elementary school should represent – empowerment through knowledge, inclusion, and a commitment to lifelong learning. By choosing this name, the school solidifies its role as a beacon of opportunity for the community and reflects the values of hard work and progress that the residents of Mission Bend and Mission Glen hold dear.”

### Ferndell Henry Center for Learning

In addition, the Board approved the conversion of Ferndell Henry Center for Learning into an elementary school to be funded by Bond 2023. Administration is recommending that the District keep the namesake of Ferndell Henry and repurpose the campus name to **Ferndell Henry Elementary School**.

In August 2010, Ferndell Henry Center for Learning was established and named after a secondary educator in Fort Bend ISD.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Chassidy Olainu-Alade  
Interim Chief Communications Officer

Payal Pandit Talati  
Executive Director, Collaborative Communities

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 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: November 18, 2024**  
**Action: Consideration and Approval: Annual Comprehensive Financial Report (ACFR)**  
**References: Board Policy CFA (Legal)**  
**Department: Business and Finance**

**Recommendation**

Consideration and approval of the Annual Comprehensive Financial Report (ACFR) for the fiscal year ending June 30, 2024.

**Summary**

Education Code 44.008 requires the audit of school district financials at the close of each fiscal year by a certified public accounting firm registered with the Texas State Board of Public Accountancy. The Board of Trustees must approve the completed Annual Comprehensive Financial Report, which the District must submit to the Texas Education Agency (TEA) no later than the 150th day after the end of the fiscal year. This year, the date falls on November 27, 2024 for districts with a June 30 year-end.

The District’s financial auditor, Whitley Penn, LLP, met with the Board Audit Committee prior to the November 4, 2024 Board meeting to review the financial audit and associated reports, which reflect a “clean” opinion. The Board of Trustees received the audit report for review and it is now ready for consideration and final approval.

A Certificate of Board will require a signature from the Board President and Secretary indicating the Board’s approval of the annual report. Administration will submit the signed certificate with the annual report sent to TEA.

Submitted by:

Dr. Marc Smith  
Superintendent of Schools

Bryan Guinn  
Chief Financial Officer

**CERTIFICATE OF THE BOARD OF TRUSTEES**  
**FORT BEND INDEPENDENT SCHOOL DISTRICT**

**Fort Bend County District Number: 079-907**

We, the undersigned, certify that the annual financial reports for the above-named school district were reviewed and approved for the year ended June 30, 2024, at a meeting of the Board of Trustees of such school district on the 18<sup>th</sup> day of November 2024.

\_\_\_\_\_  
Kristin Tassin  
President, Board of Trustees

Attest: \_\_\_\_\_  
David Hamilton  
Secretary, Board of Trustees

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval: Budget Amendment**  
**References: Board Policy CE (Legal)**  
**District Goal 5**  
**Department: Business and Finance**

### **Recommendation**

Consideration and approval of a General Fund budget amendment for 2024-25.

### **Summary**

#### **Fund 199 (General Fund)**

General Fund revenues increased by \$10,220 for donations received.

General Fund expenses are increasing by \$5,173,448 million as explained below:

- Expenditures increased by \$4,841,266 million for purchase orders that rolled from the prior fiscal year 2023-24 in various functions and were outstanding on June 30, 2024.
- Increase Function 31 payroll expenditures by \$226,182 for Special Education for five (5) additional speech language pathologists based on anticipated enrollment increases.
- Increase Function 36 by \$106,000 for band uniforms for Fine Arts Department due to two (2) schools' uniforms being replaced this year versus one school.

Other Sources/Uses are changing as explained below:

- Increase Other Sources by \$108,247 for sale of property.

The net effect of the proposed budget amendment is a negative change of \$5,054,981 million to expenditures/outflows. However, the District will maintain a 90-day fund balance reserve, and the drawdown of fund balance was accounted for to cover the expenditures that were budgeted in 2023-24 but will occur in 2024-25.

<b>Fund</b>	<b>Function</b>	<b>Original Budget</b>	<b>Budget Amendment 1</b>	<b>Amended Budget</b>
	<b>Revenues</b>			
199	57 – Local Revenues	\$411,841,934	10,220	\$411,852,154
199	58 – State Revenue	405,969,954		405,969,954
199	59 – Federal Revenues	9,200,000	-	9,200,000
	<b>Total Revenue</b>	<b>\$827,011,888</b>	<b>\$10,220</b>	<b>\$827,022,108</b>
	<b>Expenditures</b>			
199	11 – Instruction	\$488,520,122	583,418	\$489,103,540
199	12 – Instructional Resource Media	8,958,015	14,862	8,972,877
199	13 – Curriculum Development	17,757,593	171,840	17,929,433
199	21 – Instructional Leadership	18,690,462	53,901	18,744,363
199	23 – School Leadership	49,183,858	10,026	49,193,884
199	31 – Guidance Counseling Evaluation	39,402,657	649,671	40,052,328
199	32 – Social Work Services	2,782,239	-	2,782,239
199	33 – Health Services	9,609,825	40,317	9,650,142
199	34 – Student Transportation	27,849,712	609,924	28,459,636
199	35 – Food Services	50,000	-	50,000
199	36 – Co-Curricular	16,592,160	214,789	16,806,949
199	41 – General Administrative	19,795,256	422,924	20,218,180
199	51 – Facilities Maintenance	82,902,162	1,876,949	84,779,111
199	52 – Security & Monitoring	13,591,624	200,378	13,792,002
199	53 – Data Processing	20,701,924	206,579	20,908,503
199	61 – Community Services	809,596	-	809,596
199	71 – Interest Expense	4,495,103	117,870	4,612,973
199	81 – Facility Acquisition	-	-	-
199	93 – Payment to Member/SSA	460,000	-	460,000
199	99 – Other Intergovernmental charges	6,435,000	-	6,435,000
	<b>Total Expenditures</b>	<b>\$828,587,308</b>	<b>\$5,173,448</b>	<b>\$833,760,756</b>
199	Other Sources	2,500,000	108,247	2,608,247
199	Other Uses			-
<b>199</b>	<b>Net Change</b>	<b>924,580</b>	<b>(5,054,981)</b>	<b>(4,130,401)</b>
	Fund Balance - Beginning	212,110,807	-	212,110,807
<b>199</b>	<b>Fund Balance - Ending</b>	<b>\$213,035,387</b>	<b>(5,054,981)</b>	<b>207,980,406</b>
	Number of Days Funds Balance			92 Days

Submitted by:

Dr. Marc Smith  
Superintendent of Schools

Bryan Guinn  
Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval: Delegation  
of Authority to Superintendent to  
Negotiate and Execute Electricity  
Supply Contract Extension**  
**References: Board Policy CL (Legal)  
Board Policy CH (Local)  
District Goal 5**  
**Department: Business and Finance**

### **Recommendation**

Consideration and approval of a delegation of authority to the Superintendent for the negotiation and execution of required electricity supply contracts.

### **Summary**

In July 2019, the Board approved a contract with Energy by 5 to obtain a favorable long-term electric rate for the District. The contract resulted in a guaranteed fixed rate of \$0.0342 per kilowatt hour through July 31, 2033. This rate is the fixed cost for electricity and excludes taxes, fees, and the transmission and distribution service provider (TDSP) delivery charges.

Energy by 5 has recently shared information with staff showing electricity rates are expected to continue rising through the end of the District's contract period in 2033. To avoid these increases, the company is recommending that the District extend the current electricity contract for an additional 36 months to offset the future increases. To offset the anticipated increases, a blend and extend process is recommended that will allow Fort Bend ISD to lower its future energy rates by blending the current contract rate of \$0.0342 with current market rates, which are currently averaging \$0.054 per kilowatt hour. This process allows Fort Bend ISD to create a lower future rate by paying the new blended rate immediately. The new blended rate will be extended for an additional 36 months, through July 31, 2036, mitigating the anticipated higher prices that will be paid in the future.

Since the electricity market can be volatile and it is not possible to hold favorable rates beyond 24 hours, a contract will need to be signed prior to the Board of Trustees approving the new contract. It is recommended that the Board of Trustees delegate authority to the Superintendent to sign and enter a contract(s) with an electricity provider(s) on the District's behalf. This delegation and subsequent potential purchase are authorized under Board Policies CL (LEGAL), CH (LOCAL) purchasing and acquisition of goods and services and under Chapter 44, §44.031 of the Texas Education Code, and Chapter 791, Interlocal Cooperation Act.

Staff will be using an electricity supplier procured through The Interlocal Purchasing System (TIPS) purchasing cooperative, which allows the District to competitively procure energy for these additional years. The TIPS purchasing cooperative conducts public

solicitations in accordance with statutes and makes the resulting contracts available to its member organizations. TIPS also brings proven energy procurement strategies to bear in a market with complex contracting conditions that can dramatically affect the end cost the District will pay for energy.

Energy by 5 will work on behalf of the District to procure energy for the additional years by soliciting competitive quotes from approved TIPS suppliers. In addition, Energy by 5 will facilitate the procurement of energy supply contracts when the District's current contracts expire.

The negotiated price for electricity procurement will ultimately determine the financial impact for the District. Once the final contract is signed by the Superintendent, administration will provide the Board with an update on the final rate received.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Bryan Guinn  
Chief Financial Officer

Dr. Damian Viltz  
Chief Operations Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval: Resolution**  
**Casting FBISD's Vote Entitlement for**  
**Candidates Nominated to Serve on the**  
**2024-25 Board of Directors for the Fort**  
**Bend Central Appraisal District**  
**References: Board Policy CCH (Legal)**  
**Department: Board of Trustees**

### **Recommendation**

Consideration and approval of a resolution casting the District's vote entitlement of 1,200 votes among candidates nominated to serve on the Board of Directors of the Fort Bend Central Appraisal District.

### **Summary**

Section 6.03 of the Property Tax Code provides for the establishment of a Board of Directors of the Central Appraisal District (CAD). Under the code, five (5) directors are appointed by the taxing units that participate in the district. Members of the Board of Directors serve two-year terms beginning on January 1 of even numbered years. Directors must be a resident of the CAD and must have resided in the CAD for at least two (2) years immediately preceding the date the individual takes office.

Votes are distributed to the various taxing entities by the Chief Appraiser based upon the formula contained in statute. Fort Bend ISD has a voting entitlement of 1,200 votes. The Texas Property Code states the governing body's vote shall be by resolution and must be submitted to the Chief Appraiser of the CAD before December 15.

The Board may cast Fort Bend ISD's vote entitlement of 1,200 votes as a block or distribute them among prospective candidates nominated to serve on the Board of Directors of the Fort Bend Central Appraisal District. The Board has historically cast its 1,200 vote entitlement evenly amongst the five (5) candidates nominated to serve on the Fort Bend Appraisal District Board of Directors.

The five (5) candidates are:

- Pamiel J. Gaskin
- David James
- Jim Kij
- Michael D. Rozell
- Paul Stamatis

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Bryan Guinn  
Chief Financial Officer

# Election Ballot 2025

## Board of Directors

### Fort Bend Central Appraisal District

**Jurisdiction:**  
**Fort Bend I.S.D.**

**Total Voting Entitlement:**  
**1200**

Sections 6.03 and 6.0301 of the Texas Property Tax Code require five directors to be appointed by the taxing units that participate in the district.

The candidates listed below were duly nominated by the voting governing bodies and now stand for election for the five (5) positions. Only one ballot per entity may be submitted.

<b>Candidate:</b>	<b>Votes Cast:</b>
Pamiel J. Gaskin	240
David James	240
Jim Kij	240
Michael D. Rozell	240
Paul Stamatis	240

***Cast your votes for the candidate(s) of your choice and return the ballot along with a signed resolution of the board vote, to the Fort Bend Central Appraisal District before Sunday, December 15, 2024.***

**Section 6.0301**

“(a) This section only applies to an appraisal district in a county with a population of 75,000 or more.

(c) The appraisal district is governed by a board of nine directors. Five directors are appointed by the taxing units that participate in the district in the manner prescribed by Section 6.03.

**Section 6.03**

“(j) Before October 30, the chief appraiser shall prepare a ballot, listing the candidates whose names were timely submitted under Subsections (g) and, if applicable, (h) or (i) alphabetically according to the first letter in each candidate’s surname, and shall deliver a copy of the ballot to the presiding officer of the governing body of each taxing unit that is entitled to vote.

(k) The governing body of each taxing unit entitled to vote shall determine its vote by resolution and submit it to the chief appraiser before December 15. The chief appraiser shall count the votes, declare the five candidates who receive the largest cumulative vote totals elected, and submit the results before December 31 to the governing body of each taxing unit in the district and to the candidates. For purposes of determining the number of votes received by the candidates, the candidate receiving the most votes of the conservation and reclamation districts is considered to have received all of the votes cast by conservation and reclamation districts and the other candidates are considered not to have received any votes of the conservation and reclamation districts. The chief appraiser shall resolve a tie vote by any method of chance.

(k-1) This subsection applies only to an appraisal district established in a county with a population of 120,000 or more. The governing body of each taxing unit entitled to cast at least five percent of the total votes must determine its vote by resolution adopted at the first or second open meeting of the governing body that is held after the date the chief appraiser delivers the ballot to the presiding officer of the governing body. The governing body must submit its vote to the chief appraiser not later than the third day following the date the resolution is adopted.”

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 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:

- September 9, 2024 - Called Meeting and Agenda Review
- September 16, 2024 - Special Called Meeting
- September 23, 2024 - Regular Business Meeting

**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  
September 9, 2024

A Board of Trustees Called Meeting and Agenda Review was held on Monday, September 9, 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 (participated virtually and joined in progress)
- Mrs. Angie Hanan
- Mr. Adam Schoof
- Dr. Shirley Rose-Gilliam
- 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
- Bryan Guinn, Chief Financial Officer
- Dr. Adam Stephens, Chief Academic Officer
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- David Rider, Chief of Police
- Dr. Andria Schur, Chief of Schools
- Dr. Damian Viltz, Chief Operations Officer
- Coby Wilbanks, General Counsel
- Amanda Bubela, Recording Secretary (virtual)

Others Present

- Jonathan Brush, Board Counsel
- FBISD Staff and Employees

## 1. – 2. Meeting Called to Order, Pledge of Allegiance and Moment of Silence

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. Disaster Procurement Update

## 4. Public Comment

There were no public comments.

## 5. Closed Session

The Board convened in closed session at 6:07 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.

## 6. Reconvene in Open Session

The Trustees reconvened in open session at 7:29 p.m.

## 7. Consider Action on Closed Session Items

The Board did not have action on closed session items.

Prior to discussion, and with no objection from the Board, President Tassin shared she and Dr. Smith were pulling tonight's single action item and were going to instead put it for review, with action to occur at the Regular Board Meeting.

## 8. Discussion

### A. **November Polling Locations:** Discuss November election polling locations in Fort Bend ISD.

## 9. Review

### A. **Board of Trustees Meeting Minutes:** Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:

1. July 22, 2024 - Public Hearing - Whole Child Health
2. July 22, 2024 - Regular Business Meeting

- B. **Maximum Class Size Exceptions:** Consideration and approval of a Texas Education Agency (TEA) exception for class size in grades PreK-4 for elementary schools that exceed a teacher-to-student ratio of 22 students per classroom teacher (22:1).
- C. **School Boundary Advisory Committee (SBAC):** Consideration and approval to appoint new members to the School Boundary Advisory Committee (SBAC) as set forth in the newly revised Policy FC (Local).
- D. **2024 Ad Valorem Tax Rate Adoption:** Consideration and approval of a resolution adopting the combined Ad Valorem tax rate of \$0.9869 per \$100 of valuation for the Fort Bend Independent School District for the 2024 tax year.
- E. **2024 Tax Year Tax Roll Resolution:** Consideration and approval of a resolution approving the 2024 tax year tax roll, based on the certified 2024 values from the Fort Bend County Central Appraisal District.
- F. **Approval of Underwriters:** Consideration and approval of underwriters to be utilized by the district in connection with future bond debt issued.
- G. **Debt Redemption Order:** Consideration and approval of an order authorizing the redemption or purchase for cancellation of certain outstanding Fort Bend Independent School District Bonds as detailed.
- H. **Fiscal and Budgetary Strategy:** Consideration and approval of the District's Fiscal and Budgetary Strategy.
- I. **Investment Strategy Resolution:** Consideration and approval of a resolution for the district's investment strategy and authorization of investment brokers for the district.
- J. Review of proposed expenses that exceed \$50,000: Specifically for:
  - 1. **OEM Kitchen Equipment Parts, Preventative Maintenance Repairs and Related Items:** Consideration and approval for the purchase of OEM kitchen equipment parts, preventative maintenance repairs and related items from multiple vendors for an amount not-to-exceed \$770,000 and for the Superintendent to execute the agreements through April 2025.
  - 2. **Special Programs, Services, Material and Related Items (Supplemental):** Consideration and approval for the purchase of special program services, materials and related items from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through March 2028.
  - 3. **Athletic Trainer Equipment and Related Items:** Consideration and approval for the purchase of athletic trainer supplies, equipment and related items from multiple vendors for an amount not-to-exceed \$1,500,000 and authorization for the Superintendent to negotiate the agreements through September 2029.
  - 4. **Special Event Production, Rental Equipment and Related Items:** Consideration and approval for the purchase of Special Event Production, Rental Equipment, and related items from multiple vendors for an amount not-to-exceed \$520,760 and authorization for Superintendent to negotiate and execute the agreements through September 2029.

5. **Construction Services Agreement for Dulles HS/MS Renovations (BP028):** Consideration and approval of Construction Services Agreement with Dunhill Development and Construction LLC for Dulles High School and Dulles Middle School Renovations (BP028) for a contract lump sum amount of \$15,830,669 and authorization for the Superintendent to negotiate and execute or terminate the agreement.
6. **Construction Services Agreement - Hightower High School Chiller Replacement (BP032):** Consideration and approval of a construction services agreement with Job Order Contractor (JOC) E Contractors USA, LLC for replacement of a chiller at Hightower High School (HHS) Central Plant under BP032 for a not-to-exceed amount of \$650,000, and authorization for the Superintendent to execute or terminate the agreement.
7. **Construction Services for HVAC MEP West Central 2 Renovations and Upgrades at Multiple Campuses (BP045):** Consideration and approval of a Construction Services Agreement with E Contractors USA, LLC for HVAC MEP West Central 2 renovations and upgrades at multiple campuses (BP045) for a stipulated lump sum amount of \$10,997,500 and authorization for the Superintendent to negotiate and execute or terminate the agreements.
8. **Moving Services and Supplies (Increase):** Consideration and approval to increase the existing contract awarded under 22-032ZB Moving Services and Supplies by \$400,000 for a total not-to-exceed amount of \$1,699,375 to continue purchasing moving services and supplies through June 2025.

#### 10. Action

*[Note: Following closed session, President Tassin shared this item was to be pulled for action and would instead be treated as a review item, with consideration to occur at the Regular Board meeting]*

- A. **Sugar Land 95 Memorial Project:** Consideration and approval of an Affiliate Agreement with the 501(c)3 nonprofit organization Friends of the Sugar Land 95, for ongoing community engagement and stewardship activities related to the Sugar Land 95 Memorial Project.

#### 11. Adjournment

Having no further business before the Board, **MOTION** was made by Mr. Schoof to adjourn the meeting at 9:06 p.m.

---

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes  
**Fort Bend ISD Board of Trustees**  
Special Called Meeting  
September 16, 2024

A Board of Trustees Special Called Meeting was held on Monday, September 16, 2024, beginning at 5:03 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/315110>.

A quorum of the Board of Trustees attended in-person at this location. The agenda packet for the meeting can be found here:

<https://meetings.boardbook.org/Public/Agenda/649?meeting=652498>.

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

Board Members Present

Mrs. Angie Hanan  
Mr. Adam Schoof  
Dr. Shirley Rose-Gilliam

1. Meeting Called to Order

President Tassin called the meeting to order at 5:03 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.

2. Public Comments

There were no public comments.

3. Convene in Closed Session

The Board convened in closed session at 5:04 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. OnDataSuite Training
- B. Board Self-Evaluation

4. Reconvene in Open Session

The Trustees reconvened in open session at 9:07 p.m.

5. Adjournment

Having no further business before the Board, the meeting adjourned at 9:07 p.m.

---

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes  
**Fort Bend ISD Board of Trustees**  
Regular Business Meeting  
September 23, 2024

A Board of Trustees Regular Business Meeting was held on Monday, September 23, 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/315847>.

The agenda packet for the meeting can be found here:  
<https://meetings.boardbook.org/Public/Agenda/649?meeting=653024>.

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 (joined in progress)  
Ms. Sonya Jones (joined in progress)

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  
Bryan Guinn, Chief Financial Officer  
Dr. Adam Stephens, Chief Academic Officer  
Glenda Johnson, Chief Human Resources Officer  
Long Pham, Chief Information Officer  
David Rider, Chief of Police  
Dr. Andria Schur, Chief of Schools  
Dr. Damian Viltz, Chief Operations Officer  
Coby Wilbanks, General Counsel

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 6:01 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. President Tassin asked everyone to stand for the National Anthem, performed by the Elkins 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 Elkins High School orchestra quartet who performed the National Anthem

- Ethan Cheng
- Manasa Parthasarath, Manjunath
- Parthasarathi
- Patrik Wagner
- Joe Garcia, Director

Fort Bend ISD Athletic Director Dena Scott, who received the National Interscholastic Athletic Administration Association's Bruce Whitehead Distinguished Service Award for the State of Texas.

Fort Bend ISD students who won awards at the International Thespian Excellence awards, also known as the Thespys.

- Kai Tinnin, Austin High School, Costume Construction
- Erin Brogan, Ridge Point High School, Solo Musical Performancez, represented by Alex Novia, RPHS Theatre Director
- Grace Morgan, Dulles High School, Solo Musical Theatre Dance, and Nicole Duga, DHS Theatre Director

Fort Bend ISD schools who won second place at the State Honor Orchestra Competition

- Clements High School
  - Eva Graebe
  - Vitaliy Ashcheulov
  - Emilie Efendy
  - Jeff Johnson and Neal Springer, Directors
- Dulles Middle School
  - Addyson Craig
  - Cody Huynh
  - Norah Lin
  - Jared Tan
  - Edward Odeh and Marisol Luna, Directors

Fort Bend ISD students who placed in the State and International Science and Engineering Fair  
Texas Science and Engineering Fair

- Sartartia Middle School, first place Biomedical and Health Sciences Junior Division
  - Ahaan Thota
  - Aarav Mehta

- Aryan Ganglani
  - Dulles High School, second place Microbiology Senior Division
    - Kendall Wu
  - Dulles High School, third place Biomedical Engineering Senior Division
    - Anushka Aggarwal
    - Madison Burke
  - Elkins High School, third place Materials Science Senior Division
    - Vasundhra Arulazi
- International Science and Engineering Fair
- Clements High School (Project approved to advance directly to international level)
    - Rhea Ahuja
    - Aryan Shah

Fort Bend ISD students who placed in the Texas National History Day competition

- Madden Elementary, with teacher Katherine Rogge
  - First place – “Emancipation Proclamation” group poster
    - Elijah Akinade
    - Landon Stubblefield
  - Second place – “The Night of the Boston Massacre” group poster
    - Praneel Bhatt
    - Kaiden Davis
  - Third place – “The Declaration of Independence” individual poster
    - Ruhi Patil
- Sartartia Middle School, with teacher Peter Garcia
  - First place – “Capture of Life: The Daguerreotype and Its Impact on Art” group documentary category
    - Ella Yan
    - Iris Li
- Travis High School, with teacher Dave Householder
  - First place – “The Pakistan Movement: A South Asian Struggle for Self-Determination” individual documentary category
    - Nabiha Ahmed
- Austin High School, with teacher Amanda Silas
  - Third place – “The Codebreakers: How Cryptology Won the Battle of Midway”
  - Nimitz Award – War in the Pacific
    - Angi Tong
    - Anni Tong
    - Kevin Li
- Dulles High School, with teacher Casey Johnson
  - Maritime History Award – “The Suez Crisis: Turning the Tide of Global Power Dynamics”
    - Falisha Raval
- Matt Lyons, Regional Coordinator for FBISD History Day Contests

## 5. Superintendent Update

## 6. Board Reports

### A. Vision and Planning Committee Report

## B. Board Activity Report

### 7. Public Comment

- Stephanie Brown, regarding ranking policy and asking the Board to take action so that students cannot take a rank at a campus they do not attend.
- Willie Rainwater, regarding ranking concerns, increases in employee benefit premiums and failure of A/C units at campuses.
- Dr. Stephanie Ellis, advocating for later school start times for adolescent students, and asking the Board to consider solutions to address logistical challenges.
- Marilyn Moore, on behalf of the Friends of the Sugar Land 95, expressing excitement about becoming the District's official community partner for the memorial project.
- Sheryl Johnson, regarding concerns about the ATS Program at Elkins High School that are causing parents to consider alternative programs and moving out of the district.

### 8. Information

- A. Intruder Detection Report
- B. Student Achievement Calendar Update

### 9. Consent Agenda

During discussion, the board requested that Items 9G, 9I, J3, and J4 be pulled from the consent agenda.

**MOTION made by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Consent Agenda Items A-F, Item H, Items J1 and J2, and Items J5-8 as presented.

**MOTION CARRIES, 6-0.**

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

- A. **Board of Trustees Meeting Minutes:** Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:
  1. July 22, 2024 - Public Hearing - Whole Child Health
  2. July 22, 2024 - Regular Business Meeting
- B. **Maximum Class Size Exceptions:** Consideration and approval of a Texas Education Agency (TEA) exception for class size in grades PreK-4 for elementary schools that exceed a teacher-to- student ratio of 22 students per classroom teacher (22:1).
- C. **School Boundary Advisory Committee (SBAC):** Consideration and approval to appoint new members to the School Boundary Advisory Committee (SBAC) as set forth in the newly revised Policy FC (Local).
- D. **2024 Tax Year Tax Roll Resolution:** Consideration and approval of a resolution approving the 2024 tax year tax roll, based on the certified 2024 values form the Fort Bend County Central Appraisal District.
- E. **Approval of Underwriters:** Consideration and approval of underwriters to be utilized by the district in connection with future bond debt issued.

- F. **Debt Redemption Order:** Consideration and approval of an order authorizing the redemption or purchase for cancellation of certain outstanding Fort Bend Independent School District Bonds as detailed.
- H. **Investment Strategy Resolution:** Consideration and approval of a resolution for the district's investment strategy and authorization of investment brokers for the district.
- J. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:
  1. **OEM Kitchen Equipment Parts, Preventative Maintenance Repairs and Related Items:** Consideration and approval for the purchase of OEM kitchen equipment parts, preventative maintenance repairs and related items from multiple vendors for an amount not-to-exceed \$770,000 and for the Superintendent to execute the agreements through April 2025.
  2. **Special Programs, Services, Material and Related Items (Supplemental):** Consideration and approval for the purchase of special program services, materials and related items from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through March 2028.
  5. **Construction Services Agreement for Dulles HS/MS Renovations (BP028):** Consideration and approval of Construction Services Agreement with Dunhill Development and Construction LLC for Dulles High School and Dulles Middle School Renovations (BP028) for a contract lump sum amount of \$15,830,669 and authorization for the Superintendent to negotiate and execute or terminate the agreement.
  6. **Construction Services Agreement - Hightower High School Renovations (BP032):** Consideration and approval of a construction services agreement with Job Order Contractor (JOC) E Contractors USA, LLC for replacement of a chiller at Hightower High School (HHS) Central Plant under BP032 for a not-to-exceed amount of \$650,000, and authorization for the Superintendent to execute or terminate the agreement.
  7. **Construction Services for HVAC MEP West Central 2 Renovations and Upgrades at Multiple Campuses (BP045):** Consideration and approval of a Construction Services Agreement with E Contractors USA, LLC for HVAC MEP West Central 2 renovations and upgrades at multiple campuses (BP045) for a stipulated lump sum amount of \$10,997,500 and authorization for the Superintendent to negotiate and execute or terminate the agreements.
  8. **Moving Services and Supplies (Increase):** Consideration and approval to increase the existing contract awarded under 22-032ZB Moving Services and Supplies by \$400,000 for a total not-to-exceed amount of \$1,699,375 to continue purchasing moving services and supplies through June 2025.

Action on Items Removed from the Consent Agenda

- **MOTION by Mrs. Jones and SECONDED by Mr. Schoof** that *“the Board limit our discussions to three minutes on the dais and after everyone has spoken in a round, that if we decide to have continued discussion, we’d vote on the second round, and that we can also yield our comments to only other Board member.”*  
**MOTION CARRIES, 5-1.**  
 Yea: Tassin, Garcia, Hamilton, Schoof, Jones  
 Nay: Hanan
- **9-G Fiscal and Budgetary Strategy:** Consideration and approval of the District's Fiscal and Budgetary Strategy.  
**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Item

9G as presented.

Following discussion, **MOTION CARRIES**, 6-0.

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

- **9-I Sugar Land 95 Memorial Project:** Consideration and approval of an Affiliate Agreement with the 501(c)3 nonprofit organization Friends of the Sugar Land 95, for ongoing community engagement and stewardship activities related to the Sugar Land 95 Memorial Project.

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Item 9I as presented.

Following discussion, **MOTION CARRIES**, 6-0.

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

- **9-J-3 Athletic Trainer Equipment and Related Items:** Consideration and approval for the purchase of athletic trainer supplies, equipment and related items from multiple vendors for an amount not-to-exceed \$1,500,000 and authorization for the Superintendent to negotiate the agreements through September 2029.

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Item 9J3 as presented.

Following discussion, **MOTION CARRIES**, 6-0.

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

- **9-J-4 Special Event Production, Rental Equipment and Related Items:** Consideration and approval for the purchase of Special Event Production, Rental Equipment, and related items from multiple vendors for an amount not-to-exceed \$520,760 and authorization for Superintendent to negotiate and execute the agreements through September 2029.

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Item 9J4 as presented.

Following discussion, **MOTION CARRIES**, 5-1.

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof

Nay: Jones

## 10. Convene in Closed Session

The Board convened in closed session at 7:17 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 investigation report of 2023 Bond Natatorium Project.
- B. Consideration and approval of Director of School Improvement recommendation.
- C. Deliberate hearing officer's recommendation regarding the Level Three FNG grievance appeal of Christopher and Veronica S.

11. Reconvene in Open Session

The Trustees reconvened in open session at 7:43 p.m.

12. Consider Action on Closed Session Items

There were no actions taken on closed session items.

13. Action

- A. **2024 Ad Valorem Tax Rate Adoption: Consideration** and approval of a resolution adopting the combined Ad Valorem tax rate of \$0.9869 per \$100 of valuation for the Fort Bend Independent School District for the 2024 tax year.

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board approve Item 13A - 2024 Ad Valorem Tax Rate Adoption as presented.

**MOTION CARRIES, 6-0.**

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

14. Adjournment

Having no further business before the Board, **MOTION** was made by Mr. Garcia to adjourn the meeting at 7:45 p.m.

Shortly after adjournment, President Tassin reconvened the meeting at 7:48 p.m. in order to consider Item 13A, the 2024 Ad Valorem Tax Rate Adoption.

**MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that *the property tax rate be increased by the adoption of a tax rate of \$0.9869, which is effectively a 9.47% increase in the tax rate. I move that the 2024 total tax rate of \$0.9869 be adopted with \$0.7169 for Maintenance and Operations and \$0.27 for Debt Service.*

Following discussion, **MOTION CARRIES, 6-0.**

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

Having no further business before the Board, **MOTION** was made by Mr. Garcia to adjourn the meeting at 7:51 p.m.

---

Kristin K. Tassin, President

David Hamilton, Secretary

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval: Budget Amendment Regarding Use of 2023 Bond Program Contingency Funds**  
**References: Board Policy CV (Local) District Goal 5**  
**Department: Operations**

**Recommendation**

Consideration and approval for the use of 2023 Bond Program Contingency as proposed by Administration.

**Summary**

Clements HS Rebuild (BP003) was identified as a project requiring funds. The 2023 Bond Program was established with an initial program contingency of \$5,000,000 intended to address unforeseen critical issues. The cumulative program contingency as of October 31, 2024, is \$1,976,624.65.

The 2023 Bond Program Contingency discussed above is a “working” program contingency account that fluctuates on a day-to-day basis as surplus budgeted funds are contributed to the account, or as the Board approves the use of available funds.

On October 21, 2024, the Board of Trustees (BOT) approved deferring the Transportation Facility (BP008), as well as eliminating construction of Elementary School 55 (BP006) and allocating their available budgets, \$19,194,402 (BP008) and \$47,571,737 (BP006) respectively, to Program Contingency. Administration is also requesting approval to use \$18,000,000 of program contingency funds to supplement the Clements HS Rebuild (BP003) budget.

**Background**

The program contingency is comprised of the initial approved contingency budget and any surplus budget from completed projects or amounts unspent due to a change of scope. The table below includes projects that will be recommended for approval at the November 18, 2024 Board meeting and reflects the projected 2023 Bond Program Contingency balance as of November 2024.

<b>Description</b>	<b>Budget (Shortage)/Surplus</b>
Cumulative program contingency as of October 31, 2024	\$1,976,624.65
<i>Contributions</i>	
BP006 New Elementary School 55	\$47,571,737.00
BP008 New Transportation Facility	\$19,194,402.00
Contribution Sub-Total	\$66,766,139.00

Cumulative Program Contingency after Board Approval	\$68,742,763.65
<i>Uses</i>	
BP003 Clements HS Re-build	(\$18,000,000.00)
Use Sub-Total	(\$18,000,000.00)
<b>Cumulative Program Contingency as of November 18, 2024</b>	<b>\$50,742,763.65</b>

Recommended by:

Dr. Marc Smith  
 Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
 Chief Operations Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval: Water  
Meter Easement with City of Houston for  
Mission Bend Elementary School  
(BP002)**  
**References: Board Policy CV (Local)  
District Goal 5**  
**Department: Operations**

**Recommendation**

Consideration and approval of one Water Meter Easement with the Mission Bend Municipal Utility District No. 1 at Mission Bend Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.

**Summary**

The Mission Bend Municipal Utility District No. 1 desires to obtain one additional Water Meter Easement for Mission Bend Elementary School.

On May 20, 2024, the Board of Trustees (BOT) approved one Water Meter Easement with Mission Bend Municipal Utility District No. 1 at Mission Bend Elementary School. However, just prior to the general contractor installing the new meter, it was discovered that existing fiber lines were in the way. To avoid re-routing the existing fiber, it was decided that an additional easement was needed to allow for the connection of the new meter.

This agreement would allow the Mission Bend Municipal Utility District No. 1 access to the water meter at Mission Bend Elementary School.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
Chief Operations Officer

WATER METER EASEMENT

0.0034ACRE  
150 SQUARE FEET  
JOHN LEVERTON SURVEY  
ABSTRACT NO. 402  
FORT BEND COUNTY, TEXAS

FIELD NOTE DESCRIPTION of a 0.0034 acre (150 square foot) tract located in the John Leverton Survey, Abstract Number 402, Fort Bend County, Texas and said 0.0034 acre tract of land being out of and a part of the remainder of the called 11.4634 acre tract described in the deed to Fort Bend County Independent School District, recorded under Volume (Vol.) 785, Page (Pg.) 421 of the Fort Bend County Deed Records (F.B.C.D.R.) and out of and a part of Restricted Reserve "A", Fort Bend ISD Mission Bend Elementary, a subdivision recorded under Plat Number (No.) 20240173 of the Fort Bend County Plat Records (F.B.C.P.R.), said 0.0034 acre tract being more particularly described by metes and bounds as follows (The bearings described herein are oriented to the Texas Coordinate System, South Central Zone, NAD 1983.)

COMMENCING, a 5/8-inch iron rod found marking in the north Right-of-Way (R.O.W.) line of Beechnut Street (based on a width of 100 feet) recorded under Vol. 719, Pg. 171, F.B.C.D.R. marking the southeast corner of Restricted Reserve "A", Mission Green North, a subdivision recorded under Slide No. 667A F.B.C.P.R. and the southwest corner of said Restricted Reserve "A",

THENCE, North 87 degrees 33 minutes 11 seconds East, along the north R.O.W. line of said Beechnut Street a distance of 87.84 feet to the POINT OF BEGINNING and the southwest corner of the herein described tract;

THENCE, North 02 degrees 26 minutes 49 seconds West, departing the north R.O.W. line of said Beechnut Street and over and across aforesaid Restricted Reserve "A", a distance of 15.00 feet, to the northwest corner of the herein described tract;

THENCE, North 87 degrees 33 minutes 11 seconds East, continuing over and across said Restricted Reserve "A", a distance of 10.00 feet, to the northeast corner of the herein described tract;

THENCE, South 02 degrees 26 minutes 49 seconds East, continuing over and across said Restricted Reserve "A", a distance of 15.00 feet, to the north R.O.W. line of aforesaid Beechnut Street and the southeast corner of the herein described tract;

THENCE, South 87 degrees 33 minutes 11 seconds West, along the north R.O.W. line of said Beechnut Street, a distance of 10.00 feet, to the POINT OF BEGINNING and containing a computed area of 0.0034 acre (150 square feet) of land as depicted on the Water Meter Easement exhibit, dated: August 21, 2024, prepared by West Belt Surveying, Inc. Project No. S367-0049E.

West Belt Surveying, Inc.  
Certified Firm No. 10073800  
21020 Park Row  
Katy, Texas 77449  
(281) 599-8288



  
Joel D. Walker      Date: 8/21/24  
Texas Registration No. 5189



15' X 15' WATER METER EASEMENT - APPROVED by BOT- MAY 20, 2024.

10' X 15' WATER METER EASEMENT

21.5' AERIAL EASEMENT  
VOL. 730, PG. 412, F.B.C.D.R.

5.5' AERIAL EASEMENT  
VOL. 955, PG. 411, F.B.C.D.R.

16' UTILITY EASEMENT  
VOL. 730, PG. 412, F.B.C.D.R.

5' TELEPHONE EASEMENT  
VOL. 1306, PG. 78, F.B.C.D.R.

15' X 15' WATER METER EASEMENT  
F.B.C.C.F. NO. 2024048073

25' B.L., VOL. 730, PG. 176

10' LANDSCAPE EASEMENT

S87°33'

5/8" I.R. FND  
VOL. 1306, PG. 192

LOBERA EASEMENT  
(66) VOL. 100, PG. 1

10' SANITARY SEWER ESMT.  
SLIDE NO. 667A, F.B.C.P.R.

MISSION GREEN NORTH  
SLIDE NO. 667A, F.B.C.P.R.

RESTRICTED RESERVE "A"

20' UTILITY ESMT.  
VOL. 1282, PG. 888, F.B.C.D.R.

20' UTILITY ESMT.  
VOL. 1282, PG. 888, F.B.C.D.R.

CALL NO. 14,1752  
ALLIED EQUITY PARTNERS, LP  
F.B.C.C.F. No. 2006046016

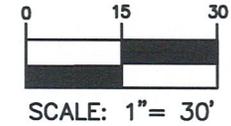
N01°00'29"W 518.90'

5/8" I.R. FND  
VOL. 1306, PG. 192

LINE TABLE		
LINE	BEARING	LENGTH
L1	N02°26'49"W	15.00'
L2	N87°33'11"E	10.00'
L3	S02°26'49"E	15.00'
L4	S87°33'11"W	10.00'

**SURVEYOR'S NOTES:**

1. THE BEARINGS SHOWN HEREON ARE BASED ON THE TEXAS COORDINATE SYSTEM, SOUTH CENTRAL ZONE, NAD 83.
2. THERE IS A METES & BOUNDS DESCRIPTION OF THE 0.0034 ACRE TRACT SHOWN HEREON, DATED: AUGUST 21, 2024, THAT ACCOMPANIES THIS PLAT.
3. THIS EXHIBIT HAS NOT BEEN STAKED ON THE GROUND.



REMAINDER OF A CALLED 11.4634 ACRES  
FORT BEND INDEPENDENT SCHOOL DISTRICT  
VOL. 785, PG. 421, F.B.C.D.R.

RESTRICTED RESERVE "A"  
FORT BEND ISD  
MISSION BEND ELEMENTARY  
PLAT No. 20240173 F.B.C.P.R.

LOBERA DRIVE  
(60' R.O.W.)  
SLIDE NO. 667A F.B.C.P.R.

RESTRICTED RESERVE "A"  
MISSION GREEN NORTH  
SLIDE No. 667A, F.B.C.P.R.

POINT OF  
COMMENCING  
5/8" I.R. FND.

0.0034 ACRE  
(150 SQ. FT.)

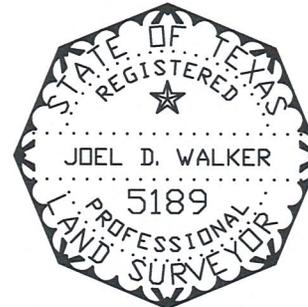
N87°33'11"E 87.84'

POINT OF  
BEGINNING

BEECHNUT STREET  
(100' R.O.W.)  
VOL. 719, PG. 171, F.B.C.D.R.

**ABBREVIATIONS:**

FND.—FOUND  
F.B.C.D.R.—FORT BEND COUNTY DEED RECORDS  
F.B.C.P.R.—FORT BEND COUNTY PLAT RECORDS  
I.R.—IRON ROD  
No.—NUMBER  
PG.—PAGE  
R.O.W.—RIGHT-OF-WAY  
SQ. FT.—SQUARE FEET  
VOL.—VOLUME



TO: FORT BEND INDEPENDENT SCHOOL DISTRICT

THIS SURVEY SUBSTANTIALLY COMPLIES WITH THE CURRENT TEXAS SOCIETY OF PROFESSIONAL SURVEYORS MANUAL OF PRACTICE REQUIREMENTS FOR A CATEGORY 1B, CONDITION III SURVEY AND THE CURRENT MINIMUM REQUIREMENTS OF THE PROFESSIONAL LAND SURVEYING ACT.

8/21/24  
DATE

*Joel D. Walker*  
JOEL D. WALKER, R.P.L.S.  
TEXAS REGISTRATION NO. 5189

NO.	DATE	REVISIONS
SCALE: 1" = 30'		
DRAWN BY: AN		
PROJECT NO. S367-0049E		
DATE: AUGUST 21, 2024		

0.0034 ACRE (150 SQ. FT.)  
WATER METER EASEMENT  
OUT OF THE  
JOHN LEVERTON SURVEY,  
ABSTRACT NO. 402  
FORT BEND COUNTY, TEXAS

WEST  BELT  
SURVEYING, INC.

21020 PARK ROW  
KATY, TX. 77449

PHONE: (281) 590-8288  
FAX: (281) 492-6026

CERTIFIED FIRM NO. 10073800

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval:**  
**Vendor Management System**  
**(COOP)**  
**Reference: District Goal 5**  
**Department: Business and Finance**

**Recommendation**

Consideration and approval for the purchase of a vendor management system through the E&I cooperative contract with Payment Works, Inc. for an amount not to exceed \$350,000 and authorization for the Superintendent to negotiate and execute the agreement through November 30, 2029.

**Summary**

Fort Bend ISD Business Services is seeking approval under 25-017AL Vendor Management System to provide the Payment Works Platform, which will protect the District from business payments fraud and ensure compliance with increasingly intense regulatory requirements and scrutiny. Through this platform, Fort Bend ISD will automate their collection and verification of business identity information for all their payees, allowing for the continuous monitoring and updating of this information while preventing efforts to hijack existing payee records and redirect payments.

The E&I cooperative purchasing contract will allow the District to eliminate the risk of payment fraud and reduce costs by increasing the number of payees currently on ACH payments rather than printing checks and ensure compliance by automating the payee-management processes for the District. Potential revenue from this program is estimated to be between \$150,000 to \$200,000 annually. This contract complies with school district bidding requirements.

The current cooperative contract is active through August 31, 2025. Should the contract not be renewed for the full term, staff will utilize an alternate cooperative contract or return to the Board to request authorization to utilize an alternate procurement method.

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.

Under the authority of the Texas Government Code §791.001 and the Interlocal Cooperation Act as amended, local governments like Fort Bend ISD are allowed to contract with each other and other government agencies. This Act exempts the

requirement of seeking competitive bids for goods and services, once a school district determines that a local cooperative purchasing program offers the best value, to enhance efficiency and effectiveness.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on December 1, 2024, and will run through November 30, 2027. With the two (2) optional years, the contract can be extended until November 30, 2029.

**Background**

There were no expenditures in 2023-24 as this is a new contract. Expenditures are not expected to exceed \$350,000 through November 30, 2029. Funding is included in the budget.

Requested by:	Bryan Guinn, Chief Financial Officer Richard Gay, Executive Director	
Vendor:	Payment Works, Inc.	
Budget Sources:	General Fund	
Amount:	Not to exceed \$350,000	
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 November 30, 2029	
Last solicitation date:	N/A	
Supporting documents:	N/A	
Disclosure under Board Policy CH, CV, or DBD (Local):	None	

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Bryan Guinn  
Chief Financial Officer

Richard Gay  
Executive Director, Business Services

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval:**  
**Alternative Student**  
**Transportation (COOP)**  
**Reference: District Goal 5**  
**Department: Transportation**

### **Recommendation**

Consideration and approval for the purchase of alternative student transportation services through the Sourcewell and Omnia Partners cooperative contracts for an amount not to exceed \$3,537,321 and authorization for the Superintendent to negotiate and execute the agreements through November 2029.

### **Summary**

In December 2019, the Board approved 20-058AR Alternative Student Transportation services for students who require transportation services that are outside of the District's normal bus services. This contract will expire in December 2024.

The Fort Bend ISD Transportation Department, Federal Programs Department, and the Special Education Department are seeking approval for the procurement of alternative student transportation services. This service provides transportation services for students enrolled in the McKinney-Vento Act, students with special needs, and students throughout the District who require transportation services outside of our normal bus routes.

The McKinney-Vento Act (Section 725) specifies and protects the rights of children and youth in homeless situations. Students in highly mobile or homeless situations are entitled to transportation to and from the school of origin, if it is feasible, in the student's best interest, and requested by the parent, guardian, or unaccompanied youth. By continuing this service, the District supports the Transportation Department with allocating staff and equipment for our students.

The Sourcewell Cooperative and Omnia Partners cooperative purchasing contracts will allow the District to fulfill its needs to transport students and comply with the school District's bidding requirements. The current cooperative contracts have renewal options through November 2029. Should either of the cooperative contracts not renew for the full term, staff will utilize an alternate cooperative contract or return to the Board to request authorization to utilize an alternate procurement method.

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 December 1, 2024, and will run through November 30, 2027. With the two (2) option years, the contract can be extended until November 2029.

**Background**

Expenditures in 2023-24 were \$707,464. The previous expenditure recommendation for this project (from 2019 through 2024) was \$2,500,000. Expenditures are not expected to exceed \$3,537,321 through November 2029. Funding is included in the budget.

Requested by:	Dr. Damian Viltz, Chief Operations Officer Bryan Guinn, Chief Financial Officer	
Vendor:	Adroit Advanced Technologies, Inc. EverDriven Technologies, LLC*** HopSkipDrive***	
Budget Sources:	General Fund State and Federal Funds	
Amount:	Not to exceed \$3,537,321	
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 November 2029	
Last solicitation date:	N/A	
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: November 18, 2024**  
**Action: Consideration and Approval:**  
**Construction Services Agreement for**  
**Athletic Renovations (BP011)**  
**References: Board Policy CV (Local)**  
**District Goal 5**  
**Department: Operations**

**Recommendation**

Consideration and approval of a Construction Services Agreement with Crain Group for Athletic Renovations (BP011) for a not-to-exceed amount of \$8,377,500 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

**Summary**

The scope of work for this package includes athletic renovations at the following 13 middle school campuses: Baines MS, Crockett MS, Dulles MS, First Colony MS, Fort Settlement MS, Garcia MS, Hodges Bend MS, Lake Olympia MS, McAuliffe MS, Missouri City MS, Quail Valley MS, Sartartia MS, and Sugar Land MS.

On June 26, 2023, the Board of Trustees (BOT) approved all project budgets for the 2023 Bond Program. The BOT also approved Stantec as the architect of record to design and prepare construction documents for BP011 Athletic Renovations.

The Competitive Sealed Proposal solicitation (CSP 24-076KB) requested bids for the construction of BP011 Athletic Renovations. Five 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>
Crain Group	86.68	\$8,980,000
Indi Construction Partners, LLC.	78.99	\$9,767,700
Jamail & Smith Construction, LP	78.73	\$9,800,000
ICI Construction, Inc.	72.50	\$11,200,000
Nash Industries, Inc.	68.05	\$10,500,000

The bid amount received was under the original budget. Through negotiations with the general contractor and the project team, staff is recommending to the acceptance of additive and deductive alternates for a total construction cost of \$8,377,500.00.

The detailed project budget for BP011 – Athletics Renovations is provided on the attached Exhibit 1.

<b>CSP Contract</b>	<b>Package Number</b>	<b>Description</b>	<b>Project Budget</b>
CSP 24-076KB	BP011	Athletic Renovations	\$10,308,301

The negotiated contract amount will be funded as part of the 2023 Bond Program Funds as detailed in the above table.

Upon BOT approval, staff will negotiate the contract for the execution of the work and will begin once the contract is executed.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

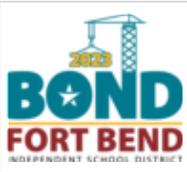
Dr. Damian Viltz  
Chief Operations Officer

**CSP 24-076KB BP011 Athletic 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

Tabulation Summary  
 CSP 24-076KB BP011 Athletic 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)
Crain Group	40.00	14.77	17.70	3.13	3.85	3.86	3.38	86.68
Indi Construction Partners LLC	33.77	14.71	17.85	1.85	2.90	3.16	4.75	78.99
Jamail & Smith Construction LP	36.70	11.46	16.20	2.78	3.40	4.19	4.00	78.73
ICI Construction, Inc.	30.50	15.94	14.35	2.70	2.00	4.51	2.50	72.50
Nash Industries, Inc.	30.17	10.50	12.90	3.83	3.55	2.60	4.50	68.05



Project Summary  
**BP011 - Athletics 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
BAINES MIDDLE	\$9,405.00	\$1,450.00	\$20,513.00	\$114,020.00	\$12,323.00					\$157,711.00
CROCKETT MIDDLE	\$4,837.00	\$755.00	\$4,344.00	\$58,533.00	\$6,338.00					\$74,807.00
DULLES MIDDLE	\$18,811.00	\$2,899.00	\$23,495.00	\$228,040.00	\$24,645.00					\$297,890.00
FIRST COLONY MIDDLE	\$84,098.00	\$12,962.00	\$24,311.00	\$1,019,506.00	\$110,177.00					\$1,251,054.00
FORT SETTLEMENT MIDDLE	\$4,837.00	\$755.00	\$1,244.00	\$58,533.00	\$6,338.00					\$71,707.00
GARCIA MIDDLE	\$74,975.00	\$11,556.00	\$19,286.00	\$908,905.00	\$98,225.00					\$1,112,947.00
HODGES BEND MIDDLE	\$111,208.00	\$17,140.00	\$29,752.00	\$1,348,155.00	\$145,694.00					\$1,651,949.00
LAKE OLYMPIA MIDDLE	\$79,767.00	\$12,294.00	\$17,245.00	\$967,001.00	\$104,503.00					\$1,180,810.00
MCAULIFFE MIDDLE	\$56,880.00	\$8,767.00	\$24,323.00	\$689,551.00	\$74,520.00					\$854,041.00
MISSOURI CITY MIDDLE	\$129,779.00	\$20,002.00	\$23,882.00	\$1,573,291.00	\$170,025.00					\$1,916,979.00
QUAIL VALLEY MIDDLE	\$34,520.00	\$5,320.00	\$18,012.00	\$418,481.00	\$45,225.00					\$521,558.00
SARTARTIA MIDDLE	\$4,837.00	\$755.00	\$1,244.00	\$58,533.00	\$6,338.00					\$71,707.00
SUGAR LAND MIDDLE	\$77,149.00	\$11,891.00	\$19,755.00	\$935,272.00	\$101,074.00					\$1,145,141.00
<b>TOTAL:</b>	<b>\$691,103.00</b>	<b>\$106,546.00</b>	<b>\$227,406.00</b>	<b>\$8,377,821.00</b>	<b>\$905,425.00</b>					<b>\$10,308,301.00</b>

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval:**  
**Construction Manager at Risk**  
**Guaranteed Maximum Price Phase #2**  
**for the Rebuild of Clements HS**  
**References: Board Policy CV (Local)**  
**District Goal 5**  
**Department: Operations**

### **Recommendation**

Consideration and approval of a Guaranteed Maximum Price (GMP) Phase #2 for the remainder of construction of Clements High School Rebuild (BP003), for a not-to-exceed amount of \$202,874,905 and authorization for the Superintendent to execute the GMP Phase #2.

### **Summary**

The 2023 Bond Program includes the rebuild of Clements High School (CHS).

On June 26, 2023, the FBISD Board of Trustees approved the 2023 Bond Program Master Budgets, which included a total project budget of \$237,025,533 for BP003 Clements HS Rebuild and a construction budget of \$179,054,980.

On June 26, 2023, the FBISD Board of Trustees (BOT) approved DLR Group as the architect of record to facilitate community engagement meetings and prepare construction documents and specifications for the design of CHS.

On October 16, 2023, the BOT approved a Contract Manager at Risk (CMaR) contract (two-step process) with best value contractor Durotech, Inc. to provide construction services for BP003 Clements HS Rebuild.

On December 4, 2023, the schematic design for BP003 Clements HS Rebuild was presented as an update to the BOT while the architect continued with completion of design development and construction documents.

On June 10, 2024, the BOT approved a GMP Phase #1 for BP003 Clements High School Demolition of Athletic Fields. This was the first of an anticipated two GMPs. The approved GMP Phase #1 was for a not-to-exceed amount of \$1,671,220. The GMP #1 Amendment was executed with Durotech, Inc. on July 15, 2024 for \$1,671,220.

On October 03, 2024, Durotech, Inc. submitted the second of the two anticipated GMPs. Durotech, Inc. submitted the proposed GMP Phase #2 for an amount of \$201,203,685. The total construction budget needed for the re-build of Clements High School is \$202,874,905 which includes both GMPs #1 and #2.

The original budget approved by the Board on June 26, 2023 for BP003 was \$237,025,533. After finalizing the numbers on GMP, the final revised project budget required is \$255,025,533.

On November 18, 2024, staff will request utilization of \$18,000,000 from Bond 2023 Program Contingency to cover construction cost for BP003.

The revised detailed project budget for BP003 Clement High School Rebuild is provided on the attached Exhibit 1.

<b>CMAR Contract</b>	<b>Package Number</b>	<b>Description</b>	<b>Revised Project Budget</b>
RFQ 24-006KB – CMar Clements HS Rebuild	BP003	Clements HS Rebuild	\$255,025,533

Upon Board approval, staff will finalize the CMar contract for BP003 Clements HS Rebuild and work will begin once the contract is executed.

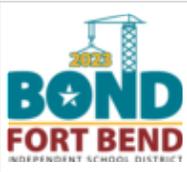
The construction of the CHS rebuild utilizes the Construction Manager at Risk (CMaR) construction contracting method, subject to open-book pricing, and an audit upon project completion. Open-book pricing allows the owner the ability to audit the CMar’s costs and verify that the contractor charged the proper costs against the Guaranteed Maximum Price (GMP). A financial audit will be performed through a third-party contract upon completion of the project.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Damian Viltz  
Chief Operations Officer



Project Summary  
**BP003 - Clements HS Re-Build**  
 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
CLEMENTS HS RE-BUILD	\$7,805,875.00	\$0	\$18,316,791.00	\$202,874,905.00	\$3,000,000.00	\$16,725,062.0	\$2,000,000.00	\$1,000.00	\$4,301,900.00	\$255,025,533.00
<b>TOTAL:</b>	<b>\$7,805,875.00</b>	<b>\$0</b>	<b>\$18,316,791.00</b>	<b>\$202,874,905.00</b>	<b>\$3,000,000.00</b>	<b>\$16,725,062.00</b>	<b>\$2,000,000.00</b>	<b>\$1,000.00</b>	<b>\$4,301,900.00</b>	<b>\$255,025,533.00</b>

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval:**  
**Construction Services Agreement for**  
**Interior Renovations (BP020)**  
**References: Board Policy CV (Local)**  
**District Goal 5**  
**Department: Operations**

**Recommendation**

Consideration and approval of a Construction Services Agreement with Crain Group for Interior Renovations (BP020) for a stipulated lump sum amount of \$9,454,000 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

**Summary**

The scope of work for this package includes interior renovations of existing administrative spaces, clinic, classrooms, and corridor flooring as well as repairs to corridor walls, CTE renovation and miscellaneous items at the following (10) campuses; Austin Parkway Elementary, Burton Elementary, Colony Bend Elementary, Colony Meadows Elementary, Fleming Elementary, Highlands Elementary, Lantern Lane Elementary, Mission West Elementary, Sugar Land Middle, and Walker Station Elementary.

On June 26, 2023, the Board of Trustees (BOT) approved all Project Budgets for the 2023 Bond Program. The BOT also approved PBK as the architect of record to design and prepare construction documents for the Interior Renovations.

The Competitive Sealed Proposal (CSP) solicitation, CSP 25-004AL requested bids for the Interior Renovations (BP020). 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 and 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>
Crain Group	89.72	\$8,200,000
Dunhill Development and Construction, LLC.	79.69	\$9,347,000
ICI Construction, Inc.	78.28	\$10,000,000
E Contractors LLC	76.16	\$8,000,000

The bid amount received was under the original budget. Through negotiations with the general contractor and the project team, staff is recommending to acceptance of additive and deductive alternates for a total construction cost of \$9,454,000.

The detailed project budget for BP020 – Interior Renovations is provided on the attached Exhibit 1.

<b>CSP Contract</b>	<b>Package Number</b>	<b>Description</b>	<b>Project Budget</b>
CSP 25-004AL	BP020	Interior Renovations	\$18,616,702

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 Interior Renovations and will begin once the contract is executed.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

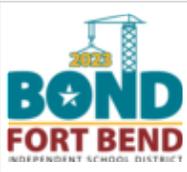
Dr. Damian Viltz  
Chief Operations Officer

**CSP 25-004AL BP020 Interior 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>

**Tabulation Summary**  
**CSP 25-004AL BP020 Interior 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)
Crain Group	40.00	14.47	19.40	3.23	3.95	3.68	5.00	89.72
Dunhill Development and Construction, LLC	32.52	12.84	18.25	3.50	3.85	3.73	5.00	79.69
E Contractors, LLC	32.78	14.80	17.80	2.65	3.40	4.35	2.50	78.28
ICI Construction, Inc	31.50	12.15	17.40	2.48	3.95	3.69	5.00	76.16



Project Summary  
**BP020 - Interior 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 PARKWAY ELEMENTARY	\$41,987.00	\$5,659.00	\$4,606.00	\$509,397.00	\$66,222.00	\$8,634.00			\$8,301.00	\$644,806.00
BURTON ELEMENTARY	\$52,636.00	\$7,094.00	\$5,774.00	\$638,596.00	\$83,017.00	\$10,824.00			\$10,408.00	\$808,349.00
COLONY BEND ELEMENTARY	\$107,936.00	\$14,547.00	\$12,139.00	\$1,309,506.00	\$170,236.00	\$22,196.00			\$21,343.00	\$1,657,903.00
COLONY MEADOWS ELEMENTARY	\$58,712.00	\$7,913.00	\$6,439.00	\$712,303.00	\$92,599.00	\$12,074.00			\$11,609.00	\$901,649.00
FLEMING ELEMENTARY	\$89,739.00	\$12,095.00	\$9,842.00	\$1,088,737.00	\$141,536.00	\$18,454.00			\$17,745.00	\$1,378,148.00
HIGHLANDS ELEMENTARY	\$17,634.00			\$213,941.00	\$27,812.00	\$3,626.00			\$4,413.00	\$267,426.00
LANTERN LANE ELEMENTARY	\$429,104.00	\$57,833.00	\$46,762.00	\$5,205,990.00	\$676,779.00	\$88,242.00			\$84,850.00	\$6,589,560.00
MISSION WEST ELEMENTARY	\$68,613.00	\$9,247.00	\$7,526.00	\$832,425.00	\$108,215.00	\$14,110.00			\$13,566.00	\$953,702.00
SUGAR LAND MIDDLE	\$263,831.00	\$35,558.00	\$28,935.00	\$3,200,856.00	\$416,111.00	\$90,424.00			\$16,002.00	\$4,051,717.00
WALKER STATION ELEMENTARY	\$82,270.00	\$11,088.00	\$9,024.00	\$998,119.00	\$129,755.00	\$16,918.00			\$16,268.00	\$1,263,442.00
<b>TOTAL:</b>	<b>\$1,212,462.00</b>	<b>\$161,034.00</b>	<b>\$131,047.00</b>	<b>\$14,709,870.00</b>	<b>\$1,912,282.00</b>	<b>\$285,502.00</b>			<b>\$204,505.00</b>	<b>\$18,616,702.00</b>

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval: Fleet Maintenance/Repair Services and Vehicle Replacements (COOP)**  
**Reference: District Goal 5**  
**Department: Facilities**

### **Recommendation**

Consideration and approval for the purchase of fleet maintenance and repair services and vehicle replacements through multiple cooperative contracts for an amount not-to-exceed \$1,935,890 and authorization for the Superintendent to negotiate and execute the agreements through November 2029.

### **Summary**

In September 2021, the Board approved 22-012AR Fleet Maintenance and Repair Services needed for the repair and maintenance of the white fleet, and in October 2021 the Board approved 22-021TA Fleet Vehicles to purchase replacement vehicles. This new contract will allow the District to continue to purchase vehicles by incorporating two existing contracts, 22-012AR which will expire in December 2024 and 22-021TA which will expire in December 2025.

The Facilities Department uses multiple vendors for the purchase of fleet supplies and services, which include brakes, oil changes, engine repair, transmission repair, belts, paint and body repair, windshield/window replacements, tires, inspections, etc., and parts needed by our in-house mechanics. For repairs not completed by District mechanics, fleet vehicles will be serviced at the recommended vendor facilities. This request also provides a legal means for the District to continue purchasing new vehicles that are primarily replacements due to "total loss" or that have reached the end of their life cycle.

The Interlocal Purchasing System (TIPS), Sourcewell, and BuyBoard Purchasing cooperative contracts will allow the District to fulfill its fleet maintenance needs for total replacements and the purchase of new vehicles and complies with school district bidding requirements. The current cooperative contract is active through December 2029. Should the contract not be renewed for the full term, staff will utilize an alternate cooperative contract or return to the Board to request authorization to utilize an alternate procurement method.

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.

Under the authority of the Texas Government Code §791.001 and the Interlocal Cooperation Act as amended, local governments like Fort Bend ISD are allowed to contract with each other and other government agencies. This Act exempts the requirement of seeking competitive bids for goods and services, once a school district determines that a local cooperative purchasing program offers the best value, to enhance efficiency and effectiveness.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on December 1, 2024, and will run through November 30, 2027. With the two (2) option years, the contract can be extended until November 30, 2029.

**Background**

Expenditures in 2023-24 were \$584,984. The previous expenditure recommendation for these projects (from 2021 through 2024) was \$1,407,920. Expenditures are not expected to exceed \$1,935,890 through November 2029. Funding is included in the budget.

Requested by:	Dr. Damian Viltz, Chief Operations Officer Bryan Guinn, Chief Financial Officer
Vendor:	Brazos Trailer Manufacturing LLC Caldwell Country Chevrolet, LLC dba Caldwell Country Chevrolet*** Caldwell Country Ford dba Rockdale Country Ford Elliott Auto Supply Co., Inc. Ford Motor Company Fort Bend Battery Golf Carts General Motors Grapevine Dodge Chrysler Jeep, LLC Hi-line*** Nationwide Trailers Navistar, Inc. North Texas Trailers LLC O'Reilly's*** Snap ON *** Southern Tire USA Automotive Partners LLC dba CZAR Companies LLC dba Cameron Country CDJR
Budget Sources:	General Fund Bond Fund Activity Funds

Amount:	Not to exceed \$1,935,890
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 November 2029
Last solicitation date:	N/A
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: November 18, 2024**  
**Action: Consideration and Approval: HR**  
**Consulting Services (COOP)**  
**Reference: District Goal 5**  
**Department: Human Resources**

### **Recommendation**

Consideration and approval for the purchase of consulting services with a service agreement with the Texas Association of School Boards (TASB) for a comprehensive review of the District's pay systems and extracurricular duty assignments in an amount not to exceed \$100,000 and authorization for the Superintendent to negotiate and execute the agreements through June 2026.

### **Summary**

This contract 25-018AL HR Consulting Services will engage TASB to evaluate Fort Bend ISD's pay systems and practices, develop strategies, and create implementation plans aimed at achieving the District's compensation goals. The review will include a thorough analysis of employee base pay systems as well as pay for extracurricular duty assignments, including UIL athletic, fine arts, and academic roles.

A salary review systematically evaluates an organization's compensation structure by comparing employee salaries to various benchmarks. This process analyzes internal pay equity, external market competitiveness, and alignment with organizational goals, ensuring fair compensation based on roles and market conditions.

Fort Bend ISD's last salary review was conducted in 2019, but due to COVID-19, few recommendations were implemented. Regular salary reviews are essential to stay aligned with market trends and address pay equity.

Significant changes in the labor market and Fort Bend ISD's position among neighboring districts underscore the urgency for a salary review. Currently, Fort Bend ISD lags in pay competitiveness in key areas which hampers our ability to attract and retain teachers, administrators and skilled professionals within Technology, Business and Finance and Human Resources. This study will provide vital insights into our compensation practices, helping us identify areas for improvement and fiscal responsibility.

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 will not exceed \$100,000 through June 2026. Funding is included in the budget.

Requested by:	Glenda Johnson, Chief Human Resources Officer Bryan Guinn, Chief Financial Officer	
Vendor:	TASB	
Budget Sources:	General Fund	
Amount:	Not to exceed \$100,000	
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 June 2026	
Last solicitation date:	N/A	
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:

Kathleen Brown  
Deputy Superintendent of Operations

Bryan Guinn  
Chief Financial Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 2024**  
**Action: Consideration and Approval: Long-Range Boundary Planning Services**  
**Reference: District Goal 5**  
**Department: Communications**

### **Recommendation**

Consideration and approval for the purchase of Long-Range Boundary Planning Services from Zonda Education under a cooperative contract with The Interlocal Purchasing System (TIPS) in an amount not to exceed \$350,000 and authorization for the Superintendent to negotiate and execute the agreement through November 2029.

### **Overview**

On September 27, 2024, Fort Bend ISD issued RFQuote 25-016DE Long-Range Boundary Planning Services soliciting responses from well-established firms with experience in providing services specific to attendance boundary and facilities planning. Firms were expected to have experience in a Texas K-12 public school district setting or with other government entities. The firm would also be able to provide strategic guidance to the District in its long-range boundary planning endeavors, with a primary focus on effectively addressing the current and future growth requirements of Fort Bend ISD.

### **Summary**

On September 11, 2023, Administration made a recommendation for a District boundary planner to the Board of Trustees. The Board of Trustees declined to approve the Administration's recommended vendor and requested Administration revisit the RFP process to solicit additional vendors and subsequently present a new final recommendation to the Board.

On October 24, 2023, Fort Bend ISD issued an updated RFP 24-017DE Long-Range Boundary Planning Services. For the newly issued RFP, four vendors applied to the solicitation. However, during this time, there was a transition in district leadership that impacted the timeline to bring the item forward to the Board of Trustees. Given the amount of time that has lapsed since the second RFP was issued, it was determined that it was not in the best interest of the district to bring the item forward. As such, Administration leveraged the RFQuote process through a cooperative purchasing

program to make a district boundary planner recommendation for consideration by the Board of Trustees.

Through the RFQuote process, staff evaluated two firms. Of the two firms, Zonda Education provided the best combination of experience and pricing to meet the District’s needs for long range boundary planning services.

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 November 22, 2024, and will run through November 21, 2027. With the two (2) optional years, the contract can be extended until November 21, 2029.

**Background**

Expenditures in 2022-23 were \$106,460 for long-range boundary planning services. The previous expenditure recommendation for this project (from 2018 through 2023) was \$699,380. Expenditures are not expected to exceed \$350,000 through November 2029.

Requested by:	Chassidy Olainu-Alade, Interim Chief Communications Officer Bryan Guinn, Chief Financial Officer	
Vendor:	Zonda Education	
Budget Sources:	General Fund	
Amount:	Not to exceed \$350,000 through November 2029	
Other Supporting Information		
Sole Source:	No	
Number of vendors contacted by Purchasing:	4	
Number of vendors downloaded the solicitation:	3	
Number of responses received:	2	
Number of “no bid” responses received:	N/A	
Length of commitment:	Through November 2029	
Last solicitation date:	October 24, 2023	
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:

Chassidy Olainu-Alade  
Interim Chief Communications Officer

Bryan Guinn  
Chief Financial Officer

**RFQuote 25-016DE Long Range Boundary Planning Services**

	<b>Evaluation Criteria</b>	<b>Point System</b>
1	<p><b>Purchase Price</b></p> <ul style="list-style-type: none"> <li>• Proposal should offer a fair and reasonable price for items and services to be procured by Fort Bend ISD.</li> <li>• Pricing will be evaluated for reasonableness relative to the services offered by each proposer.</li> </ul>	30 points
2	<p><b>Vendor's Past Relationship with the District</b></p> <ul style="list-style-type: none"> <li>• For reference, the vendor shall list the following for same service:</li> <li>• Past experience with FBISD</li> <li>• Past experience vendor has had with any K-12 districts of similar size or larger</li> <li>• Past experience vendor has had with any business or universities of similar size or larger</li> </ul>	10 points
3	<p><b>Quality of the Vendor's Goods or Services</b></p> <ul style="list-style-type: none"> <li>• Service capabilities</li> <li>• Demonstrated competence</li> <li>• Experience and competence in dealing with large school districts</li> <li>• key personnel experience</li> <li>• Resumes of staff to be assigned to FBISD project</li> </ul>	30 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>• Vendor's goods align to support the district instructional priority in the identified content area</li> <li>• Firm's understanding of FBISD's need and scope of work to be performed</li> <li>• Samples of similar projects</li> <li>• Firm's approach and proposed methodology</li> </ul>	30 points
	<b>TOTAL</b>	<b>100 points</b>

**Tabulation Summary**  
**RFQuote 25-016DE Long Range Boundary Planning Services**

<b>Vendor</b>	<b>Purchase Price (30 pts. Max)</b>	<b>Vendor's Past Relationship with the District (10 pts. Max)</b>	<b>Quality of Vendors Goods and Services (30 pts. Max)</b>	<b>Extent to Which the Goods or Services Meet the Needs of the District (30 pts. Max)</b>	<b>Proposer's Total Score (100 pts. Max)</b>	<b>Proposer's Ranking</b>
Zonda Education	30.00	5.20	16.20	15.00	66.40	1
MGT Impact Solutions, LLC	2.37	6.60	22.60	23.20	54.77	2

**For: Fort Bend ISD Board of Trustees**  
**Date: November 18, 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**

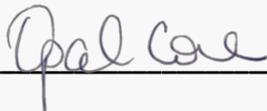
**Sugar Land, TX 77479**

# 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.



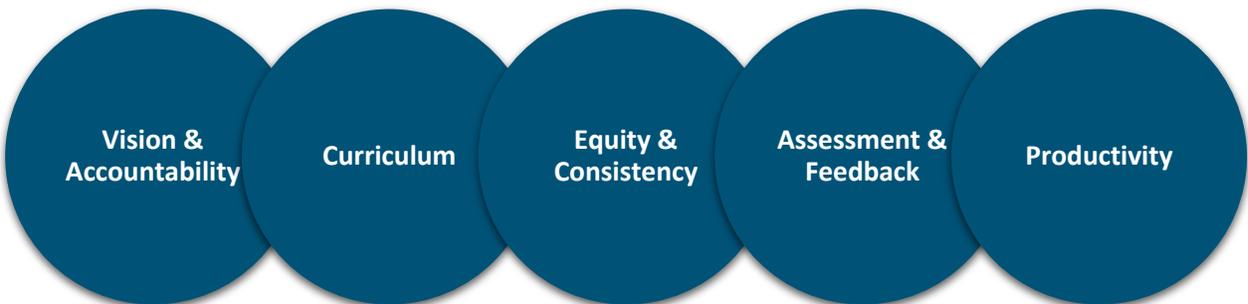
External experts must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. This means that the Fort Bend Independent School District will not seek or request disclosure of identifying information 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

---

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.



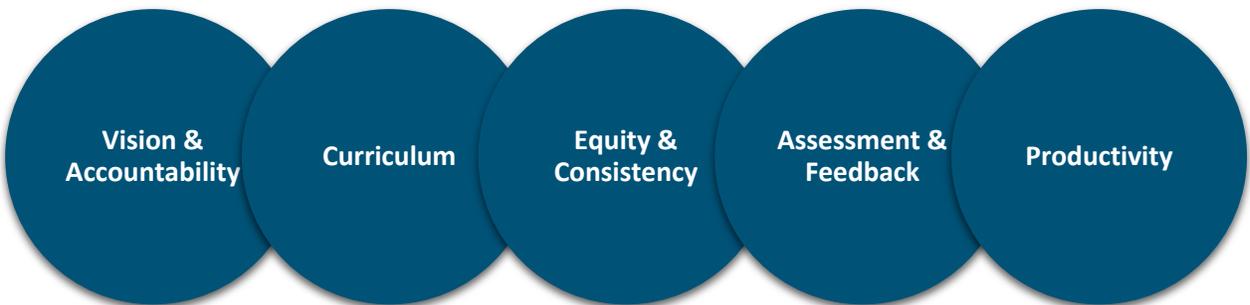
External experts must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. This means that the Fort Bend ISD Schools will not seek or request disclosure of identifying information regarding 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	