

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

Monday, May 19, 2025

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, May 19, 2025, 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 6
5. Superintendent Update
6. Board Activity Report
7. Public Comment
8. Convene in closed session under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student
 - A. Consult with legal counsel regarding the hearing officer's recommendation on the Level Three FNG grievance appeal of Roxane J.
 - B. Deliberate hearing officer's recommendation regarding the Level Three FNG grievance appeal of Yen L.

C. Deliberate assigning FNG parent grievance of Christie E. to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.

D. Deliberate to rescind final action to non-renew K Covington.

9. Reconvene in Open Session

10. Consider Action on Closed Session Items

11. Action

A. Deliberate the hearing officer’s recommendation on the Level Three FNG grievance appeal of Roxane J.

12. Information

A. Cost Savings Audit 11

13. Consent Agenda

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

A. 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:

- March 17, 2025 Special Called Meeting
- March 17, 2025 Called Meeting and Agenda Review
- March 24, 2025 Public Hearing
- March 24, 2025 Regular Business Meeting

B. Resolution Extending Depository Contract of Funds: Consideration and approval of a resolution to extend the contract with Prosperity Bank as the District’s depository for the period July 1, 2025, through June 30, 2027, in accordance with Section 45.205(b) of the Texas Education Code, as presented. 56

C. Date and Time for Public Hearing on 2025-26 Budget and Tax Rate: Consideration and approval to set the date and time for the public meeting to discuss the proposed school district budget and proposed tax rates for the 2025-26 school year on June 23, 2025, beginning at 5:00 p.m. in the Board Room of the Fort Bend ISD Administration Building. 61

D. Budget Amendment Regarding Use of 2018 Bond Program Contingency Funds: Consideration and approval for the use of 2018 Bond 63

Program Contingency as proposed by Administration.	
E. Budget Amendment Regarding Use of 2023 Bond Program Contingency Funds: Consideration and approval for the use of 2023 Bond Program Contingency as proposed by Administration.	66
F. 2025-26 Fort Bend ISD Annual Professional Learning Plan: Consideration and approval of the 2025–26 FBISD Annual Professional Learning Plan.	68
G. Teacher Incentive Allotment Spending Plan: Consideration and approval of the Fort Bend ISD Teacher Incentive Allotment Spending Plan.	79
H. Deletion, Adoption, and Revision of Policies BQA (Local), CAA (Local), CCA (Local), CDA (Local), EHBE (Local), and EIE (Local): Consideration and approval of proposed deletion, adoption, and revision of local policies: BQA (Local), CAA (Local), CCA (Local), CDA (Local), EHBE (Local), and EIE (Local).	84
I. 2025-2026 TEKS Certification: Consideration and approval of the 2025-2026 TEKS Certification form and survey to TEA.	113
J. School Health Advisory Council Membership: Consideration and approval of the 2025-26 School Health Advisory Committee (SHAC) membership roster.	140
K. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:	
1. 25-025DE Student Recruitment and Retention Services (RFP): Consideration and approval for the purchase of student recruitment and retention services from Caissa Public Strategy, LLC in an amount not-to-exceed \$1,449,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2030.	144
2. Construction Services Agreement for HVAC-MEP East Zone 1 Renovations and Upgrades at Multiple Campuses (BP039): Consideration and approval of a Construction Services Agreement with Prime Contractors for HVAC – MEP East Zone 1 Renovations and Upgrades at Multiple Campuses (BP039), for a not-to-exceed amount of \$10,085,000 and authorization for the Superintendent to negotiate and execute or terminate the agreements.	150
3. 25-048ZB Moving Services and Supplies (COOP): Consideration and approval for the purchase of moving services and supplies from multiple vendors through multiple cooperative contracts in an amount	156

not-to-exceed \$1,945,932 and authorization for the Superintendent to negotiate and execute the agreements through June 2030.

4. Portable Classroom Building Relocations, Installation, and Repairs for 2025-2026 School Year: Consideration and approval to execute a Job Order Contract (JOC) with JR Thomas Group, Inc. to perform the necessary relocation, set up and repair for portable classroom buildings needed to support the 2025-26 school year; approval of a Design Services Agreement with MWA Architects; approval of the project budget of \$3,581,000 utilization of Bond 2018 Contingency funds; and authorization for the Superintendent to negotiate, execute or terminate the respective contracts. **159**

5. 25-029AR Student Transportation Services (RFP): Consideration and approval for the purchase of student transportation services from Student Transportation of America in an amount not to exceed \$31,650,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2030. **162**

6. 25-023AL Food and Beverage for Vending and Beverages for Concessions and Athletics: Consideration and approval for purchase of food and beverages for vending; bottled beverages for concessions and athletics from multiple vendors in an amount not to exceed \$500,000 and authorization for the Superintendent to negotiate and execute the agreements through June 2030. **168**

7. 25-030KB Medicaid/School Health and Related Services (SHARS): Consideration and approval for the purchase of Medicaid/School Health and Related Services (SHARS) from Onward Learning LLC in an amount not to exceed five (5) percent of collected reimbursements over a five-year period, and authorization for the Superintendent to negotiate and execute the agreement through May 2030. **174**

14. Action

A. Delegation of Authority to Appoint and Approve Administrator Contracts: Consideration and approval to delegate authority to the Superintendent to appoint and approve contracts of employment for campus principals and district administrators at the director level and above, for the 2025-26 school year through August 12, 2025. **180**

B. Naming for Middle School 16: Consideration and approval of school naming for Middle School 16. **182**

C. Resolution in Support of House Bill 2: Consideration and approval of Fort Bend Independent School District Resolution in support of House Bill 2. **184**

D. Cost Savings Audit: Consideration and approval to accept the Gibson Cost Savings Audit. **186**

15. Recognition of Outgoing Trustees

16. Administer Oath of Office to Newly-Elected Trustees

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

A. Deliberate selection of Board Officers

18. Reconvene in Open Session

A. Election of Board Officers

19. 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.

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Recognition		
Board Policy:	District Priority: Priority 2	
Department: Chief Communication Officer		
Are there related documents to be signed by the Board? NO		
<input type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

Recommendation
The Administration recommends that the Board recognize: <ul style="list-style-type: none">• National Anthem performance from Lakeview Elementary Choir• Senior students of the senior-level leadership cohort for their participation in the Board's Student Leadership 101/102 Program as well as senior students of the VOICES leadership cohort for their participation in the Superintendent's student leadership program• Kempner High School student for winning the AEOP and Future Engineers Veterans Appreciation Challenge• Austin High School student for winning the U.S. Fish and Wildlife Service 2025 National Junior Duck Stamp Art Contest• Fort Settlement Middle School Science Bowl Team for finishing second place in the National Science Bowl competition• Eight Fort Bend ISD students receive Gold Seal award from Visual Art Scholastic Event State contest

Summary/Background
National Anthem performance by a choir ensemble from Lakeview Elementary directed by Michelle Sanchez, Choir Director.
Student Leadership 102 serves as a Board Student Leadership cohort with a focus on leadership development through engagement with local community organizations to understand advocacy and engage in service opportunities. Students serve as juniors in Student Leadership 101 and continue the program in Student Leadership 102 their senior year.
Senior student cohort members are:

Fort Bend Independent School District

Austin High School

- Anushka Prabhu
- Muhammad Moeed Haider
- Rajan Parikh

Bush High School

- Kenekwue Obiekwe
- Nia Campbell
- Sarah Said

Clements High School

- Abhiramee Gurunathan
- Krish Advani

Dulles High School

- Alwin Veliyathu
- Austin Elam
- Dylan Roberson

Elkins High School

- Aaliya Patel
- Clement Poon
- Gabrielle Chaplin

Hightower High School

- Cam'ron Phillips
- Makenzi Henderson
- Meleah Chatman

Kempner High School

- Danny Vu
- Isabella Martinez
- Reyna Sandoval

Marshall High School

- Alan Ramirez
- Bemnet Alemayehu
- Victoria Le

Ridge Point High School

- Andrew Haugen
- Gabrielle Chandler
- Patricia Reilly

Travis High School

- Aarav Amin
- Christian Garcia
- Vritika Singh

Student Voices Advisory Network (or Voices) serves as the Superintendent Student Advisory cohort to provide student perspective in how district decisions ultimately impact students. Students join the superintendent in district and community events to learn about the roll of a superintendent and how these engagements support leadership in Fort Bend ISD.

Fort Bend Independent School District

Senior student cohort members are:

Austin High School

- Elsa Syed
- Thien Nguyen

Bush High School

- Haojia Lu
- Jeslyn Chang

Clements High School

- Cohen Brown
- Natalia Camelo
- Sophia Jarlowe

Elkins High School

- Amanda Shen
- Joshua Suresh

Hightower High School

- Adrienne Horton
- Alayja Simmons
- Lauren Walton
- Mhyank Sekhar
- Paresh Chotaliya

Kempner High School

- Jacob Kahlil Marquez
- Laiba Effendi

Marshal High School

- Haniyah Syed

Ridge Point High School

- Joshua George
- Lauren Huye

Travis High School

- Isabelle Desai
- Jaden Butler
- Maryam Ahmad

Willowridge High School

- Alleisha Freeman

Jimmy Muhammad, a student from Kemper High School, won the Army Educational Outreach Program (AEOP) Veterans Appreciation Challenge through the AEOP and Future Engineers program. The challenge invited students across the world to design a unique 3D pin that celebrates U.S. military veterans. Jimmy's winning design "Veterans Pin" encourages people to recognize, honor, and express gratitude to local veterans for their service.

Catheryn Liang, a student from Austin High School, won the U.S. Fish and Wildlife Service 2025 National Junior Duck Stamp Art contest. Catheryn's winning artwork of a northern shoveler duck will be available for purchase through the U.S. Postal Service starting this June. The stamp

Fort Bend Independent School District

will raise funds to educate and engage our nation's youth in wildlife and wetlands conservation and outdoor recreation.

Fort Settlement Middle School Science Bowl team finished in second place at the National Science Bowl. The National Science Bowl is a nationwide academic competition organized by the U.S. Department of Energy's Office of Science. The competition tests student's knowledge in various science and math.

Science Bowl Team:

- Aanya Patra
- Isha Nambi
- Krithik Manoharan
- Ronit Chheda
- Edward Huiteng Fu
- Coach – Karen Staley, Assistant Coach – Forrest Peugnet

Eight Fort Bend ISD students were selected as Gold Seal winners at the Texas Art Educators Association's Visual Art Scholastic Event (VASE) State contest. Winner artwork will be displayed across the state for one year.

Gold Seal winners:

- Oluwatemilorun Longe - Bush HS
- Sophia Oladugbagbe - Bush HS
- Mingyi Li – Clements HS
- Anqi Yu – Clements HS
- Rebecca Zhang – Clements HS
- Laura Hong – Hightower HS
- Tessa Elmore - Marshall HS
- Brianna Ong - Ridge Point HS

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Chassidy Olainu-Alade
Chief Communications Officer

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Information: Cost Savings Audit		
Board Policy: BAA (Local)		District Priority: Priority 3
Department: Deputy Superintendent Chief of Staff		
Are there related documents to be signed by the Board? NO		
<input type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

Recommendation

Summary/Background
Gibson Consulting Group will present an update related to the Cost Savings Audit.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Beth Martinez
Deputy Superintendent Chief of Staff

Cost Savings Audit FINAL REPORT

Prepared for:
Fort Bend Independent School District

May 2025

Submitted By:
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GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

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Chapter 1: Introduction

In October 2024, the Fort Bend Independent School District (FBISD) Board of Trustees approved a cost proposal for Gibson Consulting Group (Gibson) to conduct a Cost Savings Audit as part of the district's internal audit program. The purpose of this audit is to identify possible savings opportunities that could help close a projected 2025-26 General Fund operating budget deficit of approximately \$34 million and sustain FBISD's long-term financial stability.

In its prior cost savings work and in commissioning this project, FBISD has chosen to be strategic in its efforts to reduce costs. Many districts apply across-the-board expenditure cuts to departments, programs, and schools, erroneously thinking that this approach is more equitable. A fixed percentage cut across the district may inadvertently punish efficient operations and reward inefficient operations. FBISD's approach to date – and Gibson's approach in this study – is to identify “data-driven” opportunities that will improve efficiency where it is needed.

This Cost Savings Audit is different from other departmental and program audits Gibson has conducted for the district to date. Over the past 27 years, Gibson has conducted cost savings studies for some of the largest school systems in the U.S., including Fairfax County Public Schools (VA), Los Angeles Unified School District (CA), Clark County School District (NV), and Hillsborough County Public Schools (FL). The FBISD Board of Trustees sought to take advantage of this experience to help address their short-term financial situation and sustain the district's long-term financial stability.

This audit, at a cost of \$85,000, sought only to identify potential savings opportunities worthy of further analysis by the district administration. Deeper analyses will be needed for each of these opportunities to determine actual cost savings and consider other variables that could weigh into their implementation. Accordingly, this report identifies opportunities for cost savings but does not make specific recommendations.

FBISD Cost Savings Initiatives and Efficiencies

FBISD has worked on its own to identify cost savings. In 2023-24, FBISD identified and implemented significant reductions to its annual General Fund budget. These reductions, totaling more than \$21.7 million, appear in Table 1.

Table 1. FBISD Budget Reductions Implemented Prior to Cost Savings Audit, 2023-24

Budget Reductions	Estimated Annual General Fund Savings
Staffing guideline efficiencies	\$14,900,000
Elementary campus consolidation	\$3,210,000
Energy management contract cancellation	\$1,000,000
Bus route reconfiguration	\$400,000
Change copy charges to actual usage	\$190,000
Summer school staggered start	\$160,000
Close teacher center	\$80,000
Gifted and Talented (GT) testing (electronic School Improvement Grants [SIG] materials)	\$20,000
Software reductions	\$100,000
No PSAT administration for Grade 9	\$50,000
No REN 360 for Grades 7 and above	\$350,000
Site-based English Language Learners (ELL) testing	\$70,000
Insource Reese custodial services	\$90,000
Discontinue Ropes course	\$140,000
Additional contract efficiencies	\$100,000
Discontinue Lead Coordinator stipends	\$420,000
Discontinue Enhancing Diversity in Graduate Education (EDGE) stipend (Year 1)	\$300,000
Shift high-cost instruments to bond	\$150,000
Total	\$21,730,000

Source. FBISD list of budget reductions

Current Indicators of FBISD Efficiency

This section provides an overview of several indicators of FBISD's current efficiency levels.

Operations

Gibson found that FBISD's major operational areas supported by the General Fund – facilities management (maintenance and custodial services) and transportation – are efficient. These areas heavily rely on auxiliary staff to support these important operations, and auxiliary staff represent the second largest labor

pool in a school district, behind teachers. These areas also typically offer opportunities for cost savings, but several key performance indicators showed that these operations are staffed efficiently at FBISD.

Facilities Maintenance

Facilities maintenance staffing efficiency is measured by the number of square feet per full-time equivalent (FTE) maintenance trades worker. FBISD has a ratio of approximately 83,500 square feet per FTE, above the industry standard of 72,000 square feet per FTE,¹ indicating that it is either more efficient or understaffed. The higher “efficiency” level is likely affecting the district’s ability to have a significant “preventive” maintenance program and, accordingly, causing FBISD to focus its efforts on “reactive” maintenance. Other than separate opportunities identified through this study to reduce FBISD’s facilities footprint through additional school consolidations and/or closures, Gibson concluded that facilities maintenance did provide a major cost savings opportunity for the district.

Custodial Services

Custodial services at FBISD are also staffed efficiently. Industry standards suggest a range of 28,000 to 31,000 square feet for Level 3 cleaning, which is the norm for most school facilities. Level 2 cleaning is the uppermost standard for school facilities and is typically reserved for restrooms, the cafeteria, special education classrooms, and Kindergarten areas. Level 2 cleaning standards suggest a range from 18,000 to 20,000 square feet per FTE custodian. (Level 1 cleaning applies to hospitals).² FBISD’s combined custodial productivity falls acceptably between the ranges of the Level 2 and Level 3 standards at 26,400 square feet per custodian, close to the Level 3 standard.

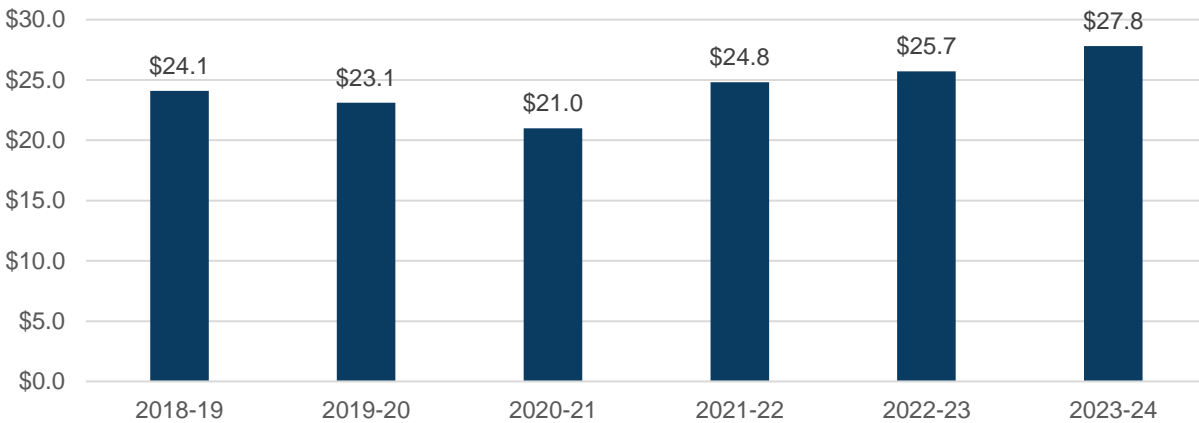
Transportation

Student transportation requirements are unique to each school district based on the geographic size of the district and the number and dispersion of schools and students across the district. Other transportation demands, such as special education and intra-district travel for other programs (e.g., Career and Technical Education [CTE]) also vary from district to district.

Figure 1 presents FBISD General Fund transportation expenditures over the past six years. Since 2018-19, expenditures grew 15.3%, or approximately 3% per year on average. Overall district General Fund expenditures increased 22.2% during this same time period. Transportation spending per student (all funds) is also lower than the state average.

¹ Provided by Facilities Engineering Architects (Gibson’s facilities management experts who conducted the prior facilities management audit for FBISD). This amount is within the range identified by FBISD (60,000 to 80,000 square feet per FTE maintenance staff) and targeted by the district administration.

² Planning Guide for Maintaining School Facilities, School Facilities Maintenance Task Force, National Forum on Education Statistics and the Association of School Business Officials International (ASBO), February 2003.

Figure 1. FBISD Transportation Expenditures (in \$ Millions), General Fund, 2018-19 to 2023-24

Source. FBISD expenditure data, 2018-19 to 2023-24

During this six-year period, while student enrollment increased, FBISD's route mileage, number of buses, and number of bus drivers all decreased, suggesting improved efficiencies and/or higher-than-expected driver vacancy rates (forcing some routes to be temporarily combined). The reductions in each of these operating statistics during the past two years are likely due, at least in part, to the routing savings implemented by the district (mentioned above).

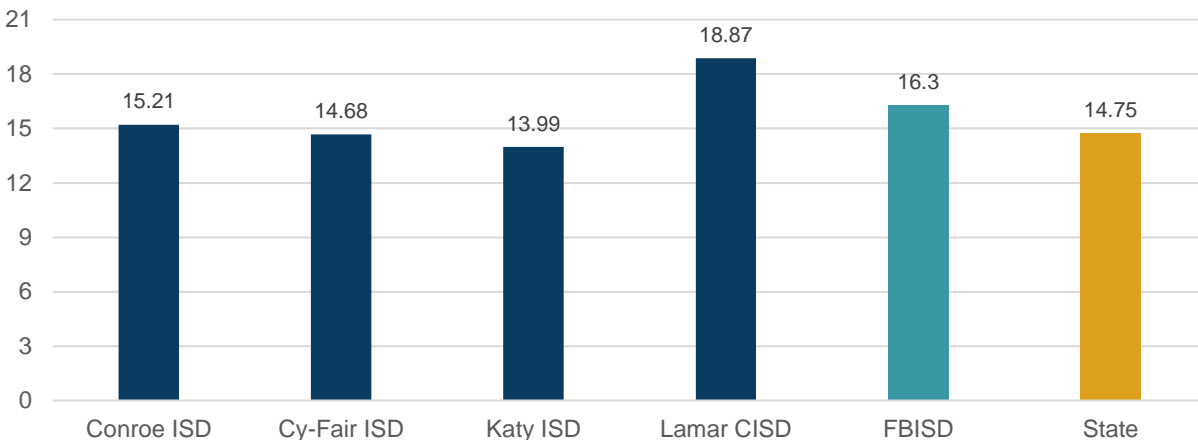
Instruction and School Operations

School Size

During the past two years, FBISD developed plans to consolidate four elementary schools (into two) to provide instructional services to students more efficiently and effectively. According to district estimates, this initiative resulted in savings of \$3.2 million (listed above).

Teacher Staffing

FBISD has a similar pupil-teacher ratio as it had six years ago, and is above most of its peer districts and the state average. A higher pupil-teacher ratio reflects fewer teachers relative to the student population; a lower ratio indicates more teachers relative to the student population. Figure 2 compares FBISD's pupil-teacher ratio to its peers and the state average for 2023-24.

Figure 2. Pupil-Teacher Ratio, FBISD, Peer Districts and State Average, 2023-24

Source. Texas Education Agency (TEA) Texas Academic Performance Reports, 2023-24

In calculating the pupil-teacher ratio, TEA defines a teacher as any certified teacher assigned to the 087 role ID code: “Teacher,” or role ID code 087: “Permanent Substitute.” Other role ID codes may capture additional certified teachers, including a Teacher Supervisor - Consultant (028), Teacher Facilitator (041), and Teacher Appraiser (042). If a teacher spends time related to multiple role ID codes, only that time allocated to 087 and/or 047 is aggregated to determine the number of FTE teachers for the purposes of the district pupil-teacher ratio.

Several factors affect teacher staffing levels, including target class sizes by grade level, secondary course scheduling (block versus traditional schedule), and the efficiency of each school’s master schedule in providing instructional services to students. Currently, one early college high school and two P-TECH high schools employ a modified block schedule; the remaining schools apply a traditional schedule.

Budgeting Practices

The district applies several practices in its efforts to support leaner budgets:

- FBISD’s budget factors in a portion of expected position vacancy rates, resulting in budgets closer to actual;
- The district is maximizing General Fund indirect cost recovery from all federal grants except one; and
- While there are some concerns that school staffing formulas are not sufficiently need-based, there are few exceptions to staffing formulas. This indicates a strong level of budget control with respect to school staffing.

FBISD’s recent cost savings efforts, combined with several areas of current operating efficiency, increased the challenge of this study in finding additional cost savings. This notwithstanding, this report presents several options to further close FBISD’s FY 2026 budget deficit.

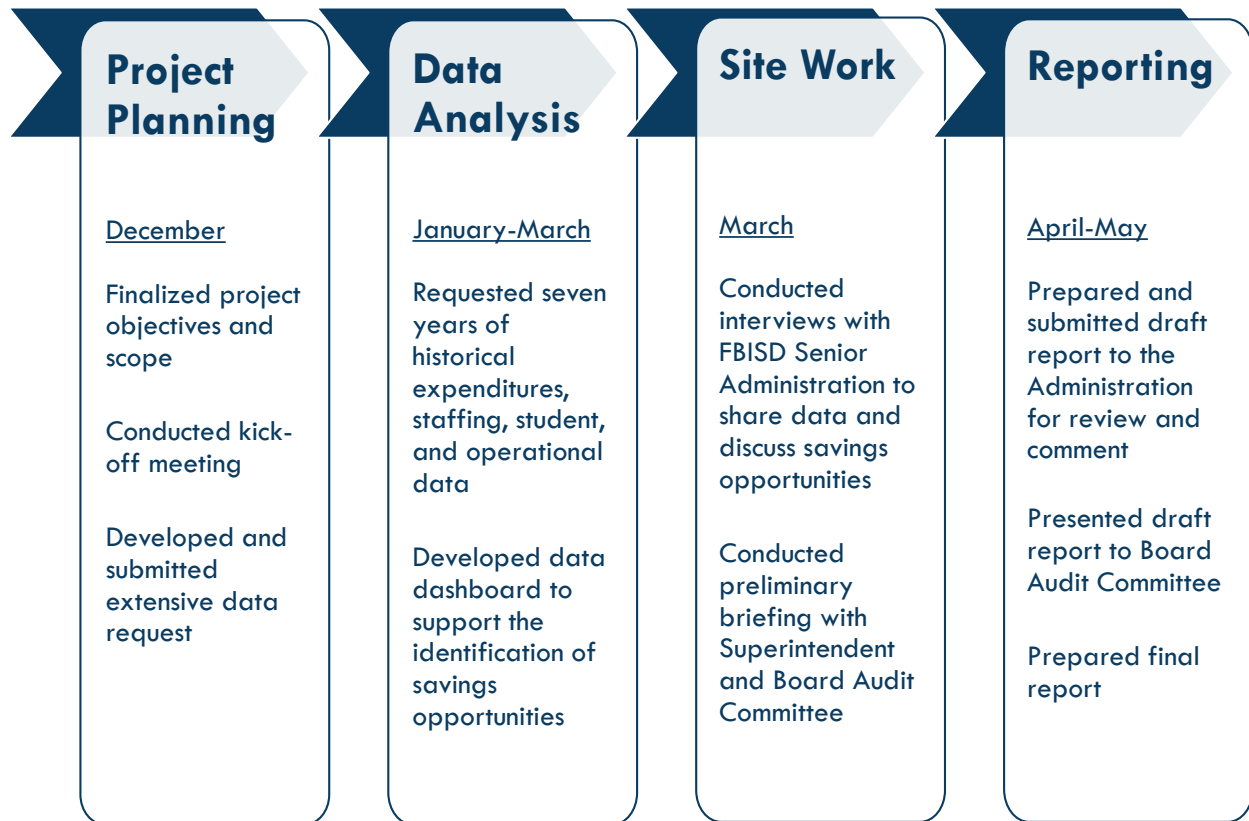
The following section presents the scope of this Cost Savings Audit and the major elements of our approach.

Project Scope and Approach

The scope of this audit included all departments and programs supported by the General Fund, directly or indirectly (through General Fund indirect cost recovery).

This audit is different from other internal audits conducted by Gibson. First, there are no audit findings or recommendations. Accordingly, the audit did not seek agreement or disagreement by the administration. The information in this report was considered by the administration in developing its own list of recommended cost savings opportunities. While this work was independently conducted by Gibson, Gibson worked collaboratively with the administration in reviewing these opportunities, as directed by the Board Audit Committee.

Figure 3. Cost Savings Audit Methodology



Source. Gibson Consulting Group

Gibson requested and received a six-year history (plus 2024-25, where available) of FBISD's student, financial, staffing, and available operational data to support its analysis. A data dashboard was developed to store, analyze, and graphically present efficiency measures across all major program and departmental areas. (This dashboard has been provided to the district administration to support future cost savings analyses.) Gibson analyzed these results and began to develop preliminary observations and opportunities,

which were then discussed with members of the FBISD leadership team based on their applicable area of responsibility. The information obtained from interviews was used to enhance Gibson's understanding of each opportunity and validate its potential for savings.

This work also involved the analysis and comparison of selected peer district information. Texas peer districts were selected primarily based on district size (student enrollment) and proximity to FBISD. Peer district analysis was not used as a sole basis for identifying cost savings opportunities; however, it did serve to corroborate other supporting analyses. The FBISD leadership team provided input to the selection of peer districts, but the final determination was made by Gibson. Table 2 presents a comparative profile of FBISD and the peer districts.

Table 2. Peer District Profile

Characteristics	FBISD	Conroe ISD	Cy-Fair ISD	Katy ISD	Lamar CISD
District Type	Suburban	Suburban	Suburban	Suburban	Suburban
Fort Bend Area	Yes	Yes	Yes	Yes	Yes
Student Membership	80,034	71,729	118,187	94,589	44,395
% Economically Dis	50%	45%	60%	44%	47%
Student-Staff Ratio	7.87	7.62	7.24	7.30	9.25
GF Exp per Student	\$9,942	\$9,844	\$9,168	\$10,708	\$9,800
% GF Exp on Instruction	59%	61%	68%	66%	62%

Source. 2023-24 TEA Public Education Information Management System (PEIMS) student, staff, and expenditure data

Gibson wishes to thank Dr. Marc Smith, FBISD's Superintendent, and his senior leadership team for their participation in this work, and for their tireless efforts in providing vast amounts of student, financial, staffing, and operational data to support Gibson's analysis. The administration was also extremely insightful in identifying possible strategies to bring some of these savings opportunities to reality.

Chapter 2: Cost Savings

Through this project, Gibson identified approximately \$17.4 million of additional potential opportunities for annual General Fund cost savings across four areas, including additional school consolidation and/or closure, secondary school master schedule optimization, General Fund indirect cost recovery, and water usage. Table 3 provides a list of these opportunities, an estimated annual General Fund savings for each, and an indicator of whether it represents a short- or long-term opportunity. The last column reflects the administration's position on the opportunity. Since these are not specific recommendations, the term "support" indicates the district's commitment to move forward in further analyzing the opportunity. One of the opportunities – indirect cost recovery – has already been implemented by the administration.

Table 3. Summary of Estimated Annual General Fund Savings Opportunities

Cost Savings Opportunity	Estimated Annual General Fund Savings	Timing	Admin Response
School consolidation and/or closure – elementary schools	\$12,600,000	Long-term	Support
Optimize master scheduling – secondary schools	\$2,300,000	Short-term	Support
Increase General Fund indirect cost recovery from Nutrition Services	\$2,000,000	Short-term	Implemented
Reduce water usage at high-usage schools	\$510,000	Short-term	Support
Total	\$17,410,000		

Note. The indirect cost recovery opportunity may also be available for 2024-25.

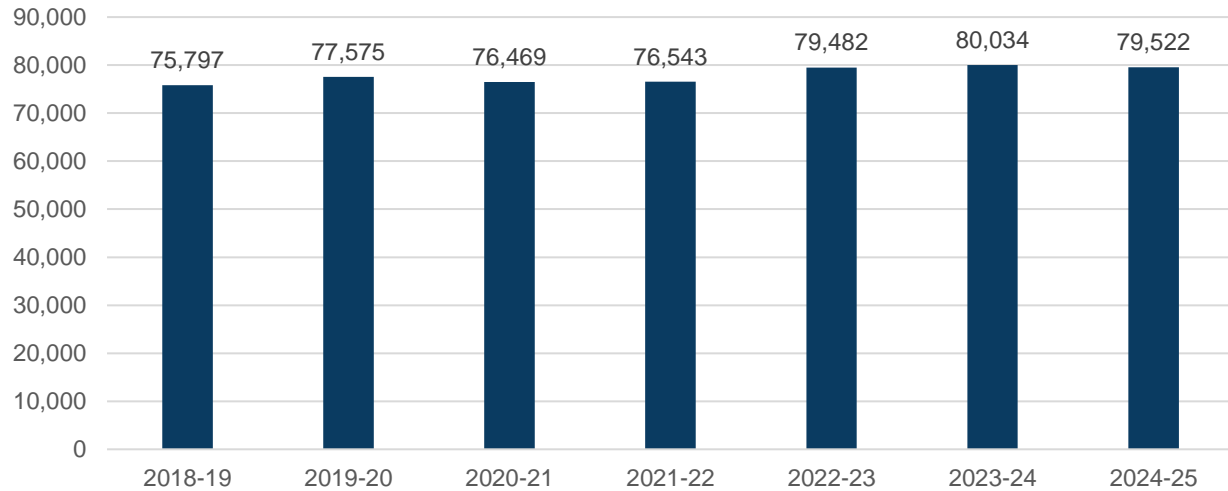
Source. Gibson Consulting Group

Each of these opportunities and the underlying information and analyses are discussed further in the following sections.

School Consolidation and/or Closure – Elementary Schools

A longer-term opportunity for cost savings at FBISD is additional school consolidations and/or closures. While student enrollment increased to 80,000 students over the past seven years, there are some concerns about future growth. As shown in Figure 4, enrollment declined slightly during the COVID-19 pandemic, but has rebounded since.

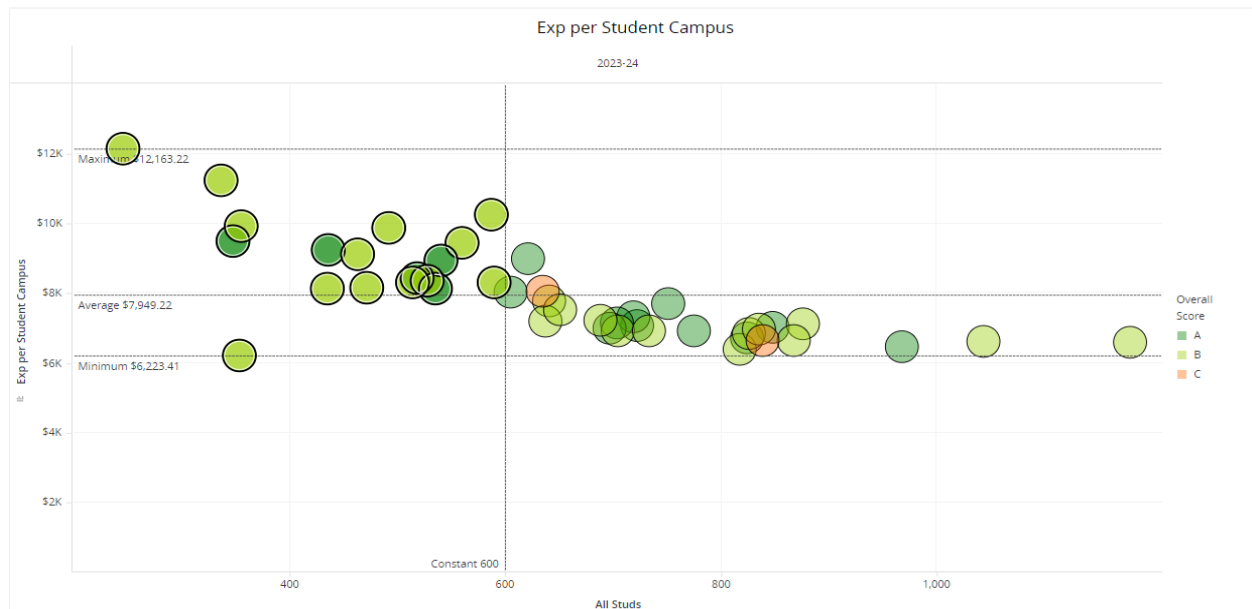
Figure 4. FBISD Student Enrollment, 2018-19 to 2024-25



Source. FBISD TEA PEIMS Fall submission student data

The most significant opportunity for increased consolidation and/or closure is at elementary schools. Figure 5 maps elementary schools' student enrollment (horizontal, or x-axis) against their General Fund operating expenditures per student (vertical, or y-axis). The color of each data point represents the most recent state accountability ranking (2021-22). This graph, which shows a range of operating expenditures of \$6,400 to \$13,500 per student, depicts an inverse relationship between the cost of education per student and the student enrollment of the school. For schools with fewer than 500 students, the graph reflects no discernible relationship between school performance and expenditures per student.

Figure 5. General Fund Operating Expenditures per Student, FBISD Elementary Schools, 2023-24

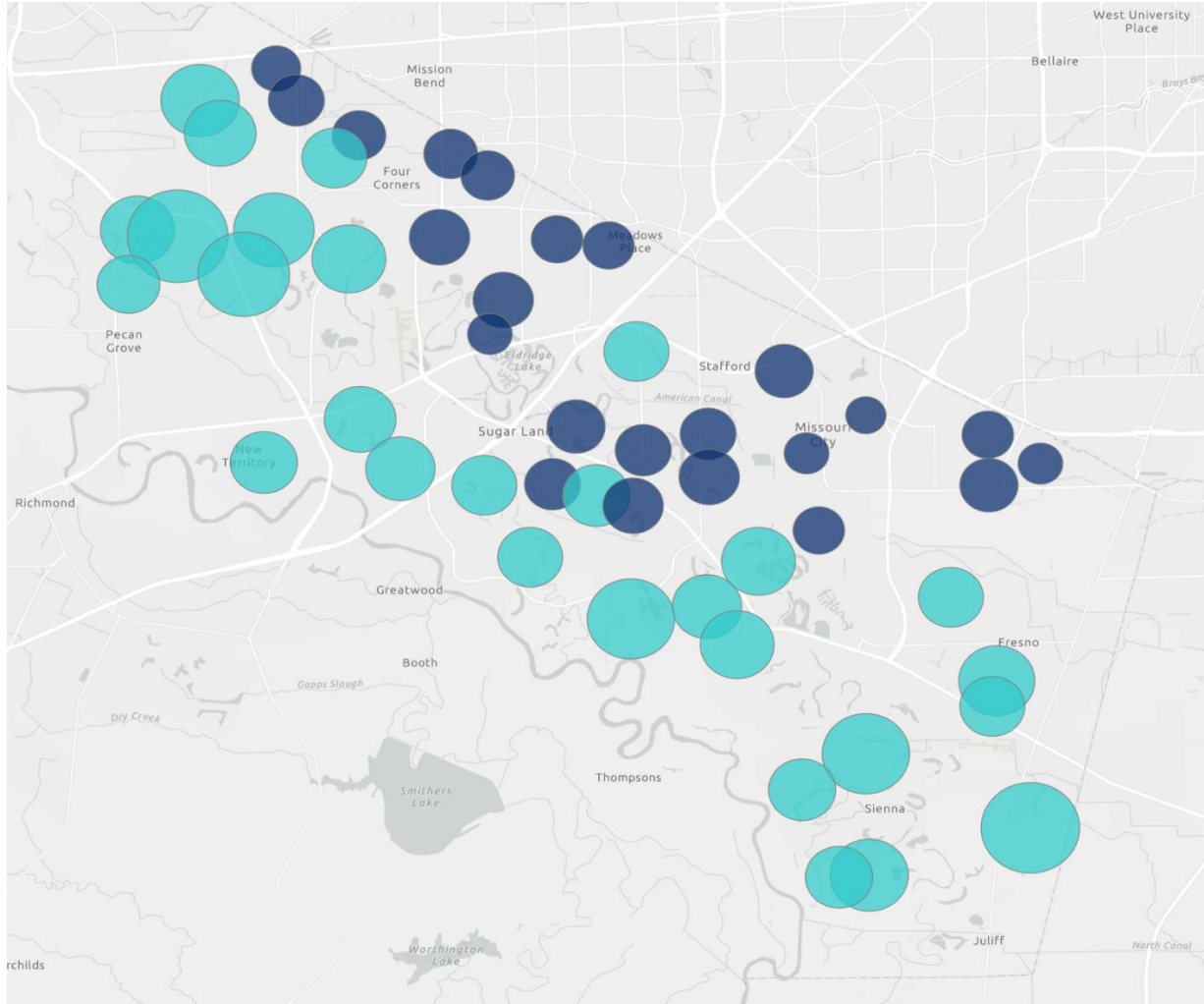


Note. The data above represents 2023-24 information, which has the most recent financial data available. The 2024-25 number of campuses with fewer than 600 students was applied to identify current candidates for school consolidation and/or closure.

Source. 2023-24 TEA PEIMS expenditure and student data; 2021-22 TEA State Accountability Campus Ratings

Figure 6 presents a map of FBISD elementary school locations. The size of the circle indicates the relative size (student enrollment) at each school for 2024-25. The dark-shaded circles represent elementary schools with fewer than 600 students. The proximity of small schools to other small schools may increase the possibility of being a candidate for consolidation and/or closure. The enrollment at FBISD elementary schools ranges from 249 students (Hunters Glen) to 1,250 students (James C. Neill). Based on this map, it appears that each elementary school with fewer than 600 students has at least one opportunity to merge with a contiguous small school.

Figure 6. FBISD Elementary School Locations, 2024-25



Source. FBISD School Map, 2024-25

Four of the 23 small elementary schools indicated above (Mission Glen/Mission Bend and Briargate/Blueridge), are in the process of being consolidated. This leaves 19 schools that remain as candidates for consolidation and/or closure.

The cost of operating smaller schools is significant. Table 4 presents calculations of the estimated fiscal impact of smaller schools. The average General Fund operating expenditures per student for elementary schools with fewer than 600 students was compared to the average for elementary schools with 600 or

more students. The difference was multiplied by the number of students in the smaller schools to arrive at a total before consideration of a probability factor. The probability factor recognizes that some schools (1) have special programming that may affect the feasibility of consolidation and/or closure, and/or (2) may have capacity constraints to consolidate with another small or larger school nearby. Accordingly, a probability factor of 75% was applied to estimate the fiscal impact of potentially feasible alternatives. The district administration is planning to analyze these and other factors before recommending any specific school consolidations and/or closures.

Table 4. Estimated Fiscal Impact – Consolidating and/or Closing Elementary Schools With Fewer Than 600 Students

Average GF operating exp per student, schools with fewer than 600 students	\$8,810
Average GF operating exp per student, schools with 600 or more students	<u>\$6,974</u>
The difference in expenditures per student	\$1,836
x Total students in schools with 600 or fewer students (across 19 schools)	9,175
Total	\$16,845,300
x Probability factor that excludes schools with special programming and/or capacity constraints (resulting in 14 potential candidates for school consolidation and/or closure)	75%
Estimated Savings	\$12,633,975

Source. Gibson Consulting Group

Estimated Annual General Fund Savings: \$12,600,000 (rounded)

Administration Response: The Administration supports this opportunity, and will move forward in further analyzing its potential before making a specific recommendation to the Board.

Master Scheduling Efficiency – Secondary Schools

Master scheduling is the process of creating a schedule for a school that outlines the classes, teachers, and resources that will be used throughout the academic year. Many variables are considered in developing a master schedule, including student course requirements (for graduation), student interests (in electives), district decisions on non-required course offerings, teacher experience in teaching a particular course, target class size requirements, and teacher capacity.

Master scheduling is more complex for secondary schools, since students move to different classes and teachers during the day. Elementary school students are typically assigned to a single teacher for the instructional day, with exceptions such as physical education (PE), art, or special programming (e.g., special education). For both elementary and secondary schools, FBISD uses its Student Information System (SIS) to support its master scheduling process. For elementary campuses, FBISD evaluates staffing and student loads after the start of each school year to rebalance class sizes by relocating teachers, if necessary.

Gibson evaluated the scheduling efficiency of FBISD's current approach to master scheduling at the secondary level. (It was assumed that savings from elementary school scheduling efficiencies might overlap

with savings from school consolidation and/or closure. Accordingly, elementary schools were omitted from this analysis.) FBISD school staffing formulas assign general education teachers to high schools based on a ratio of 25.5 students per teacher for core instruction.

While it is unrealistic to fill every secondary class, the analysis of scheduling efficiency can serve to identify potential opportunities for cost savings. During this audit, Gibson requested reports from FBISD's SIS that would support this analysis.

Gibson identified 61 middle and high school general education teachers having an average class size of 15 or fewer students, representing 4.1% of the applicable total secondary teacher population. The average class size was calculated by dividing the total number of students a teacher served by the number of scheduled periods taught. Teachers included those teaching English language arts, math, science, social studies, or CTE on a regular secondary campus. Special education teachers and multilingual education teachers were excluded from the analysis. Of the 61 teachers referenced above, 45 were general education teachers and 16 were CTE teachers.

Based on interviews with the FBISD leadership team, the district uses its master scheduling system to "develop" the master schedule, but not to "optimize" it. Further, the development of the master schedule is largely site-based, whereby each school establishes its own decision rules and assumptions regarding the master schedule. This approach appears to be contributing to classes with excess capacity.

Since secondary teachers may have some classes that have fewer than 15 students, but likely have others with more than 15 students (but still fewer than target capacity based on their average), Gibson assigned a 50% probability factor to consider exceptional situations. This resulted in 30.5 (61 x 0.5) fewer teaching positions through schedule optimization. Based on an average salary and benefits of \$76,700, the estimated annual savings is \$2,339,350.

Estimated Annual General Fund Savings: \$2,300,000 (rounded)

Administration Response: The Administration supports this opportunity, and will move forward in further analyzing its potential before making a specific recommendation to the Board.

General Fund Indirect Cost Recovery

The United States Department of Education (USDOE) allows school systems to "charge" or "recover" costs incurred to provide certain administrative services that support federal grant programs. The USDOE has given TEA authority to issue indirect cost rates to Texas school districts, charter schools, and certain other governmental agencies to support the calculation of these costs. To recover any indirect costs, federal funding grantees must request and receive a new indirect cost rate for every school year. Grantees that receive their indirect cost rates from TEA may use the rates to recover certain organization-wide administrative costs that benefit the applicable federal grant-funded program.³

³ TEA web page, Indirect Cost Rates: <https://tea.texas.gov/finance-and-grants/grants/federal-fiscal-compliance-and-reporting/indirect-cost-rates>.

There are two indirect cost rates that can be applied, depending on the particular federal grant. According to TEA, the “restricted” rate covers certain administration costs and is used for grants that have a supplement, not supplant requirement, such as Title I. The “unrestricted” rate includes other types of administration and operational costs, and can be applied to the National School Lunch Program (in the absence of a supplement, not supplant requirement). By applying the unrestricted rate to the allowable Child Nutrition Fund costs (e.g., payroll-related costs and certain other costs, but not food costs), the General Fund has the ability to recover the cost of services it provides to the Child Nutrition Fund. The calculation is based on the multiplication of eligible Child Nutrition Program costs (approximately 50% of total costs – food costs and other minor costs are not eligible for indirect cost recovery) times the unrestricted rate.

FBISD’s restricted rate for 2024-25 is 4.881% and its unrestricted rate is 12.251%. FBISD has historically recovered far less in indirect cost allocations from its Child Nutrition Fund than what state regulations allow. In 2023-24, the indirect cost recovery was approximately \$500,000, representing less than one half of the lower restricted rate. FBISD could apply the larger, unrestricted rate for indirect cost recovery, which would result in an additional \$2 million annually to the General Fund.

The district is not required to recover indirect costs from the General Fund. Some districts do not recover any funds for providing General Fund support to food service operations; others recover a portion of what is allowable, and others recover the full amount allowable. At FBISD, there is no local board policy or administrative regulation that provides guidance on this matter. Some districts believe that making such allocations would increase the risk of the program running operating deficits – which would ultimately require a General Fund contribution to cover. The Child Nutrition Program, however, should be designed to cover all of its costs, including those incurred on its behalf by the General Fund. If the district did not provide administrative and operational support, the program would have to go elsewhere to receive (and pay for) these services, or incur costs to provide them directly.

At the end of 2023-24, FBISD had a \$28.2 million fund balance in its Child Nutrition Fund, representing 65% of its annual food service operating expenditures. This level significantly exceeds the 25% target prescribed by the National School Lunch Program. The Child Nutrition Program should ensure over the long term that its costs are managed at a level to cover all expenditures, including costs incurred by the General Fund on its behalf.

The FBISD administration has already incorporated the indirect cost recovery opportunity into the 2025-26 draft budget, and is also evaluating the potential to apply this approach for the 2024-25 fiscal year.

Estimated Annual General Fund Savings: \$2,000,000

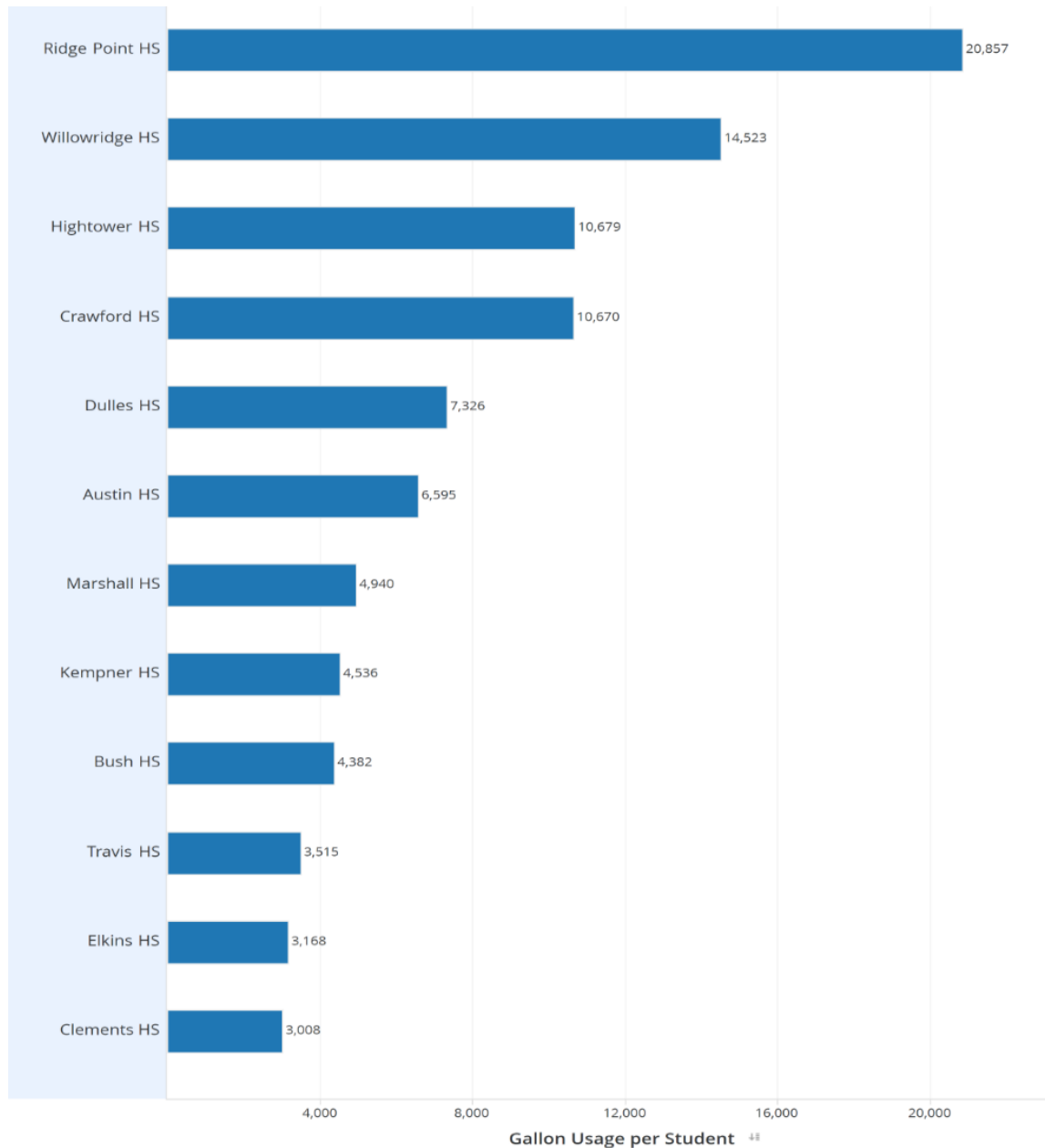
Administration Response: The Administration has initiated steps to recommend this opportunity to the Board.

Water Usage

FBISD purchases water through a host of Municipal Utility Districts (MUDs) and municipalities. Water billing rates vary across these sources, resulting in an annual General Fund expenditure of approximately \$3.6 million for 2023-24, of which \$3.4 million (94%) is estimated to relate to school water costs based on the proportion of school gross square footage to total district gross square footage.

Gibson analyzed the water usage across schools by school type to determine if the volume of water used per student varied across campuses. Figure 7 presents water usage (gallons) per student for each high school for calendar year 2023, the most recent data available.

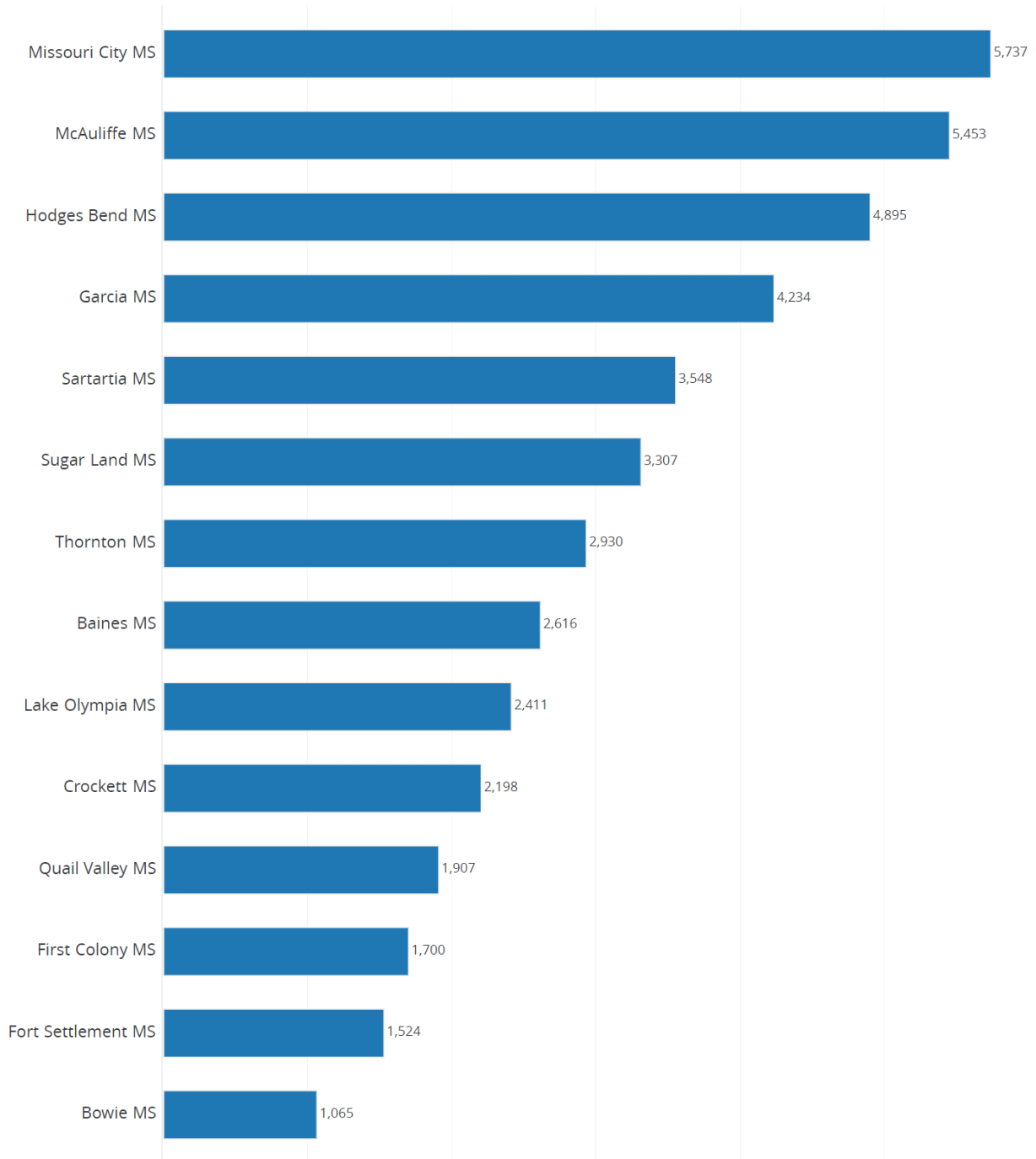
Figure 7. Water Usage (Gallons) per Student, FBISD High Schools, 2023



Source. FBISD Water Usage Report

Figure 8 presents water usage per student for middle schools.

Figure 8. Water Usage (Gallons) per Student, FBISD Middle Schools, 2023



Source. FBISD Water Usage Report

Elementary schools showed the same pattern, with gallon usage per student ranging from 707 (Oyster Creek) to 10,567 (Scanlan Oaks), with a median value across all schools of 3,106. The FBISD administration is in the process of evaluating these anomalies. However, Gibson estimates that, based on the normalization of the above usage distribution, a savings percentage of 15% represents a conservative estimate at this time. By applying the 15% factor to the water cost of \$3.4 million applicable to schools, an annually recurring General Fund savings amount of \$510,000 may be realized.

Estimated Annual General Fund Savings: \$510,000

Administration Response: The Administration supports this opportunity, and will move forward in further analyzing its potential before making a specific recommendation to the Board.



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<http://www.gibsonconsult.com>



Cost Savings Opportunities

Presented By:



May 2025

Introduction

- The objective of this project was to identify major cost savings opportunities to help FBISD address its projected budget deficit for 2025-26. Additional work by the Administration will need to be done to develop specific recommendations for the Board (some of which has occurred).
- This work was independently conducted by Gibson, but Gibson worked collaboratively with the Administration in reviewing these opportunities – as directed by the Board Audit Committee.
- Prior to the Cost Savings Audit, the district implemented \$21.7 million in savings in 2023-24, and the background section of our report shows several FBISD areas demonstrating efficiency.
- Many thanks to the FBISD Administration for their help in getting this work done, and to the Board Audit Committee for overseeing the project.

Approach

- Requested 6-year history of staffing, expenditure, and operational data
- Developed data dashboard and efficiency metrics to support the identification of preliminary savings opportunities
- Conducted interviews with Dr. Smith and members of his leadership team to walk through the dashboard and preliminary opportunities, and collect additional information
- Corroborated information from different sources to refine opportunities and estimates for General Fund savings
- Prepared and presented final report

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Major Cost Savings Opportunities

Cost Savings Opportunity	Estimated Annual General Fund Savings	Timing	Administration Response
School consolidation and/or closure – elementary schools	\$12,600,000	Long-term	Support
Master scheduling efficiency – secondary schools	\$2,300,000	Short-term	Support
General Fund indirect cost recovery	\$2,000,000	Short-term	Implemented ³⁴
Water usage	\$510,000	Short-term	Support
Total	\$17,410,000		

School Consolidation and/or Closure

- FBISD has 19 elementary schools with fewer than 600 students.
- FBISD's average General Fund operating expenditures per student at larger elementary schools is 21% less than smaller schools, due to economies of scale achieved at larger schools.

Average: more than 600 students \$6,974

Average: 600 or fewer students \$8,810

Difference \$1,836

Number of students served in small schools 9,175

Probability factor* 75%

35

Estimated annual General Fund savings \$12.6 million (rounded)

* Probability factor assigned based on other variables, such as special programming or geographic constraints, that could affect the feasibility of consolidation and/or closure.

Master Scheduling Efficiency

- Master scheduling is the process of creating a schedule for a school that specifies the classes, teachers, and resources that will be used throughout the academic year.
- Many variables are considered in developing a master schedule, including student course requirements (for graduation), student interests (in electives), district decisions on non-required course offerings, teacher experience in teaching a particular course, target class size requirements, and teacher capacity.
- Master scheduling is more complex for secondary schools, since students move to different classes and teachers during the day.
- FBISD uses its Student Information System (SIS) to “develop” the master schedule, but not to “optimize” it. The process for creating it – along with the decision rules applied – varies from school to school.

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Master Scheduling Efficiency

- To test scheduling efficiency at secondary schools, Gibson analyzed the number of teachers averaging 15 or fewer students in middle and high school classes in 2024-25.
 - ▶ Included core subjects (English Language Arts, Math, Science, Social Studies) and Career and Technical Education (CTE) at regular secondary campuses
 - ▶ Excluded from the analysis: Special Education, Multi-Language, and alternate schools
 - ▶ Sixty-one teachers (4.1% of the applicable secondary teacher population) identified as averaging 15 or fewer students per class
 - ▶ Average secondary teacher salary - \$76,700
- Probability factor of 50% applied to consider exceptional situations

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Estimated annual General Fund savings = \$2,300,000 (rounded)

Indirect Cost Recovery

- Indirect cost recovery allows the General Fund to be reimbursed for costs it incurs to support federally-funded programs, such as Title 1 and the National School Lunch Program. Depending on the federal funding source, these could include administrative and operational costs.
- Indirect cost rates are determined by TEA based on district financial data provided each year.
- The state permits the unrestricted rate (12.251% at FBISD) to be applied to applicable expenditures incurred by the Child Nutrition Fund; however, FBISD has historically allocated selected line-item costs (representing <2.4%). For all other federal funds, the district appropriately applies the maximum (restricted) rate for indirect cost recovery.

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Estimated annual General Fund savings = \$2,000,000 (rounded)

Water Usage

- In 2023-24, FBISD spent approximately \$3.4 million on water (General Fund).
- There is an extremely wide range of water usage per student across schools within each school type (elementary, middle, high). Additional analysis needed to determine underlying cause.

Water Usage, in Gallons per Student, 2023

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School Type	Minimum	Maximum	Median
Elementary	707	10,567	3,106
Middle	1,065	5,737	2,930
High	3,008	20,857	6,595

Estimated annual General Fund savings = \$510,000 (15% of current water cost, rounded)

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of Board of Trustees Meeting Minutes		
Board Policy: BE (Local)	District Priority: Priority 2	
Department: Legal		
Are there related documents to be signed by the Board? YES		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates: <ul style="list-style-type: none">• March 17, 2025 Special Called Meeting• March 17, 2025 Called Meeting and Agenda Review• March 24, 2025 Public Hearing• March 24, 2025 Regular Business Meeting

Summary/Background
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:

Chris Gilbert
Interim General Counsel

Minutes
Fort Bend ISD Board of Trustees
Called Meeting and Agenda Review
March 17, 2025

A Board of Trustees Called Meeting and Agenda Review was held on Monday, March 17, 2025 beginning at 6:43 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/337574>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=674917>.

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

Board Members Present

Mr. Rick Garcia, Vice President
Mr. David Hamilton, Secretary
Mrs. Angie Hanan
Mr. Adam Schoof
Dr. Shirley Rose-Gilliam
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
Chassidy Olainu-Alade, Interim Chief Communications Officer
Stephanie Williams, Chief of Organizational Development
Bryan Guinn, Chief Financial Officer
Dr. Adam Stephens, Chief Academic Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Dr. Andria Schur, Chief of Schools
Dr. Damian Viltz, Chief Operations Officer

Kim Schaub, Recording Secretary

Others Present

Chris Gilbert, Interim General Counsel
Jonathan Brush, Board Counsel
FBISD Staff and Employees

1.-2. Meeting Called to Order, Pledges of Allegiance

President Tassin called the meeting to order at 6:43 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. President Tassin asked everyone to stand for the Pledges of Allegiance, led by Mr. Garcia, followed by a moment of silence.

3. Information

- A. Disaster Update Hurricane Beryl
- B. Budget and Legislative Update
- C. 2025-2026 Discipline and Student Code of Conduct Recommendation Process and Timeline
- D. Neill Elementary Cap and Overflow Update

4. Public Comment

- Tammy Marino - spoke about Texas State Code 28.001 and 28.002 and concern about behaviors expected of Board of Trustees and community members.
- Angela Wierzbicki – expressed concern about the Bluebonnet Curriculum.

5. Closed Session

The Board convened in closed session at 8:26 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 personnel appointment – Principal of Ferndell Henry Elementary School.

6. Reconvene in Open Session

The Trustees reconvened in open session at 9:37 p.m.

7. Consider Action on Closed Session Items

- **MOTION by Dr. Gilliam and SECONDED by Mr. Garcia** that the Board of Trustees accept the Superintendent's recommendation and appoint Stephanie Woodard to the position of Principal of Ferndell Henry Elementary School.

MOTION CARRIES, 7-0

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

8. Review

- A. **Fort Bend ISD 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. January 13, 2025 - Called Meeting and Agenda Review
 - 2. January 15, 2025 - Superintendent Summative Evaluation Meeting
 - 3. January 29, 2025 - Regular Business Meeting

- B. **Milk and Juice (COOP):** Consideration and approval for the purchase of milk and juice from Dean Foods dba Oak Farms through the School Purchasing Alliance (SPA) cooperative contract in an amount not-to-exceed \$15,000,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2030.

- C. **Deletion, Adoption and Revision of Policies BDF(Local), CQC(Local), DC (Local), and FEA(Local):** Consideration and approval of proposed deletion, adoption, and revision of local policies: BDF(Local), CQC(Local), DC (Local), and FEA(Local).

- D. **Non-Instructional Software Cooperative Purchase (Supplemental):** Consideration and approval for the purchase of non-instructional software from Mythics Inc. and TD Synnex/DLT Solutions, LLC through the BuyBoard and Omnia Partners Cooperative contracts and authorization for the Superintendent to negotiate and execute the agreements through February 2029.

- E. **Industry Certifications and Supporting Practice Materials (Supplemental):** Consideration and approval for the purchase of industry certifications and supporting practice materials from Open Education and Development Group, LLC through the Central Texas Purchasing Alliance (CTPA) and authorization for the Superintendent to negotiate and execute the agreement through March 2029.

- F. **Memorandum of Understanding for Partnership with Baker Ripley (Head Start):** Consideration and approval of key components of a Memorandum of Understanding (MOU) for BakerRipley Head Start Prekindergarten 3 (PK3) program and Fort Bend ISD (FBISD).

- G. **Campus Improvement Plan Performance Objectives:** Consideration and approval of the Campus Performance Objectives in each Campus Improvement Plan (CIP) for 2024-25.

- H. **Targeted Improvement Plan for Willowridge High School:** Consideration and approval of the Targeted Improvement Plan (TIP) required by Texas Education Agency per ESF grant requirements for Willowridge High School.

- I. **OER implementation in the 2025-2026 school year:** Consideration and approval to order a set of pilot Texas Open Education Resources (OER) instructional materials.

- J. **Joint Election Agreement and Contract for Election Services:** Review the Joint Election Agreement and Contract for Election Services (“Agreement”) with Fort Bend County to coordinate and administer a general election on Saturday, May 3, 2025 to elect one person to serve a full term as a Trustee in Positions 3 and 7.

- K. **Designation of Public Information Act Non-Business Days:** Consideration and approval of the designation of non-business days under the Texas Public Information

Act for calendar year 2025 and Spring 2026.

- L. Review of proposed expenses that exceed \$50,000: Specifically for:
 - 1. **Data Center Co-Location Services Renewal:** Consideration and approval for the purchase of Data Center Co-Location Services from Skybox Data Center in an amount not to exceed \$450,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2030.
 - 2. **Radio Equipment and Related Items and Services (Increase):** Consideration and approval to increase the existing contract awarded under 21-084TA Radio Equipment and Related Items and Services by \$150,500 for a total not to exceed amount of \$676,500, to continue purchasing Radio Equipment and Related Items and Services through July 2026.
 - 3. **Special Programs, Services, Materials and Related Items (Supplemental):** Consideration and approval for the purchase of special program services, materials, and related items from multiple vendors and increase the existing contract by \$6,000,000 for a total not to exceed amount of \$12,800,000, and authorization for the Superintendent to negotiate and execute the agreements through March 2028.

9. Action

Prior to Review Item 8-G, President Tassin announced that Action Item 9-A was being pulled from the agenda.

- A. **School Boundary Advisory Committee Members:** Consideration and approval of members for the School Boundary Advisory Committee (SBAC).

10. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Jones to adjourn the meeting at 11:48 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting – 2025 Texas Open Education Resources
March 17, 2025

A Board of Trustees Special Called Meeting was held on Monday, March 17, 2025, beginning at 5:02 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/337573>

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=679110>

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 – Arrived at 5:50pm
Dr. Shirley Rose-Gilliam
Ms. Sonya Jones – Arrived at 5:22pm

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
Chassidy Olainu-Alade, Interim Chief Communications Officer
Stephanie Williams, Chief of Organizational Development
Bryan Guinn, Chief Financial Officer
Dr. Adam Stephens, Chief Academic Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Dr. Andria Schur, Chief of Schools
Dr. Damian Viltz, Chief Operations Officer

Kim Schaub, Recording Secretary

Others Present

Chris Gilbert, Interim General Counsel
Jonathan Brush, Board Counsel
FBISD Staff and Employees

1. Meeting Called to Order

President Tassin called the meeting to order at 5:02 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. Information

A. 2025 Texas Open Education Resources (OER)

3. Public Comment

- Nabiah Khan parent expressing concern on the content of Bluebonnet curriculum.
- Christina Saunders parent expressing concern on the content of Bluebonnet curriculum.

Mrs. Tassin called for a brief recess at 6:02 p.m. due to a disruptive public speaker.

The Trustees reconvened in open session at 6:11 p.m.

- Johnny Rhodes parent spoke expressing concern on the content of Bluebonnet curriculum.
- Angie Wierzbicki parent spoke expressing concern on the content of Bluebonnet curriculum.
- Tammy Marino parent spoke expressing concern on the content of Bluebonnet curriculum.
- Rishi Bhutada parent spoke expressing concern on the content of Bluebonnet curriculum.
- Sumita Ghosh parent spoke expressing concern on the content of Bluebonnet curriculum.
- Erlinda Shen parent spoke expressing concern on the content of Bluebonnet curriculum.
- Shawn Quinn parent spoke expressing concern on the content Bluebonnet curriculum.

4. Adjournment

Having no further business before the Board, MOTION was made by Rick Garcia to adjourn the meeting at 6:30 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting – Public Hearing 2024 Texas Academic Report
March 24, 2025

A Board of Trustees Special Called Meeting was held on Monday, March 24, 2025, beginning at 5:02 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/338213>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=679587>

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 (not present)
Dr. Shirley Rose-Gilliam
Ms. Sonya Jones

School Officials Present

Dr. Marc Smith, Superintendent of Schools
Beth Martinez, Deputy Superintendent Chief of Staff
Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
Chassidy Olainu-Alade, Interim Chief Communications Officer
Stephanie Williams, Chief of Organizational Development
Bryan Guinn, Chief Financial Officer
Dr. Adam Stephens, Chief Academic Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Dr. Andria Schur, Chief of Schools
Dr. Damian Viltz, Chief Operations Officer

Kim Schaub, Recording Secretary

Others Present

Chris Gilbert, Interim General Counsel
Jonathan Brush, Board Counsel
FBISD Staff and Employees

1. Meeting Called to Order

President Tassin called the meeting to order at 5:02 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 Hearing 2024 Texas Academic Report

- A. The Administration provided an overview of the Fort Bend ISD 2023-2024 Annual Academic report.

3. Public Comment

- No speakers signed up.

4. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Hanan to adjourn the meeting at 5:33 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Regular Business Meeting
March 24, 2025

A Board of Trustees Regular Business Meeting was held on Monday, Monday 24, 2025 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/338214>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=678680>

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 (arrived at 6:45pm)
- Dr. Shirley Rose-Gilliam
- Ms. Sonya Jones

School Officials Present

- Dr. Marc Smith, Superintendent of Schools
- Beth Martinez, Deputy Superintendent Chief of Staff
- Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
- Chassidy Olainu-Alade, Interim Chief Communications Officer
- Stephanie Williams, Chief of Organizational Development
- Bryan Guinn, Chief Financial Officer
- Dr. Adam Stephens, Chief Academic Officer
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- Dr. Andria Schur, Chief of Schools
- Dr. Damian Viltz, Chief Operations Officer

Kim Schaub, Recording Secretary

Others Present

- Chris Gilbert, Interim General Counsel
- 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 Travis High School Band. 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 Travis High School trombone ensemble performed the National Anthem. The ensemble is under the direction of Mr. Kyle Baragas.

Fort Bend ISD student Naval JROTC cadet Precious Ukah from Austin High School has been selected to receive a scholarship from the United State Navy to attend its flight academy and to participate in the upcoming Commander of Naval Air Forces Flight Academy this summer. Cadet Haley Soo was selected as an alternate.

Cadets Andy Chabg and Imoleayo Oyeku form Austin High School are recognized for completing the 2024-25 Commander of Naval Air Forces Flight Academy and becoming Federal Aviation Administration Certified Pilot Cadet. Thank to Senior Chief Aaron Johnson for his leadership to these students.

Hightower High School Girls Varsity Basketball team for finishing their season as semi-finalist in the UIL 6A Championship:

- Kailee Beaudion-Foliaki
- Chandler Preston-Caver
- Kimora Denkins
- Sydney Thomas
- Sophia Lacy
- Breonna Shelby
- Johnera Johnson
- Madison Davis
- Kayla Simon
- Ogechi Okeke
- Onyinye Asomugha
- Jasmine Brewer & Raven Tucker, Coaches

Marshall High School Boys Varsity Basketball team for finishing their season as semi-finalist in UIL 5A State Championship:

- Kevin Sargeant
- Eian Lowe
- Armani Theus
- Jayden Jones
- Chase Crawford
- Jonathan Walker
- Braydan Cooper
- Ryan Johnson

- Harvey Baker Jr.
- Michael Marshall
- Cleveland Slaughter
- Ronnie Courtney and Harvey Baker Sr., Coaches

Fort Bend ISD Communications Department recognized for earning thirty-five awards at the Texas School Public Relations Association's annual Star Awards Program

- Sherry Williams
- Maria Dipetta
- Deanna Alvarado
- Vianey Torres
- Leo Gonzalez
- Michael Lam
- Jennifer Willis
- Natalie Rivera
- Tonya Thomas
- Daniela Johnson
- Rita Nunez
- Gabby Mena

5. Superintendent Update

6. Board Activity Report

7. President's Update

A. Literacy Update

8. Public Comment

- Sahil Kancheria a FBISD student expressing concern on high school start time.
- Margie Tripp a clinical psychologist located in Sugar Land expressing concern on school start times and effects on students.
- Audrey Ellis a FBISD student expressing concern on high school start time.
- Madeline Walsh a FBISD student expressing concern on high school start times.
- Dr. Jessica Meers a clinical psychologist expressing concern on school start times and effects on students.
- Deric Dawson community member expressing concern for teachers and paraprofessionals in special education classrooms.
- Nabiah Khan asking cost of Bluebonnet Curriculum and asking to consider other resources.
- Farha Ahmed community member expressing concern against Bluebonnet Curriculum.
- Stephanie Brown community member spoke about school vouchers and who will qualify for them.
- Ana Molina parent expressing concern on school start times.
- Mike Watson with Fort Bend NAACP expressing concern against the Bluebonnet Curriculum.
- Paulina Valero expressing concern against the Bluebonnet Curriculum.
- Dr. Stephanie Ellis parent and psychologist, expressing concern on school start times.

9. Information

- A. Long-Range Boundary Planning and Enrollment Management
- B. Bond 2023 Information
- C. Teacher Incentive Allotment
- D. Intruder Detection Report

10. Consent Agenda

During discussion, the board requested that Items 10-A and 10-I be pulled from the consent agenda.

MOTION made by Mr. Garcia and SECONDED by Mrs. Jones that the Board approve Consent Agenda Items except for 10-A and 10-I as presented.

MOTION CARRIES, 7-0.

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

- A. **Fort Bend ISD 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. January 13, 2025 - Called Meeting and Agenda Review
 - 2. January 15, 2025 - Superintendent Summative Evaluation Meeting
 - 3. January 29, 2025 – Regular Business Meeting

- B. **Milk and Juice (COOP):** Consideration and approval for the purchase of milk and juice from Dean Foods dba Oak Farms through the School Purchasing Alliance (SPA) cooperative contract in an amount not-to-exceed \$15,000,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2030.

- D. **Non-Instructional Software Cooperative Purchase (Supplemental):** Consideration and approval for the purchase of non-instructional software from Mythics Inc. and TD Synnex/DLT Solutions, LLC through the BuyBoard and Omnia Partners Cooperative contracts and authorization for the Superintendent to negotiate and execute the agreements through February 2029.

- E. **Industry Certifications and Supporting Practice Materials (Supplemental):** Consideration and approval for the purchase of industry certifications and supporting practice materials from Open Education and Development Group, LLC through the Central Texas Purchasing Alliance (CTPA) and authorization for the Superintendent to negotiate and execute the agreement through March 2029.

- F. **Memorandum of Understanding for Partnership with Baker Ripley (Head Start):** Consideration and approval of key components of a Memorandum of Understanding (MOU) for BakerRipley Head Start Prekindergarten 3 (PK3) program and Fort Bend ISD (FBISD).

- G. **Campus Improvement Plan Performance Objectives:** Consideration and approval of the Campus Performance Objectives in each Campus Improvement Plan (CIP) for 2024-

25.

- H. **Targeted Improvement Plan for Willowridge High School:** Consideration and approval of the Targeted Improvement Plan (TIP) required by Texas Education Agency per ESF grant requirements for Willowridge High School.
- J. **Joint Election Agreement and Contract for Election Services:** Review the Joint Election Agreement and Contract for Election Services (“Agreement”) with Fort Bend County to coordinate and administer a general election on Saturday, May 3, 2025 to elect one person to serve a full term as a Trustee in Positions 3 and 7.
- K. **Designation of Public Information Act Non-Business Days:** Consideration and approval of the designation of non-business days under the Texas Public Information Act for calendar year 2025 and Spring 2026.
- L. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:
1. **Data Center Co-Location Services Renewal:** Consideration and approval for the purchase of Data Center Co-Location Services from Skybox Data Center in an amount not to exceed \$450,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2030.
 2. **Radio Equipment and Related Items and Services (Increase):** Consideration and approval to increase the existing contract awarded under 21-084TA Radio Equipment and Related Items and Services by \$150,500 for a total not to exceed amount of \$676,500, to continue purchasing Radio Equipment and Related Items and Services through July 2026.
 3. **Special Programs, Services, Materials and Related Items (Supplemental):** Consideration and approval for the purchase of special program services, materials, and related items from multiple vendors and increase the existing contract by \$6,000,000 for a total not to exceed amount of \$12,800,000, and authorization for the Superintendent to negotiate and execute the agreements through March 2028.

Action on Items Removed from Consent Agenda

- **10-C Deletion, Adoption and Revision of Policies BDF (Local), CQC(Local), DC (Local), and FEA(Local):** Consideration and approval of proposed deletion, adoption, and revision of local policies: BDF(Local), CQC(Local), DC (Local), and FEA(Local).

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

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

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

- **10-I Review of Texas Bluebonnet K-5 Sample Materials:** Consideration and approval for the Teaching and Learning Department to order a complete set of Bluebonnet Learning K-5 Reading sample materials to review in its entirety.

MOTION by Mr. Garcia and SECONDED by Mrs. Jones that the Board approve item 10-I as presented.

Prior to discussion **MOTION by Mrs. Jones and SECONDED by Mr. Garcia** to limit the time to two minutes.

Following discussion, on time limit **MOTION CARRIES**, 5-2

Yea: Tassin, Garcia, Hamilton, Schoof, Jones

Nay: Hanan, Gilliam

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

Yea: Tassin, Garcia, Hamilton, Schoof, Jones

Nay: Hanan, Gilliam

11. Convene in Closed Session

The Board convened in closed session at 9:24 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. Consider hearing officer's recommendation regarding request to transfer student who engaged in bullying.

12. Reconvene in Open Session

The Board reconvened in open session at 9:55 p.m.

13. Consider Action on Closed Session Items

MOTION by Mr. Garcia and SECONDED by Mr. Schoof that the Board of Trustees accept the Hearing Officer's recommendation and transfer M.B. to another campus in the District in consultation with M.B.'s parent, pursuant to Board Policy FBD (Legal).

MOTION CARRIES, 6-0

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

Abstain: Jones

14. Action

- A. **Budget Amendment Regarding of 2023 Bond Program Contingency Funds:**

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

MOTION by Mr. Garcia and SECONDED by Mrs. Jones that the Board approve Action Item 14.A - Budget Amendment Regarding of 2023 Bond Program Contingency Funds as presented.

MOTION CARRIES, 7-0

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

- B. **Construction Services Agreement for HVAC-MEP West Zone 1 Renovations and Upgrades at Multiple Campuses (BP046):** Consideration and approval of a Construction Services Agreement with M Scott Construction, Inc. for HVAC-MEP West Zone 1 Renovations and Upgrades at Multiple Campuses (BP046), for a not-to-exceed amount of \$4,765,100 and authorization for the Superintendent to negotiate and execute or terminate the agreements.

MOTION by Mr. Garcia and SECONDED by Mrs. Jones that the Board approve Action Item 14.B - Construction Services Agreement for HVAC-MEP West Zone 1 Renovations and Upgrades at Multiple Campuses (BP046) as presented.

MOTION CARRIES, 7-0

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

C. **School Boundary Advisory Committee Membership:** Consideration and approval of members for the School Boundary Advisory Committee (SBAC).

MOTION by Mr. Garcia and SECONDED by Mrs. Hanan that the Board approve Action Item 14.C – School Boundary Advisory Committee Membership as presented.

Prior to discussion, **MOTION by Mrs. Jones** to Table Action Item 14.C, no **SECOND**.

Following discussion, **MOTION by Mrs. Jones WITHDRAWN.**

ORIGINAL MOTION CARRIES, 6-1

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

Nay: Schoof

15. Future Meeting Discussion

16. Adjournment

Having no further business before the Board, **MOTION** was made by Mr. Garcia to adjourn the meeting at 10:00 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of Resolution Extending Depository Contract of Funds		
Board Policy: CCA (Legal)	District Priority: Priority 3	
Department: Chief Financial Officer		
Are there related documents to be signed by the Board? YES		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval of a resolution to extend the contract with Prosperity Bank as the District's depository for the period July 1, 2025, through June 30, 2027, in accordance with Section 45.205(b) of the Texas Education Code, as presented.

Summary/Background
<p>Texas Education Code Sections 45.201 through 45.209 requires school districts to evaluate their depository agreements every two (2) years. No less than every eight (8) years, depository services must be solicited through a competitive process.</p> <p>Fort Bend ISD issued proposals for depository services in November 2022 and awarded the contract to Prosperity Bank in March 2023 for the period of July 1, 2023, to June 30, 2025, with three (3) additional two-year renewal options. The 2025-27 renewal will be the first of three (3) renewals allowed under the depository contract.</p> <p>Prosperity Bank has been the District's depository bank since 2005 and has continued to provide the level of service that Fort Bend ISD requires and expects. Their personalized customer service and competitive interest rate, which is a minimum of 0.30% per the new agreement, gives Prosperity Bank an advantage over the other banks. Prosperity Bank's local presence and willingness to work with our employees continues to be a factor in the District's decision in choosing a depository bank.</p>

Fort Bend Independent School District

Expenditures to Prosperity Bank in 2023-24 were \$23,513 which included the depository services as well as banking supplies needed for all departments and campuses.

Expenditures year-to-date for 2024-25 (as of February 28, 2025) are \$14,372. Expenditures for 2025-26 and 2026-27 are not expected to exceed \$25,000 per year and funding will be included in the budget.

The Texas Education Agency (TEA) resolution which requires Board signature is attached.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

**Board Resolution Extending Depository Contract for Funds
Of Independent School Districts Under Texas Education Code,
Chapter 45, Subchapter G, School District Depositories**

Resolved by the Fort Bend Independent School District Board of Trustees **that:**

Board of Trustees

Prosperity Bank located at Fort Bend
(Name of Depository Bank) (Name of County)

County, State of Texas, being a bank as defined in section 45.201 of the Texas Education Code, and Fort Bend Independent School District (CDN: 079-907) agree to extend this depository *(Name of District)*


contract pursuant to Texas Education Code Section 45.205, for an additional two-year term from July 1, 2025, through June 30, 2027. Under Texas Education Code Section 45.205(b), a school district and the district's depository bank may agree to extend a depository contract for three additional two-year terms. The extension constitutes the parties' first two-year term. *(first, second, third)*

Furthermore, under Texas Education Code Section 45.205(c), the contract term and any extension must coincide with the school district's fiscal year.

AGREED AND ACCEPTED on behalf of Fort Bend Independent School District
Name of District
 this the _____ day of _____, 2025.

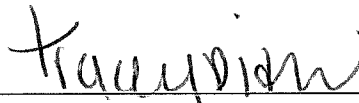
Signature of President of School Board

AGREED AND ACCEPTED on behalf of Depository this the 3rd day of April, 2025.

Prosperity Bank
Typed Name of Depository

Signature of Authorized Bank Officer
Sugar Land Banking Center President
Title of Authorized Bank Officer

Acknowledgement

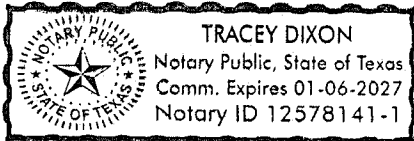
Acknowledged before me in Ft Bend County, Texas, on April 3, 2025, by Tim Stubenrauch, bank officer of the Depository named in the preceding document, for the Depository.



 Signature of Notary

(SEAL)

Notary Public in and for Ft Bend
 County, Texas





PROSPERITY BANK®

March 25, 2025

Fort Bend Independent School District
Ms. Suzanne K. Owen, District Treasurer
16431 Lexington Blvd.
Sugar Land, Texas 77479

Dear Ms. Owen:

The Depository Services Contract between Fort Bend Independent School District and Prosperity Bank is seeking to be renewed on a two-year basis. The previous renewal of the contract by and between Fort Bend Independent School District and the Bank was as of July 1, 2023.

By signing this letter and returning it for our files, you agree to renewal of this contract for an additional two years- July 1, 2025 through June 30, 2027. All terms will remain the same except for the following:

NOW Accounts- Prosperity Bank NOW sheet rate +0.30%

Current posted rates as of 1/1/25: Rate 0.15% APY 0.15%

Money Market Accounts - Prosperity Bank Premier Money Market sheet rate +.30%

<i>Current posted rates as of 1/1/2025</i>		<i>Rate</i>	<i>APY</i>
Tier 1	\$0 - \$9,999.99	0.60%	0.60%
Tier 2	\$10,000 - \$24,999.99	0.85%	0.85%
Tier 3	\$25,000 - \$49,999.99	1.10%	1.11%
Tier 4	\$50,000 - \$99,999.99	1.50%	1.51%
Tier 5	\$100,000 - \$249,999.99	2.00%	2.02%
Tier 6	\$250,000 - \$999,999.99	2.75%	2.78%
Tier 7	\$1,000,000...	3.00%	3.04%

Certificate of Deposit - Sheet Rates

Prosperity Bank reserves the right to accept or decline additional depository funds in the aggregate, in excess of \$150,000,000.00.

We appreciate and value our business relationship with Fort Bend Independent School District and look forward to working with you in the future. If you have any questions, please let me know. I may be reached at 281-269-7126 or by email tim.stubenrouch@prosperitybankusa.com.

Sincerely,

Tim Stubenrouch
President
Sugar Land Banking Center
Prosperity Bank

Fort Bend ISD Extension 2025-2027

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Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of Date and Time for Public Hearing on 2025-26 Budget and Tax Rate		
Board Policy: CE (Legal)	District Priority: Priority 3	
Department: Chief Financial Officer		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval to set the date and time for the public meeting to discuss the proposed school district budget and proposed tax rates for the 2025-26 school year on June 23, 2025, beginning at 5:00 p.m. in the Board Room of the Fort Bend ISD Administration Building.

Summary/Background
<p>In accordance with Texas Education Code Sec 44.004 and Board Policy CE (Legal), the District is required to call a public meeting to discuss the proposed school district budget and proposed tax rates for the 2025-26 school year. This public meeting provides taxpayers with an opportunity to receive information, comment, express their views, and offer input on the proposed 2025-26 school district budget and maintenance and operation and debt service tax rates. The date of the public meeting is set for June 23, 2025, beginning at 5:00 p.m. in the Board Room of the Fort Bend ISD Administration Building.</p> <p>The District will publish the notice of the public meeting and the required Notice of Budget and Tax Rate in several newspapers in the manner prescribed by law. After the public meeting is held, the Board may adopt a tax rate equal to or less than the proposed tax rate published in the legal notice no later than June 30th.</p> <p>Because the District's fiscal year begins on July 1, the District uses the April certified estimated values to prepare the Notice of Budget and Tax Rate to discuss the budget and proposed tax rate. Formal adoption of the tax rates will occur at the September 2025 Board meeting once</p>

Fort Bend Independent School District

the District receives certified actual property values from the Fort Bend Central Appraisal District.

Recommended by:

Dr. Marc Smith

Superintendent of Schools

Submitted by:

Bryan Guinn

Chief Financial Officer

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of Budget Amendment Regarding Use of 2018 Bond Program Contingency Funds		
Board Policy: CV (Local)	District Priority: Priority 3	
Department: Deputy Superintendent Operations		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval for the use of 2018 Bond Program Contingency as proposed by Administration.

Summary/Background
<p>Portable Classroom Building Relocations, Installation, and Repairs for the 2025-26 School Year was identified as a project requiring funds. The 2018 Bond Program was established with an initial program contingency of \$5,019,364 intended to address unforeseen critical issues. The cumulative program contingency as of April 30, 2025, is \$8,525,255.66.</p> <p>The 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.</p> <p>Administration recommends contributing \$283,375.59 of available funds from the Portable Classroom Building Relocations, Installation, and Repairs for 2022-23 School Year budget; \$622,754.04 of available funds from the Portable Classroom Building Relocations, Installation, and Repairs for 2023-24 School Year budget; \$623,476.20 of available funds from the Portable Classroom Building Relocations, Installation, and Repairs for 2024-25 School Year budget; \$1,135,940.26 of available funds from the Exterior Envelope (PKG019) budget; and is requesting approval to use \$3,581,000.00 of Program Contingency funds to supplement the Portable Classroom Building Relocations, Installation, and Repairs for 2025-26 School Year budget.</p>

Fort Bend Independent School District

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 May 19, 2025, Board of Trustees meeting and reflects the projected 2023 Bond Program Contingency balance as of May 2025.

Description	Budget (Shortage)/Surplus
Cumulative Program Contingency as of April 14, 2025, BOT Meeting	\$8,525,255.66
Closeouts, Interest, and Additions (April 2025 Memo)	\$0.00
Cumulative Proposition A Contingency as of April 30, 2025	\$8,525,255.66
<i>Contributions</i>	
PKG 099 Portable Classroom Building Relocations, Installation, and Repairs for 2022-2023 School Year	\$283,375.59
PKG 099 Portable Classroom Building Relocations, Installation, and Repairs for 2023-2024 School Year	\$622,754.04
PKG 099 Portable Classroom Building Relocations, Installation, and Repairs for 2024-2025 School Year	\$623,476.20
PKG019 Exterior Envelope	\$1,135,940.26
Contribution Sub-Total	\$2,665,546.09
Subtotal	\$11,190,801.80
<i>Uses</i>	
Portable Classroom Building Relocations, Installation, and Repairs for 2025-2026 School Year	(\$3,581,000.00)
Use Sub-Total	(\$3,581,000.00)
Cumulative Program Contingency as of May 19, 2025	\$7,609,801.75

Fort Bend Independent School District

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Kathleen Brown
Deputy Superintendent Operations

Dr. Damian Viltz
Chief Operations Officer

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of Budget Amendment Regarding Use of 2023 Bond Program Contingency Funds		
Board Policy: CV (Local)	District Priority: Priority 3	
Department: Deputy Superintendent Operations		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

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

Summary/Background
<p>HVAC – MEP East Zone 1 (BP039) 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 April 14, 2025, was \$49,007,554.27.</p> <p>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.</p> <p>Administration is requesting approval to use \$2,500,000 of program contingency funds to supplement the HVAC – MEP East Zone 1 (BP039) budget.</p> <p><u>Background</u></p> <p>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 May 19, 2025, Board of Trustees meeting and reflects the projected 2023 Bond Program Contingency balance as of May 2025.</p>

Fort Bend Independent School District

Description	Budget (Shortage)/Surplus
Cumulative Proposition A Contingency as of April 14, 2025, BOT Meeting	\$49,007,554.27
Closeouts, Interest, and Additions (April 2025 Memo)	\$132,890.72
Cumulative Proposition A Contingency as of April 30, 2025	\$49,140,444.99
<i>Uses</i>	
BP039 HVAC – MEP East Zone 1	(\$2,500,000.00)
Use Sub-Total	(\$2,500,000.00)
Cumulative Program Contingency as of May 19, 2025	\$46,640,444.99

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Kathleen Brown
Deputy Superintendent Operations

Dr. Damian Viltz
Chief of Operations

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of 2025-26 Fort Bend ISD Annual Professional Learning Plan.		
Board Policy: DMA (Legal, Local)	District Priority: Priority 1	
Department: Chief Organizational Development		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval of the 2025–26 FBISD Annual Professional Learning Plan.

Summary/Background
<p>Policy DMA Local requires that the Board of Trustees annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and approve the District’s Annual Professional Development Plan.</p> <p>The SBEC clearinghouse articulates required training on seven topics included in Senate Bill 1267 including:</p> <ul style="list-style-type: none">• Suicide prevention,• Strategies for Maintaining positive relationships among students, including conflict resolution,• Preventing, identifying, responding to, and reporting incidents of bullying,• Safety training program,• Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children,• Increasing awareness and implementation of trauma-informed care, and• Administration of an epinephrine auto-injector.

Fort Bend Independent School District

In addition to the required training from Senate Bill 1267, the clearinghouse provides links to other documents that outline additional required training for district employees. The attached 2025–26 FBISD Annual Professional Learning Plan provides a schedule of the required professional learning for all employees aligned to the SBEC clearinghouse.

In addition to these learning requirements, all FBISD staff engage in required and optional learning throughout the year to support the implementation of District goals and priorities.

The FBISD Annual Professional Learning Plan combines with District required, compliance, and optional courses to support teachers and administrators in meeting required continuing professional education components for educator renewal of standard certificates. The plan was reviewed and approved by DPAC on April 2, 2025.

The FBISD Annual Professional Learning Plan is attached.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Stephanie Williams
Chief Organizational Development

DMA Local – Training Overview

Fort Bend ISD Annual Professional Learning Plan

The table below outlines the training required for all district employees per TASB and Senate Bill 1267, including the schedule for when courses are offered.

The courses in **bold** reflect the requirements set by the SBEC Clearinghouse.

Job Role	State Required Training <i>(SB1267, TASB)</i>	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
All Employees	Increasing Awareness of Issues Regarding Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children	Required for all employees as part of new employee orientation at the beginning of the school year and for other employees in accordance with local policy.	X		
	Increasing Awareness and Implementation of Trauma-Informed Care <i>Satisfies Trauma-Informed Care Training</i>	Job embedded or as part of a professional learning community, or annually.	X		70
	Suicide Prevention	Job embedded or as part of a professional learning community, or annually.	X		
	Food Allergy Training <i>Staff members responsible for the direct care of a student with food allergies will receive specialized training from the school nurse</i>	As needed	X	X	
	Administration of an Epinephrine Autoinjector	Job embedded or as part of a professional learning community, or annually.	X		
	Bloodborne Pathogens	Pre-service and annual refresher training as described in the TDSHS Exposure Control Plan.	X		
	Cybersecurity Training	Annually for the cybersecurity coordinator and on a schedule recommended by the district in consultation with the district cybersecurity coordinator.	X		
	Student Records	As needed	X		

DMA Local – Training Overview

Job Role	State Required Training (SB1267, TASB)	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
All Employees <i>Continued</i>	Emergency Operations Plan	As needed	X		
	Employee-on-Employee Harassment DAEP	Recommended annually or as needed and before the start of employment with the district.	X		
	Recognizing Need for Mental Health and Substance Abuse Intervention	As needed	X		
	Americans with Disabilities Act <i>Also satisfies Employee Nondiscrimination training</i>	Recommended as needed	X		
	HB 3 Mental Health Training*	A school district must ensure that 25% of the applicable employees have training by 2025-26, at least 50% by 2026- 27, at least 75% by 2027-28, and 100% by the beginning of the 2028-29 school year.	X	X	X ⁷¹
<i>*Fulfillment of new training requirements to be executed as part of a three-year implementation plan</i>					
The job roles below require the following additional training.					
All Campus Staff	Student-on-Student Bullying and Harassment	As determined by local policy.	X		
	Trauma-Informed Care Training <i>See "Increasing Awareness and Implementation of Trauma-Informed Care" course above</i>	In accordance with local policy and as part of new employee training and for existing educators on a schedule adopted by TEA.	X		
	Section 504 <i>Also satisfies Employee Nondiscrimination training</i>	Recommended before employees begin working with students with disabilities and as needed thereafter	X		
	Traumatic Injury Response Training (Bleeding Control Station Training)	As needed	X		X
	Opioid Antagonists	Yearly for nurses and officers, as needed for campus principals and athletic trainers.			X

DMA Local – Training Overview

Job Role	State Required Training (SB1267, TASB)	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
All Campus Staff <i>Continued</i>	Use of Restraint with Special Education Students <i>(To include identified Administrators, General Education, and Special Education Personnel as part of campus identified team)</i>	As needed and within 30 school days following the use of restraint by untrained personnel called upon to use restraint in an emergency.			X
	Language Proficiency Assessment Committee (LPAC) <i>(To include identified campus members)</i>	As needed			X
Teachers	Use of Time-Out with Special Education Students	As needed and within 30 school days of an employee being assigned the responsibility for implementing time-out.			X ⁷²
	Strategies for Establishing and Maintaining Positive Relationships Among Students, Including Conflict Resolution	In accordance with local policy.		X	X
	General Education Teacher Implementing IEP	The district may determine the time and place at which the training is delivered.	X		
	Technology and Digital Learning	Optional staff development, as needed		X	X
Elementary Teachers (K-3)	Literary Achievement Academies for Teachers at Any Grade Level	Available for all teachers but required for teachers in K-3 grade levels. For teachers in K-3 grade levels for the 205-2026 school year, training should be completed by the end of the teacher’s first year of placement in that grade level or campus.		X	X

DMA Local – Training Overview

Job Role	State Required Training (SB1267, TASB)	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
Gifted & Talented Teachers	Gifted and Talented (Initial 30 hours)	Prior to assignment as a teacher providing G/T instruction. Teachers without the required initial training must complete it within one semester of providing G/T instruction.		X	X
	Gifted and Talented (Annual Update)	An additional six hours of professional development is required annually for G/T teachers.		X	
Secondary Teachers	Dating Violence	As needed	X		
Athletic Coaches	Safety Training Program	Job embedded or as part of a professional learning community, or annually.		X	73
	Steroids	As needed		X	
	Concussion Training for Employees	At least once every two years, and if a member of the concussion oversight team, then prior to appointment or approval as a member of the team.		X	
	CPR and First Aid	As needed to maintain current certification and within the time frames adopted by the district.		X	
	Automated External Defibrillators (AED)	As needed to maintain current certification in the use of an AED.		X	
High School Band Directors, Assistant Band Directors, Percussion Specialists, Dance Directors, Assistant Dance Directors	CPR and First Aid	As needed to maintain current certification and within the time frames adopted by the district.		X	
	Automated External Defibrillators (AED)	As needed to maintain current certification in the use of an AED.		X	
	Safety Training Program	Job embedded or as part of a professional learning community, or annually.		X	

DMA Local – Training Overview

Job Role	State Required Training (SB1267, TASB)	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
Counselors	Gifted and Talented: Nature and Needs with Program Options	Counselors with authority for program decisions must have at least six hours of G/T professional development.			X
	College and Career Counseling Academy (<i>secondary counselors only</i>)	As developed and made available by The Center for Teaching and Learning at UT Austin.			X
Administrators	Student Discipline	At least once every three years.		X	X
	Gifted and Talented: Nature and Needs with Program Options	Administrators with authority for program decisions must have at least six hours of G/T professional development.			X 74
	Literary Achievement Academies for Teachers at Any Grade Level (<i>Elementary Administrators</i>)	Required principals at campuses with K-3 grade levels. For principals initially employed at campuses with K-3 grade levels for the 2025-2026 school year, training should be by the end of the principal's first year of placement in that campus.		X	X
	Teacher Appraisals (T-TESS)	Before conducting appraisals.		X	X
	Principal Appraisals (T-PESS)	Before conducting appraisals.		X	X
	Principal Training (Instructional)	As needed		X	X
	Dating Violence	As needed		X	
	Student Searches	As needed		X	
	Title IX Training <i>Also satisfies Employee Nondiscrimination training</i>	As needed		X	

DMA Local – Training Overview

Job Role	State Required Training (SB1267, TASB)	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
Campus Assessment Lead	Test Administration Procedure Training	Annually, and as the test administration materials specify.			X
	Texas English Language Proficiency Assessment System (TELPAS) Training	As needed			X
Nurses	Seizure Recognition and Related First Aid Training (<i>specialized training for nurses</i>)	As needed		X	
	Traumatic Injury Response Training (Bleeding Control Station Training)	As needed	X		X 75
	CPR and First Aid	As needed to maintain current certification and within the time frames adopted by the district		X	
	Automated External Defibrillators (AED)	As needed to maintain current certification in the use of an AED.		X	
	Opioid Antagonists	Yearly for nurses and officers, as needed for campus principals and athletic trainers.		X	
Police Department	School District Peace Officers and School Resource Officers	Before or within 180 days of the officer's commission by or placement in the district or a campus of the district.			X
	Traumatic Injury Response Training (Bleeding Control Station Training)	As needed	X		
	Body Worn Camera Program for Certain Law Enforcement Agencies	Before a law enforcement agency operates a body worn camera program.			X
	Opioid Antagonists	Yearly for nurses and officers, as needed for campus principals and athletic trainers.			X

DMA Local – Training Overview

Job Role	State Required Training <i>(SB1267, TASB)</i>	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
Custodial & Maintenance Staff	Hazardous Chemicals	As needed			X
	Asbestos <i>(including Designated Asbestos Coordinator)</i>	New custodial and maintenance employees must be trained within 60 days after beginning employment, with additional training as needed. The designated asbestos coordinator should receive training prior to or upon designation, with additional training as needed.			X
Specialized Job Roles					76
District Staff at DAEP	Disciplinary Alternative Education Program (DAEP)	As needed. Employees must receive training on established procedures for reporting abuse, neglect, or exploitation of students annually.			X
Adult Transition Service Coordinator	Transition and Employment Coordinator for Special Education Students	As the commissioner develops and makes available minimum training guidelines, with review at least once every four years.			X
Dyslexia Teacher	Dyslexia Training for School Employees	As needed		X	X
Parents/Guardians of Students with Dyslexia and Related Disorders	Dyslexia Education for Parents	As needed			X
Title IX Coordinator	Title IX Sexual Harassment Training <i>(also required for designated individuals or decision-makers in formal complaint process)</i>	When an employee is designated and as needed thereafter.			X

DMA Local – Training Overview

Job Role	State Required Training (SB1267, TASB)	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
Concussion Oversight Team	Concussion Training for Volunteer Licensed Health Care Professional on Concussion Oversight Team	Prior to appointment or approval as a concussion oversight team member, at least once every two years.			X
Campus Wellness Committee Leaders	Coordinated Health Program	As needed, based on the scheduled adopted by TEA for regional education service centers to provide training regarding implementation of the coordinated health program.			X
Unlicensed Diabetes Care Assistant	Diabetes Training	Before the beginning of the school year or as soon as practicable following the enrollment of a student with diabetes at a campus that previously had no students with diabetes or a diagnosis of diabetes for a student at a campus that previously had no students with diabetes.			77 X
Threat Assessment Team and Safe & Supportive School Team	Threat Assessment Team and Safe and Supportive School Team Training	In accordance with administrative rules.		X	X
Designated Infection Control Officer	Designated Infection Control Officer Training	Before designation	<i>The Designated Infection Control Officer completed training prior to their appointment in 2019. Licensure is maintained through CNE credit hours every two years.</i>		
Integrated Pest Management Team	Integrated Pest Management	Within six months of appointment, IPM coordinator must have required training, then obtain at least six hours of TDA-approved continuing education at least every three years. IPM coordinator is responsible for ensuring that employees who perform pest control have the necessary training.			X

DMA Local – Training Overview

Job Role	State Required Training (SB1267, TASB)	TEA Required Frequency	Annual Staff Training	Summer Contract Days	School Year Job-Embedded
Public Information Coordinator	Public Information Act	Within 90 days after assuming the office of the public information coordinator.			X
Mentor Teacher	Mentor Teacher Training	Before the start of the school year, in which the mentorship will occur, and supplemental training during the school year.		X	X
Investment Officers	Public Funds Investment Training	Ten hours of initial training in the first 12 months, then eight hours of investment training every two years thereafter, unless an exception applies.			X
Volunteers	Volunteer Training	As needed			X 78

The table below shows the differences between trainings offered in FBISD and the required trainings as listed in the SBEC Clearinghouse and TASB School District Training Chart. **Note:** None of the trainings below are required in the SBEC Clearinghouse.

Required Training	District's Plan
Elective Bible Course	This course is not offered in FBISD.
High-Quality Prekindergarten Grant Program	FBISD does not have this grant, all PK teachers are funded by 199.
Literary Achievement Academies for Teachers at Any Grade Level	This requirement for secondary teachers will not apply until academies are developed and made available for 6th-8th grade.
Career and Technology Education	FBISD does not employ any CTE teachers under a local permit.
District Juvenile Case Managers	FBISD does not employ any District Juvenile Case Managers.
Mathematics Achievement Academies for Teachers at Any Grade Level	This requirement will not apply until academies are developed by the state.
Adult Education and Literacy	FBISD does not receive AEL grant funding.
Mentor Teacher Training (2 years)	FBISD does not require a second year of mentorship to new teachers, but second-year teachers can access another year of mentoring as needed.
Use of Respiratory Distress Medication	FBISD is awaiting further instruction from the state on the audience, frequency, and content of the training.

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of Incentive Allotment Spending Plan.		
Board Policy: CB Legal	District Priority: Priority 2	
Department: Chief Organizational Development		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval of the Fort Bend ISD Teacher Incentive Allotment Spending Plan.

Summary/Background
<p>The proposed Fort Bend ISD TIA Spending Plan is attached for review.</p> <p>The Teacher Incentive Allotment (TIA) was created by the Texas Legislature in 2019 as part of House Bill 3 to provide a realistic pathway for top designated teachers to earn up to six-figure salaries and to help retain highly effective teachers at traditionally hard to staff schools. Current data across Texas indicates that nearly 25,000 of the approximate 384,000 teachers are designated and receiving additional money through Teacher Incentive Allotment. In short, approximately 6.5% of Texas teachers have been designated through National Board Certification and/or a Local Designation System.</p> <p>Teacher designations are awarded at three levels with allotment amounts varying based upon the specific school where teachers are assigned. The allotment range for each designation is outlined below.</p> <ul style="list-style-type: none">• Recognized teacher allotment of \$3,000 - \$9,000<ul style="list-style-type: none">○ National Board-Certified teachers automatically earn the designation of Recognized.• Exemplary teacher allotment of \$6,000 - \$18,000• Master teacher allotment of \$12,000 - \$32,000

Fort Bend Independent School District

FBISD launched National Board Teacher Certification cohorts in summer 2022. Currently, FBISD has 15 NBTC teachers. Teachers who earn the certification are designated as recognized and generate the allotment for five consecutive years before maintenance of their certification through resubmission is required.

In Fall 2023, FBISD launched a design team tasked with the development of a TIA Local Designation System to broaden the number of eligible teachers. The design team includes representation from campus leaders and all district instructional departments along with Business and Finance, Communications, and Human Resources. In 2023, the design team evaluated system readiness and communicated intent to submit application to TEA in April 2025.

Over the past year, the design team researched Local Designation design components, evaluated surrounding district plans, and developed draft recommendations for the system components. Periodically, the team engaged campus administrators and teachers in feedback on required system components to develop a system that will be supported by all stakeholders.

The district's TIA Local Designation components include the district adopted observation system, T-TESS, NWEA MAP student growth measures, and schoolwide growth from STAAR.

Additionally, the Local Designation System must outline a TIA Spending Plan that provides details on how the District will use the generated allotment funds. The TEA requires that the Board of Trustees approve the TIA Spending Plan. The Fort Bend ISD proposed Spending Plan outlines the district plan to utilize funding as represented in the table below.

Distribution of Allotment Funds		
Percent of Allotment Going to Designated Teachers	Percent of Allotment Going to other Teachers on the Campus	Percent of Allotment being Retained by the District
90%	0%	10%

This distribution is consistent with surrounding districts.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Stephanie Williams
Chief Organizational Development

Fort Bend ISD Teacher Incentive Allotment (TIA) Proposed Spending Plan

TIA Funding

The Teacher Incentive Allotment was created by the Texas Legislature in 2019 as part of House Bill 3 to provide a realistic pathway for top designated teachers to earn up to six figure salaries and to help retain highly effective teachers. Based in Texas Education Code (TEC) §21.3521 (Local optional Teacher Designation System) and §48.112 (Teacher Incentive Allotment), TIA is built to provide funds for outstanding teachers to remain in the classroom and improve student outcomes.

The designations and funding are contingent on approval of a Fort Bend ISD Local Designation System through the Texas Education Agency TIA validation and approval process. TEA will provide state funds to support teacher designations at three levels: *Recognized, Exemplary, and Master*.

Teacher Designation Award Amount Determinations

The total funding allocation varies by designation level. The State will calculate rural and socio-economic tier funding status annually based on student enrollment.

Allotment funds will be based on the socioeconomic status of the campus and not the individual students assigned to the designated teacher. Teacher designations are awarded at three levels with allotment amounts varying based upon the specific school where teachers are assigned.

The allotment range for each designation is outlined below:

- **Recognized** teacher allotment of \$3,000 - \$9,000
- **Exemplary** teacher allotment of \$6,000 - \$18,000
- **Master** teacher allotment of \$12,000 - \$32,000

Funding for individual teacher designation will be determined based on their campus of assignment at the time of the Winter Class Roster Verification at the end of February.

State Requirements TIA Funding

Funding for teachers designated *Recognized, Exemplary, and Master* through TIA is distributed from the state to Texas school districts. The statute requires that districts certify that funds received under TIA are distributed according to the TEC code outlined below.

TEC Section 48.114 (i)(1)(A) states that: *“A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed.”*

Distribution of Compensation

Fort Bend ISD utilized a design team to develop the Fort Bend ISD TIA Local Designation System. The design team researched other district compensation plans and gathered input from teachers, leaders, and central office department staff to ensure a broad group of stakeholders were included in decision making on how to apply TIA compensation rules.

The distribution of the compensation plan evidences Fort Bend ISD's commitment to recruiting and retaining high quality teachers.

FBISD will use the following distribution of allotment funds in alignment with guidelines:

Distribution of Allotment Funds		
Percent of Allotment Going to Designated Teachers	Percent of Allotment Going to other Teachers on the Campus	Percent of Allotment being Retained by the District
90%	0%	10%

Teacher Designation Fees

Fort Bend ISD must submit a \$500 per teacher designation fee to TEA for each teacher whose data is submitted for review under the FBISD Local Designation System. For example, a district proposing 12 teachers for a new or higher designation would submit a fee of \$6,000. Districts will pay these fees via e-check or credit card in SCOMS, the TIA TEAL application.

Districts submit fees based on the number of new or higher designations in the final data submission file. No fees are required to maintain existing teacher designations. All fees are reimbursed the following September via the Foundation School Program settle-up.

FBISD cannot recommend a teacher to the state for TIA Designation if they do not remain in an eligible teaching position for the year following the data capture year. For example, if a teacher is Designated due to data collection in the 2025-26 school year, but the teacher moves into an Assistant Principal position in the 2026-27 school year, the state will not approve the TIA Designation.

Frequency and Impact of Compensation

TIA compensation is an annual allotment provided by the state and is subject to the availability of funding at the state level. TIA designated teachers will receive TIA compensation annually based upon their designation for five years.

Compensation will be paid via stipend in one lump payment at the end of the fiscal year in which the designation was awarded. The District will publish an annual calendar for these stipend payments.

TIA compensation stipends will be included in the annual wages reported to TRS and will be included in the calculation of retirement benefits. TRS benefits are subject to TRS rules and regulations.

Movement of Teachers

Fort Bend ISD will take the following actions based on the movement of teachers who earn a designation.

Movement of Teachers	
Since the allotment amount varies based on campus rurality and socioeconomic need, what happens if a teacher moves campuses during the school year?	The designated teacher's campus location at the time of Class Roster Winter Submission (February each year) determines the allotment amount generated and the compensation the teacher will receive as a stipend.
What happens if a designated teacher leaves the district prior to Class Roster Winter Submission?	The designated teacher will not generate an allotment and will not receive compensation.
What is the district's plan for adjusting the distribution of funds if a designated teacher leaves the eligible campus or the district after Class Roster Winter Submission? If the district retains funds, how will those funds be redistributed?	<ul style="list-style-type: none"> • Designated teachers who resign, retire, or move to a full-time benefit eligible role other than 087 within the district after Class Roster Winter Submission and leave after the end of their contract will receive the allotment per the spending plan. • Designated teachers who resign, retire, or move to a full-time benefit eligible role other than 087 within the district after the Class Roster Winter Submission but leave before the contract ends or after penalty free date and do not meet the consideration when determining good cause will not receive the TIA stipend. Their share of the allotment will be equally disseminated to the remaining designated teachers at the campus of the resigning/retiring teacher by August 31st. • Any designated teacher leaving the district after Class Roster Winter Submission due to termination or is non-renewed will not receive their stipend. If the designated teacher is terminated prior to the stipend payout, their share of the allotment will be equally disseminated to the remaining designated teachers at the campus of the terminated teacher by August 31. • If there are no other designated teachers at a campus that retains the funds, then the allotment amount will be disseminated to the remaining teachers in the corresponding department/grade level by August 31.

Disclaimer: As a state funded initiative, TIA funding is contingent upon state appropriations and approval through the state's TIA review process. Fort Bend Independent School District is not responsible for funding the initiative if state funds to support the Teacher Incentive Allotment are unavailable. FBISD will provide written notice to teachers if TIA funds from the state lapse, are reduced, or are discontinued.

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of Deletion, Adoption, and Revision of Policies BQA (Local), CAA (Local), CCA (Local), CDA (Local), EHBE (Local), and EIE (Local)		
Board Policy: BF (Local)		District Priority: Priority 2
Department: Deputy Superintendent Chief of Staff		
Are there related documents to be signed by the Board? NO		
<input type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

Recommendation
Consideration and approval of proposed deletion, adoption, and revision of local policies: BQA (Local), CAA (Local), CCA (Local), CDA (Local), EHBE (Local), and EIE (Local).

Summary/Background
<ul style="list-style-type: none">• BQA – Planning and Decision-Making Process: District-Level<ul style="list-style-type: none">○ Recommended revisions include aligning the District Improvement Planning process and eliminating the references to Community Based Accountability.• CAA – Fiscal Management Goals and Objectives: Financial Ethics<ul style="list-style-type: none">○ Recommended revisions to this local policy at Federal Awards Disclosure are to align text with updated rules regarding federal grants found in the Code of Federal Regulations. This guidance became effective October 1, 2024, and is reflected in CBB(LEGAL). The phrase "or designee" is recommended for deletion throughout the policy, except in places where the designation of another individual could be in place of the superintendent or board president and not just the superintendent as is the case in most other policy.• CCA – Local Revenue Sources: Bond Issues<ul style="list-style-type: none">○ Recommended revisions change the committee from a Bond Oversight Committee to a Bond Advisory Committee with details to align with recently approved Policy BDF (Local).• CDA – Other Revenues: Investments<ul style="list-style-type: none">○ The section on Sellers of Investments is recommended for revision to specify that representatives with distributors of investment pools must be registered with the Texas State Securities Board, have membership in the Securities Investor Protection

Fort Bend Independent School District

Corporation, and be in good standing with the Financial Industry Regulatory Authority. Distributors of investment pools must also be registered in good standing with the Municipal Securities Rulemaking Board.

- EHBE – Special Programs: Bilingual Education/ESL
 - Significant revisions to the Administrative Code require districts to revise local policy addressing dual language immersion (DLI) programs.
- EIE – Academic Achievement: Retention and Promotion
 - Shift toward more proactive approach to student academic achievement. Policy would allow for early parent notification of interventions to students at risk of not meeting promotion standards, to include a summary of services to be provided and potential consequences of not achieving expected performance levels.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Beth Martinez
Deputy Superintendent Chief of Staff

Philosophy

The Board believes in a District culture that embraces care, respect and safety. In addition, a culture of truth-telling through an honest feedback loop must be associated with strategic planning and decision making in order to tell a comprehensive story related to District progress, the development of the whole child, and student achievement. Further, the Board believes in the importance of the District partnering with stakeholders for input in the planning and decision-making process in order to promote student growth and continuous improvement of District operations to achieve the District Mission, Vision, Philosophy, and Goals.

**Community-Based
Accountability**

~~Community-Based Accountability is predicated upon the premise that schools exist to address the development of the whole child and to be accountable for fulfilling the hopes and dreams of their communities. The Hopes and Dreams protocol shall be defined in administrative procedures.~~

~~The District seeks to provide a meaningful accountability system that guides campuses to provide a true accounting of their efforts to develop the whole child. This system is based on seven pillars:~~

- ~~1.— Student Learning and Progress~~
- ~~2.— Student Readiness~~
- ~~3.— Engaged, Well-Rounded Students~~
- ~~4.— Community Engagement and Partnerships~~
- ~~5.— Professional Learning and Quality Staff~~
- ~~6.— Systems and Operations~~
- ~~7.— Safety and Well-Being~~

~~The Superintendent shall develop administrative procedures that detail the components of the District's Community-Based Accountability System. The District's Mission, Vision and Goals shall serve as the directional system for the Community-Based Accountability System and shall provide direction to District level decision making, improvement, and strategic planning.~~

Signaling

~~As part of the culture of truth-telling through an honest feedback loop, the Strategic Plan, Superintendent Evaluation, District Improvement Plan and department plans shall provide periodic signals that indicate progress towards achieving the performance objectives and milestones.~~

**District Strategic
Planning**

~~The Community-Based Accountability System shall influence the milestones established in the District Strategic Plan (DSP). The DSP shall align to the Board-adopted Goals and Objectives and guide the development of the District Improvement, Campus Improvement and Department Plans. [See BQ(LOCAL) and BQB(LOCAL)]~~

The District Strategic Plan shall align to the Board adopted Priorities and Goals and guide the development of improvement plans. The performance objectives and goals defined in the District and Department Improvement plans shall align to support achievement of the District Strategic Plan outcomes. [See BQ (Local)]

The Superintendent shall develop administrative procedures that detail the components of the district improvement planning and decision-making process.

**District Improvement
Planning**

Each year, the District shall develop the District Improvement Plan (DIP) and direct the development of Campus Improvement Plans, and Department Plans, aligned with the Board-adopted Mission, Vision, Core Beliefs and Commitments, Priorities and Goals. [BQB(LOCAL)] The purpose of these plans shall be to identify performance objectives and actions focused on the implementation of systems to improve student achievement, promote student growth anchored to the Profile of a Graduate, and to achieve District Priorities and Goals.

~~After the DSP is finalized and communicated to the Board, the Board shall approve the performance objectives of the DIP. Annually, the Board shall approve the District Improvement Plan performance objectives. The Administration shall inform the Board how the DIP performance objectives align to the DSP. Board of progress towards the defined objectives.~~

**District Planning
Advisory Council**

The District shall establish and maintain a District Planning Advisory Council (DPAC). Annually, the DPAC shall review the DSP including strategic actions, milestones, and information about how the DIP supports and aligns to the DSP.

The DPAC shall serve exclusively in an advisory role except that the council shall approve professional development of a District-wide nature recommended by District Administration and provide input related to the DSP, DIP, and major District-wide classroom instructional programs in alignment with the District's Mission, Vision, and Goals.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

	<p>The Superintendent shall develop administrative procedures that detail the meeting schedule, vacancy guidelines, role of the chairperson, development of the agenda, and selection of membership. [See BJA(LOCAL)]</p>
Duties of Council	<p>The DPAC shall perform duties as described in BQA(LEGAL). The DPAC shall be informed about the Community-Based Accountability System including, but not limited to truth-telling, the feedback loop and signaling.</p>
Composition of the Council	<p>As outlined in administrative procedures, the DPAC shall be composed of members who represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. At least two-thirds of the District and campus professional staff shall be classroom teachers.</p>
Elections	<p>Election of the professional staff members shall be held in the fall of each school year. Nomination and election shall be conducted in accordance with this policy and administrative procedures. The consent of each nominee shall be obtained before the person's name may appear on the ballot.</p> <p>Representatives and alternates shall be nominated and elected using the electronic nomination process and electronic voting meeting outlined in administrative procedures.</p> <p>An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the council. [See also DGA]</p>
Terms	<p>Representatives shall serve staggered two-year terms and shall not be limited to the number of terms served on the council provided that they continue to meet the criteria of the area represented. The alternate will serve if the representative is unable to complete the term.</p>
Communications	<p>The Superintendent or designee shall ensure that the DPAC periodically obtains broad-based community, parent, and staff input regarding recommendations.</p>
Other Advisory Groups	<p>The existence of the DPAC shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.</p>

Philosophy

The Board believes student success is best achieved by empowered and effective leaders who are role models of honest and ethical behavior. Therefore, the Board expects any and all parties involved in the District's financial transactions to act with integrity, competency, and diligence.

Note: Additional guidance regarding conflicts of interest, ethics, and financial oversight may be found in the following policies and published administrative regulations and handbooks:

- Code of ethics:
 - for Board members— BBF
 - for employees— DH
- Financial conflicts of interest:
 - for public officials— BBFA
 - for all employees— DBD
 - for vendors— CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

Fraud and Financial Impropriety

The District strictly prohibits fraud, financial impropriety, or any other illegal activities in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.

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2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

Financial Controls and Oversight

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

Accountability for the effectiveness of fraud prevention cannot be delegated and shall remain with supervisors and managers. Personnel with supervisory or review authority shall have the following fraud prevention responsibilities:

1. Understand the areas within his or her authority that may be at risk for fraud.

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2. Establish and maintain effective controls and procedures to prevent acts of fraud or wrongdoing.
3. Establish and maintain effective controls and procedures to promptly detect attempted acts of fraud or wrongdoing, should prevention efforts fail.

Accountability for the effectiveness of these responsibilities cannot be delegated and shall remain with supervisors and managers.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent ~~or designee~~, the Board President, or local law enforcement. Failure to report suspicions about suspected fraud or financial impropriety or failure to cooperate with an ongoing investigation of such matters could result in disciplinary consequences up to and including termination.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

Protection from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports suspected fraud or financial impropriety. [See DG]

Fraud Investigations

As appropriate, members of the FBISD Police, Legal Services, Human Resources, Internal Audit, and Technology departments, either independently or in collaboration, shall have the primary responsibility for the investigation of suspected fraudulent acts.

Ethics Hotline

To facilitate reporting of suspected violations, especially in those situations where the reporting individual wishes to remain anonymous, the District has established a telephone/web reporting hotline. The District's Ethics Hotline is operated by an independent third party who will report all incidences directly to designated members of the Legal Services and Human Resources departments immediately after receiving notice of a concern. If the report involves the Superintendent, the designated members of the Legal Services and Human Resources departments shall submit the report to the President of the Board of Trustees. The designated members of the Legal Services and Human Resources departments shall have the primary responsibility for overseeing all investigations and follow up.

Individuals may submit an incident report of suspected violations by calling the Ethics Hotline at (877) 472-2110, by accessing the

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link on the District's website, or reporting at www.lighthouse-services-cms.com.

The District's Ethics Hotline is separate from the FBISD Crime Stoppers program. Individuals may also report illegal activities to the Crime Stoppers hotline by calling (281) 491-TIPS (491-8477).

Response

If an investigation substantiates a report of fraud or financial impropriety involving the commission of a felony offense, the Superintendent ~~or designee~~ shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration. If the investigation substantiates a report of fraud or financial impropriety involving the Superintendent, the investigation report shall be submitted to the President of the Board of Trustees.

If an employee is found to have committed fraud or financial impropriety, the Superintendent ~~or designee~~ shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent ~~or designee~~ shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Audit Committee for review.

Federal Awards Disclosure

~~The~~ In connection with federal awards, the District shall promptly disclose, in a timely manner in writing to the federal awarding agency or pass-through entity, all violations whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations ~~potentially affecting~~ found in federal law, including the

Civil False Claims Act. This provision applies to any activities or subawards of a federal grant-award. [See CBB]

Philosophy

The Board is committed to developing and operating bond programs in a collaborative way that demonstrates truth-telling, transparency, integrity, and accountability, which enables the community to have confidence and trust that the District is operating in a fiscally responsible and ethical manner.

**Bond Oversight
Advisory Committee**

The Board shall appoint a standing Bond Oversight Advisory Committee ~~(to BAC) to provide~~ serve as an advisory committee oversight inef the development of potential bond initiatives and implementation of voter-approved bond programs.

~~The BAC shall give~~ provide input to the administration on recommendations being developed for Board consideration [BDF(LOCAL)]. The BAC's scope of the committee shall be to study the information provided by the administration and seek clarification of any questions they may have. The aAdministration shall facilitate the BAC's meetings, provide information to the BAC, and obtain input used ~~from the BAC to use in finalizing recommendations~~ recommendations for Board action.

~~The committee BAC shall be appointed or recommissioned at the outset of planning for a potential bond election and shall remain intact so long as the District has an active bond program.~~

**Committee
Membership and
Term**

The ~~bond oversight committee~~ BAC shall be composed of between 20 and 30 community members with professional backgrounds that enable them to effectively fulfill their responsibilities, including, but not limited to, finance, construction, project management, and engineering. Committee members shall be recommended by the Superintendent and appointed by the Board.

The Board shall approve the Mmembership of the BAC based on recommendations from the Superintendent. The Superintendent shall make sselections for membership recommendations using is determined through a fair and equitable n-application process utilizing a fair and equitable process involving cross-departmental review by the administration review. Membership shall be approved by the Board upon recommendation of the Superintendent.

The Superintendent shall develop administrative procedures to govern the BAC. These procedures shall address:

- Creation of a committee charter;
- Criteria for membership and a transparent selection process;
- Scope and timeframe of work;
- Roles and responsibilities of members and chair-person;

Bond Advisory
Chairperson

- The length of BAC membership terms;
- A process for addressing BAC vacancies;
- A process for reviewing recommendations;
- Means of soliciting committee feedback; and
- Scheduling and frequency of meetings.

District employees shall not be eligible for membership; however, the administration may invite staff members to attend BAC meetings.

The BAC shall elect a chairperson. The Superintendent shall develop administrative procedures to include the role of the chairperson. Responsibilities of the chairperson include but are not limited to:

- Consult with an administrative liaison to provide input into the development of meeting agendas for the BAC;
- Attend all BAC meetings;
- Address the Board quarterly to summarize the BAC process, involvement, and input into the recommendation(s) to the Board; and
- May increase or decrease the times the BAC chairperson addresses the Board at the discretion of the Board President.

Vacancies

Administrative procedures shall set forth the process to fill vacancies that occur in membership including but not limited to removing members who attend fewer than half of the scheduled BAC meetings.

Scope of Bond
Oversight Advisory
Committee

In consideration of a potential bond election, the committee shall work collaboratively and cooperatively with the Board, Superintendent, and District administration to prioritize and phase proposed projects to be included in a bond program. The committee shall:

1. Work within the framework of the District's Facilities Master Plan, Safety and Security Plan, and Educational Technology Plan, as well as any other significant primary and authoritative sources of District information.
2. Honor the educational priorities and commitments that currently exist in the District, including but not limited to the District's Core Beliefs and Commitments, Mission and Vision,

and Board-adopted District ~~Goals~~ Priorities and ~~Objectives~~ Goals.

Pending voter approval of a called bond election, the committee shall meet quarterly to oversee the status of capital projects, bond expenditures, project schedules, and the timeliness of bond projects by providing oversight of the following:

1. Financial status of the voter-approved bond program through periodic financial reports such as financial statements, investment reports, contracts, budget amendments, approved bid awards, related debt, and other reports the committee may request of the Superintendent;
2. Progress of voter-approved capital projects; and
3. Expenditure of bond proceeds to determine that proceeds are being expended for the approved purpose.

~~The committee members shall report their work and findings to the Board on an annual basis.~~

Information regarding the work of the committee, including meeting agendas and meeting minutes, shall be published on the District website.

**Weighted Average
Maturity of Bonds
Issued**

The term of bonds issued to finance capital projects shall generally align with the anticipated life of the financed assets. Therefore, the weighted average maturity of bonds issued to finance capital projects will not exceed the weighted average economic life of the bond-financed assets by more than 120 percent.

**Bond Contingency
Funds**

Contingency funds remaining after completion of projects financed with the proceeds of bonds shall be used for:

1. Land acquisition, the construction of District facilities, the renovation of existing facilities, identified within the Capital Plan, and for any capital purpose approved by the Board; or
2. Such purposes as may be necessary under federal tax law to maintain the tax-exempt status of the bonds, including but not limited to, the payment of debt service on or the retirement of bonds.

Philosophy

The Board believes that prudent investment of available District funds is essential. To that end, the Board shall adopt a written investment strategy to guide the investment of funds in a manner that will provide the maximum security and the best commensurate yield while meeting the daily cash flow demands of the District and conforming to all laws and regulations governing the investment of public funds.

Investment Authority

The Superintendent or other person(s) designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy, investment strategy, and generally accepted accounting procedures. [See CDA(EX-HIBIT)] All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.

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9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256. The investment officers shall observe financial market indicators, study financial trends, and utilize available education tools in order to maintain appropriate investment managerial expertise.

Liquidity

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements and shall adhere to the District's investment strategy approved annually by the Board.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring Market Prices

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done ~~monthly or~~ monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the District's investment

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strategy and the applicable strategy defined below. [See CDA(EX-HIBIT)] All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Maturities longer than one year are authorized provided legal limits are not exceeded.

Custodial Funds Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Debt Service Funds Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

Capital Project Funds Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

Proprietary Funds Investment strategies for proprietary funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Safekeeping and Custody The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

Sellers of Investments Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas

State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).

**Soliciting Bids for
CDs**

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

Internal Controls

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Portfolio Report

A comprehensive report on the investment program and activity shall be presented annually to the Board as part of the Comprehensive Annual Financial Report (CAFR) Annual Comprehensive Financial Report (ACFR).

Annual Review

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The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment strategy and policies. [See CFC(LOCAL) and CDA(EXHIBIT)]

Philosophy	The Board believes in developing <u>cognitive, academic, and</u> linguistic competence. The Board is committed to providing a responsive learning environment that addresses students' needs and promotes high academic achievement <u>in both English and the other languages supported through bilingual programming.</u>
District Program Design	<p>The District shall provide students with a research-based bilingual program model that will positively impact learning by promoting long-term academic success <u>across core content areas</u>, bilingualism, and biliteracy.</p> <p>The District shall provide language instruction educational programs (LIEPs) to eligible <u>emergent bilingual students-English learners</u> to ensure equal educational opportunity. At the elementary grade levels, bilingual programming and English as a Second Language (ESL) programming serve as LIEP options. At the secondary grade levels, ESL programming is available to meet the cognitive, affective, and linguistic needs of students.</p>
Definitions	The following definitions shall apply for purposes of this policy.
<u>English Learner Emergent Bilingual (EL/EB)</u>	An <u>English Learner (EL)-emergent bilingual (EB)</u> student is one who is in the process of achieving proficiency in the English language and has another language as their primary language. Synonyms include <u>English learner (EL)</u> , English language learner (ELL) and limited English proficient (LEP).
English Proficient (EP)	An English Proficient (EP) student is one who has met reclassification criteria as described in administrative procedures or is a student who was never identified as an <u>English learner/emergent bilingual (EB) student</u> . Synonyms include <u>non-EB</u> , non-EL, non-ELL, and non-LEP.
Language Proficiency Assessment Committee (LPAC)	School districts are required to establish and operate Language Proficiency Assessment Committees whose role is to review all relevant data for <u>English learner/emergent bilingual students</u> in order to make decisions and/or take actions related to: identification, placement, state assessments, review, reclassification, monitoring and evaluation.
District Bilingual Program	<p>The District shall develop and maintain a <u>one-way</u> dual language immersion program to eligible students. The goal of dual language immersion is for participants to attain <u>full proficiency in another language as well as English 1) bilingualism and biliteracy, 2) high academic achievement, and 3) sociocultural competency.</u></p> <p>The District shall offer <u>one-way</u> dual language immersion programming to eligible students. <u>One-way Dd</u>ual language immersion is a bilingual/biliteracy program model in which students are served in</p>

both English and another language. The goal of dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

Bilingual program eligible students who enter Pre-~~K~~kindergarten and Kindergarten in 2021-2022

One-way Dual language immersion programming will be implemented starting with ~~P~~pre-~~K~~kindergarten and ~~k~~kindergarten bilingual program eligible students in the 2021-2022 school year. Students eligible for the bilingual program and who enroll in a grade where one-way Dual Language has not yet been implemented (i.e. a ~~second grade~~second-grade student enrolling in 2021-2022) would be serviced through the transitional bilingual early exit model or the ESL program, dependent on the student's grade level.

Beginning with the 2026-2027 school year, the District will only offer the one-way dual language immersion program model because the transitional bilingual early exit program will have been phased out.

Beginning with the 2027-2028 school year, all rising sixth grade students who were enrolled in dual language instruction at the elementary level shall be offered Spanish courses, which will be available throughout their middle school career.

Students participating in Transitional Bilingual Early Exit prior to 2021-2022

Students participating in the transitional bilingual early exit program model in elementary school will continue in the early exit program model through the elementary grades. Beginning with the 2026-2027 school year, the District will no longer offer the transitional bilingual early exit program as a bilingual program model.

English as a Second Language (ESL) Program Design

The District shall provide students with a research-based ESL program that will positively impact learning by promoting long-term academic success, English proficiency in listening, speaking, reading, and writing.

The District shall offer ESL programming to eligible students. ESL programs are English acquisition programs in which students identified as English learners are served through English instruction. The goal of ESL programming is for program participants to attain full proficiency in English. This model provides English language development through academic content instruction that builds linguistic skills through appropriate cultural context.

**Two-Way Dual
Language Immersion
Program Model
Implementation**

No later than the 2026-2027 school year, the District shall develop an implementation plan for a two-way dual language or language immersion program contingent upon available funding. The pilot program will start with students in kindergarten and continue through eighth grade.

**Framework for
Curriculum and
Assessment**

Curriculum development and the delivery of instruction shall be research based with appropriate support and differentiation for diverse learners.

The goal of the Multilingual Department is to provide instructional support that results in students gaining English proficiency that prepares students to meet their full academic potential. To assist ELs EB students in becoming proficient in the English language, the District provides instruction using second language acquisition methods. The District shall conduct periodic formative and summative assessments, including local and state assessments, in the language(s) of instruction to determine program impact and student outcomes in language proficiency and progress of ELs-EB students in academic core curriculum content. The results shall be used to guide instruction as students acquire content and language.

Utilizing multiple methods of evaluation, the levels of language proficiency shall also influence and guide instructional decisions related to classroom support with more intensive assistance occurring for students whose assessments indicate they are at the beginner and intermediate levels of language proficiency. Campus and District leaders shall monitor students' progress to ensure that each individual student receives appropriate and effective campus support appropriate to his or her learning needs and that the District's bilingual and ESL programs are responsive and adaptable to the changing needs of English learner emergent bilingual students.

**Identification and
Determination of
Program Placement**

The Superintendent or designee shall establish administrative procedures including a process to ensure all students are identified and appropriately placed in instructional settings that support their cognitive, linguistic and affective needs. Procedures shall also include program content design and implementation for bilingual and ESL programs.

Language
Proficiency
Assessment
Committee (LPAC)

The professional staff members of the LPAC(s) shall be assigned duties by the Superintendent or designee. Selection of parent members of LPAC(s) shall be made after soliciting volunteers that meet the Texas Education Agency (TEA) requirements and upon the recommendation of professionals involved in the bilingual/ESL programs. [See EHBE(LEGAL)]

Training

The District shall provide orientation and training for all members of the LPAC(s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]

Program Participation of English Proficient Students

Upon a non-English learner parent request for ~~English learner~~emergent bilingual student program participation, the District may approve the participation of an English Proficient (EP) student in bilingual programming. Approval for EP students in a transitional bilingual and dual language immersion ~~one-way program~~ model shall occur in rare instances and decisions shall be made on a case-by-case basis according to the relevant student data.

Dual Language Immersion Program

The District shall implement for students enrolled in elementary school grades a dual language immersion (DLI) program to develop students who achieve high academic standards and are bilingual, biliterate, and bicultural.

The one-way (DLI) program shall begin in prekindergarten and shall add a subsequent grade level each successive school year to include all elementary grades.

The two-way ~~dual language immersion~~ program shall begin in kindergarten and shall add a subsequent grade level each successive school year to include all elementary grades. Once the program is finalized, students in the two-way dual language program will have access to language support throughout their middle school years.

Eligibility

In accordance with law, access to the program shall not be based on race, creed, color, religious affiliation, age, or disability. [See EHBE(LEGAL)]

The District shall use a Texas Education Agency-approved language proficiency test of all students in the program, including both language groups, to establish baseline data in academic language.

Equitable Access

The District is committed to providing equitable access to services for ~~English learner~~emergent bilingual students in the Dual language Immersion Program. The program shall maintain in each classroom the ratios of emergent bilingual students to non-emergent bilingual students and speakers of the partner language to speakers of English as established in state rules.

The District shall ensure continuity of program for all current program participants. Enrollment in any available positions remaining

Program Goals

in the program shall be determined by a lottery among interested students from across the District.

The District establishes the following program goals:

1. Bilingualism, which is the ability to fluently speak two languages, and biliteracy, which is the ability to read and write proficiently in two languages. Bilingualism, which refers to the ability to fluently speak and understand (listen to) two languages, and biliteracy, which refers to the ability to read and write proficiently in two languages.
2. High academic achievement as demonstrated by assessment proficiency in both languages
—Sociocultural competence.
- 3.

Language Allocation

The District's language allocation plan shall include:

<u>Grade Level</u>	<u>Language Allocation Percentages English/Spanish</u>
<u>Prekindergarten (if applicable)</u>	<u>90/10</u>
<u>Kindergarten</u>	<u>80/20</u>
<u>Grade 1</u>	<u>70/30</u>
<u>Grade 2</u>	<u>60/40</u>
<u>Grades 3-5</u>	<u>50/50</u>

Support

The Board and administration shall support the DLI program by hiring and retaining quality staff, funding appropriate professional development, and providing program facilities and instructional resources.

Expectations for Students and Parents

The District shall expect each student enrolled in the DLI program to:

1. Commit to the program throughout the elementary school grades; and

2. Maintain a high record of attendance.

The District shall expect each parent of a student enrolled in the DLI program to:

1. Support the continued development of the native language at home;
2. Support the child's academic, linguistic, and socio-cultural development;
3. Attend two-way-dual language parent meetings; and
4. Advocate for and support the dual language program.

Expectations for
Campus and District
Support

Parents of students enrolled in the Dual Language Immersion (DLI) program can expect the following:

1. Opportunities for meaningful family involvement at least twice a year to support student learning and cultural connections.
2. Access to strategies, materials, and guidance to help reinforce both native and English language development at home.
3. Information and opportunities to advocate for bilingual education programs that benefit all students in Fort Bend ISD.

Philosophy

The Board believes that all students can reach their full potential. To this end, the District shall provide an equitable learning environment that provides all students with access to the curriculum. The District shall enable students to own and be responsible for their learning by implementing systems that equip students to know where they are, where they are going, and to measure their growth and progress towards mastery.

Curriculum Mastery

Promotion and course credit shall be based on mastery of the standards in the written curriculum. The Superintendent shall establish expectations and standards for promotion for each grade level, content area, and course as articulated in administrative procedures. These standards shall be designed to reduce retention, and coordinated with compensatory, intensive, and/or accelerated instruction. [See EHBC]

The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English learners [see EHBE and EKBA] to demonstrate proficiency.

Students Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

Students Identified as English Learners

Identified English learners who participate in the bilingual and/or ESL program may be promoted if there is sufficient evidence demonstrating student progress towards mastery of the TEKS and/or student progress towards the acquisition of academic English language proficiency. English learners must receive instruction commensurate to their level of English proficiency. Bilingual program students may demonstrate student progress towards mastery of the TEKS in either target language of the bilingual program. The language proficiency assessment committee (LPAC) shall collaborate with relevant stakeholders to review the evidence and determine student progress.

Definitions

The following definitions shall apply for purposes of this policy.

Standards for Promotion

Standards for promotion are specific criteria that are used to determine if a student meets expectations for promotion to the next grade level. These criteria are defined in administrative procedures and can be accessed in the Student/Parent Handbook.

Mastery

Mastery is defined as demonstrated proficiency of course content as defined by the standards in the written curriculum for each course/grade level.

	<p>A course average of 70 or above defines proficiency for promotion and course credit.</p>
Grading Pilot Pass	<p>In standards-based grading, Grading Pilot Pass (GPP) indicates student readiness for promotion.</p>
Parent	<p>For purposes of this policy and decisions related to promotion requirements, a student's parent shall be defined to include the student's parent/s or guardian/s; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]</p>
Elementary: General Guidelines	<p>At the end of each school year, principals shall collaborate with teachers, support staff, and identified committees to review and confirm individual student placement decisions for the next school year.</p> <p>Placement options include promotion or retention. The student support team (SST) shall <u>serve in the capacity of a retention committee [See EIE(LEGAL)]</u> to analyze multiple sources of data including report cards, standardized assessments, permanent student records, attendance, and other pertinent student information to make final placement decisions for students who do not meet the standards for promotion as defined below.</p>
Accelerated Instruction	<p>Accelerated instruction is designed to provide intervention for a student in kindergarten or grade 1 who has been assessed in reading and shown to have concepts noted as Developing with the standards-based system and for a student in grade 2 who has been assessed in reading and mathematics and is performing below grade level. A comprehensive program should provide instruction in all critical areas of reading. Accelerated instruction related to state testing is defined in EHBC(LOCAL).</p>
Standards for Promotion (Elementary)	<p>In addition to all standards required by the law, the following standards shall be considered for promotion at each grade level. [See FEC (LEGAL)]</p>
<i>Pre-Kindergarten</i>	<p>Students in pre-kindergarten shall not be retained.</p>
<i>Kindergarten and Grade 1</i>	<p>To be promoted at the end of kindergarten and grade 1, a student must earn Progressing and/or Proficient on the majority of the grading competencies in reading, writing, and mathematics for the last term in which the competency was evaluated.</p>

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

Grades 2–5

To be promoted at the end of grades 2–5, a student must earn an end-of-year average of at least 70 in the following courses: language arts (reading and writing average), mathematics, and science or social studies.

For courses where students are engaged in standards-based grading, an end of year grade of Grading Pilot Pass (GPP) is required for promotion.

Placement

A student who does not meet all promotion requirements may be placed in the next grade level if performance data indicates that the student could be successful with continued intervention, instructional accommodations, and/or support services.

Individual intervention plans shall be written, implemented, and monitored for each placed student according to the District's administrative procedures. [See EHBC]

Retention

A student who does not meet all promotion requirements may be retained in the current grade level if performance data indicate that the student would not be academically successful at the next grade level, even with continued intervention, instructional accommodations, and/or support services.

Individual intervention plans shall be written, implemented, and monitored for each student retained according to the District's administrative procedures. [See FB]

**Middle School:
General Guidelines**

At the end of each school year, principals shall collaborate with teachers, support staff, and identified committees to review and confirm individual student placement decisions for the next school year.

Placement options include promotion or retention.

The student support team (SST) shall serve in the capacity of a retention committee [See EIE(LEGAL)] to analyze multiple sources of data including report cards, standardized assessments, permanent student records, attendance, and other pertinent student information to make final placement decisions for students who do not meet the standards for promotion as defined below.

Standards for
Promotion Grades
6–8

To be promoted from one grade level to the next, a student in grades 6–8 must meet the following academic requirements:

1. The student must attain a yearly course average of 70 or above in the following subjects: language arts/reading, mathematics, social studies, and science; and
2. The student must attain an overall average of 70 or above as determined by averaging the final grades for all courses. To

be promoted, students in standards-based grading courses, students must earn an end-of-year grade of GPP (pass).

Failure to Meet
Established
Standards in
Grades 6–8

Students unable to earn a score of 70 or above in a course of study during the regular school year may repeat the course in summer school. Students who earn a grade of 70 or above in summer school may be promoted to the next grade level.

**High School:
General Guidelines**

A student shall be promoted from one grade level to the next based solely on academic achievement. The number of course credits a student has earned shall be used to determine grade level classification.

Grades 9–12

A student must earn a final course grade of 70 or above in the course(s) taken to receive course credit. Grade-level advancement for students in grades 9–12 shall be earned by course credits.

*Grade-Level
Classification*

Grade-level classification for students in grades 9–12 shall be determined by the number of earned course credits in identified courses as outlined in administrative procedures. The grade level classification criteria for earned credit hours are:

Grade Level	Required Credits
Grade 9	Promotion from middle school
Grade 10	Student has earned 6 credits
Grade 11	Student has earned 12 credits
Grade 12	Student has earned 18 credits

Failure to Meet
Established
Standards in
Grades 9–12

Students unable to earn a score of 70 or above in a course of study during the regular school year may repeat the course in summer school or during the school year. Options for repeating shall be selected according to the model that is in the best interest of the student. See EIC Local regarding implications to GPA and class rank.

**Academic
Interventions to
Students at Risk of
Not Meeting
Promotion
Standards**

The Board is committed to providing academic interventions for students who are at risk of not meeting local promotion standards. Eligibility for intervention services will be determined through a comprehensive review of the student's performance, including local assessments, state assessments, and grades, in consultation with the classroom teacher, campus staff, and District personnel.

**Parental Notification
and Involvement**

The campus principal will notify the parents of any student identified as needing academic intervention services prior to the start of those services. The notification will include:

- A summary of the academic intervention services to be provided
- The reason the student requires these services
- The potential consequences of not achieving the expected performance levels can significantly impact both academic progress and extracurricular involvement, such as:
 - **UIL Participation:** Failing a class can affect a student's ability to participate in **athletics, fine arts, and academic competitions** governed by the UIL.
 - **Retention and Graduation Requirements:** If a student fails a core subject such as math, reading, or science, they may be required to repeat the course or grade level. Failing required courses can also delay a student's ability to graduate on time.
 - **Credit Recovery:** Some students have the option to make up for failed courses through **credit recovery programs**, such as summer school, which allow them to complete missed work or retake courses to earn the necessary credits.
 - **Impact on Transcripts and College Admissions:** Failing a course can negatively impact a student's **academic transcript**, which plays a critical role in college admissions. Colleges and universities review transcripts and GPA, and failure could lower a student's overall GPA, potentially limiting their eligibility for scholarships or acceptance into certain programs.

In addition, the District and schools will maintain ongoing communication with parents, including opportunities to consult with teachers and professional staff, regular progress reports, and guidance on how parents can monitor and support their child's academic growth.

**Description of
Intervention Services**

The District shall maintain a comprehensive description of academic intervention and student support services available to all students. This description will outline the types of services offered, eligibility criteria, and processes for accessing support.

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of 2025-2026 TEKS Certification		
Board Policy: CMD Legal		District Priority: Priority 1
Department: Deputy Superintendent Teaching & Learning		
Are there related documents to be signed by the Board? Choose Item		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval of the 2025-2026 TEKS Certification form and survey to TEA.

Summary/Background
<p>Each year, statute requires school districts to certify that the Instructional Materials Allotment (IMA) is used to purchase resources for supporting instruction of the Texas Essential Knowledge and Skills (TEKS).</p> <p>School districts must include titles and publishers of the adopted resources for each required curriculum area other than physical education. The attached form provided by the Texas Education Agency serves as FBISD's confirmation of our use of IMA funds and methods for covering 100% of the TEKS. The submission of the form requires the Board of Trustees to approve, sign, and have a district representative submit the form electronically.</p> <p>The Administration hereby affirms to the Board of Trustees that for the 2025-2026 school year:</p> <ul style="list-style-type: none">• District IMA funds will be used to purchase materials adopted and board-approved through previous proclamations;• That for the current school year, the District has instructional materials that collectively cover all elements of the TEKS as prescribed in the Texas Education Code Section 28.002;• That the District will purchase additional materials needed based on student growth; and• That upon request, the District will provide to the State Board of Education the title and publication information for any instructional materials requisitioned or purchased by the District with IMA funds.

Fort Bend Independent School District

Staff requests that all required parties approve and sign the certification form. This will allow the District to proceed with submission and purchase of approved resources.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan
Deputy Superintendent of Teaching and Learning

Dr. Adam Stephens
Chief Academic Officer

Certification of Provision of Instructional Materials Survey 2025–26

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Survey Pre-Work

2025–26 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2025–26 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2025–26 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2025–26 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2025–26 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2025–26 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2025–26 Survey and upload of the ratified Certification 2025–26 Form.

TEA recommends that LEAs complete these steps by **May 1, 2025**. The Certification 2025–26 Form can be accessed at the following link on the [Certification of Provision of Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 28, 2025, and is scheduled to reopen on May 15, 2025.

Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2025.

Certification 2025–26 Survey submissions received after May 15, 2025, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2025–26

1. **Review the Certification 2025–26 Form:** Print the fillable TEKS Certification 2025–26 Form found on the [Certification of Provision of Instructional Materials webpage](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2025–26 Form:** Complete the TEKS Certification 2025–26 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2025–26 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2025–26 Survey:** Complete the online Certification 2025–26 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2025–26 Form from Step 4. The survey will be open for submissions beginning Monday, March 17, 2025, and will be located on the [Certification of Provision of Instructional Materials webpage](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2025–26 Process on *Monday, March 24th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours to support LEAs with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 31st at 11:00 a.m. CDT | [Register on Zoom](#)
 - Thursday, April 3rd, at 11:00 a.m. CDT. | [Register on Zoom](#)
- To facilitate completion of this year's submission, LEAs may request a copy of their previous year's submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2025–26 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

You can find a list instructional materials on the [Certification of Provision of Instructional Materials webpage](#).

Certification 2025–26 Survey

Background Information

QUESTION 1.0: Name of person completing this form

Melissa Hubbard

QUESTION 1.1: Your email address

Melissa.hubbard@fortbendisd.gov

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

Region 4

QUESTION 2.1: LEA name and number

Fort Bend ISD; 079907

QUESTION 2.2: Superintendent's name

Dr. Marcell Smith

QUESTION 2.3: Superintendent's email address

Marcell.smith@fortbendisd.gov

QUESTION 2.4: School board president's or governing body's name

Kristin Tassin

QUESTION 2.5: School board president's or governing body's email address

Kristin.tassin@fortbendisd.gov

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

May 19, 2025

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the LEA level and generally consistent across classrooms?

Yes

No

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/ or Phonics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA and/ or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Full-Subject English RLA Resource: FBISD district-created curriculum for English RLA K-5

Supplemental English RLA Resources: Fountas & Pinnell Classroom (Interactive Read Aloud Tradebook Collection K-5, Independent Reading Classroom Library K-5, Shared Reading Text Collection K-2, Book Clubs Tradebook Collection K-2, Campus Library Collection K-5, adopted in Proclamation 2018); The Reading Strategies 2.0 (Jennifer Serravallo); The Writing Strategies (Jennifer Serravallo); Patterns of Power (Jeff Anderson); Zaner-Bloser Handwriting K-4; CommonLit 3-5, Scholastic StoryWorks Magazine 2-5

English Phonics Resource: FBISD district-created curriculum for English Phonics K-3

Supplemental English Phonics Resources: Flyleaf Publishing Decodable Texts; Scholastic Ready4Reading Decodable Texts; Benchmark Education Decodable Text; Flyleaf Publishing *Emergent – Three Series* (Tier 3); JumpRope Readers Decodable Collection K-3

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Reading Language Arts, Edition 1* (grades K–5) in their classroom on a regular basis?

N/A

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Foundational Skills, Edition 1* (grades K–3) in their classroom on a regular basis?

N/A

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Full-Subject Spanish RLA Resource: FBISD district-created curriculum for Spanish RLA K-5

Supplemental Spanish RLA Resources: Steps to Literacy, HMH Arriba La Lectura, Scholastic Lecturas Cortas, Patterns of Power en Espol (Jeff Anderson); Zaner-Bloser Handwriting K-4; CommonLit 3-5

Spanish Phonics Resource: FBISD district-created curriculum for Spanish Phonics K-3

Supplemental Spanish Phonics Resources: HMH Arriba La Lecura

QUESTION 7.1:

(If above answer includes *Aprendizaje Bluebonnet* pilot instructional materials instructional materials):

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet artes del lenguaje y lectura, piloto* (grados K–5) in their classroom on a regular basis?

N/A

QUESTION 7.2:

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet destrezas fundamentales, piloto* (grados K–2) in their classroom on a regular basis?

N/A

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Full-Subject English RLA Resource: FBISD district-created curriculum for English RLA 6-8; Savvas *myPerspectives*

Supplemental English RLA Resources: *CommonLit*, Teacher Created Materials *The Reading Intervention Toolkit*, *Learning Ally* Audiobooks, *The Reading Strategies Book 2.0*, Newsela ELA

Supplemental ESL Resources: McGraw Hill; Saddleback Publishing (Go! Welcome Newcomers, ELL Literacy Library), My Lexia

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Full-Subject English RLA Resource: FBISD district-created curriculum for English RLA 9-12; McGraw-Hill (English I, II, III, IV)

Supplemental English RLA Resources: *CommonLit*, *TurnItIn Draft Coach*, Teacher Created Materials *The Reading Intervention Toolkit*, *The Reading Strategies Book 2.0*, *Learning Ally* Audiobooks, Perfection Learning *Connections*, Perfection Learning *Vocabu-Lit*, Perfection Learning *Writing Companion*

Supplemental ESOL I & II Resources: Supplemental ESL Resources: McGraw Hill; Saddleback Publishing (Welcome Newcomers Fundamentals, ELL Literacy Library), My Lexia

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms? ?

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Full Subject Mathematics Resources: Fort Bend ISD district-created curriculum K-5

Supplemental Mathematics Resources: Hand2Mind; Region 4: Engaging Mathematics; Number Worlds-- McGraw Hill, Eureka Math- Great Minds

QUESTION 14.1:

(If above answers include *Bluebonnet Learning* instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning, Edition 1 (grades K-5) in their classroom on a regular basis?

N/A

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0

For school year 2025-26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6-8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Full Subject Mathematics Resources: Fort Bend ISD district-created curriculum Grades 6-8; Algebra I – Savvas; Geometry - Savvas

Supplemental Mathematics Resources: Hand2Mind; Region 4: Engaging Mathematics

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

N/A

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Full Subject Mathematics Resources: Fort Bend ISD district-created curriculum for all high school courses; Algebra I, Algebra II, Geometry, Math Models with Applications, PreCalculus, Statistics – Savvas; Calculus- Cengage; College Prep -- Texas College Bridge

Supplemental Mathematics Resources: Hand2Mind; Region 4: Engaging Mathematics;

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

Are instructional materials for social studies managed at the LEA level and generally consistent across classrooms?

Yes

No

Social Studies K–5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K–5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on

average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Full Subject Social Studies Resources: FBISD district-created curriculum (K-5); Savvas My World Social Studies K-5

Supplemental Mathematics Resources: Nystrom World Atlas Online K-5

Social Studies 6-8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6-8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6-8 full-subject and/or supplemental publisher(s)/ product(s) used:

Full-Subject Social Studies Resource: FBISD district created curriculum for Social Studies 6-8; McGraw-Hill (Grades 6 - 8)

Supplemental Social Studies 6-8 Resources: Social Studies Service *Active Classroom*, *Newsela Social Studies*

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

Yes

No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Full-Subject Social Studies Resource: FBISD district-created curriculum for Social Studies 9-12; McGraw-Hill (World Geography, World History, US History, Government, Texas Personal Finance, Economics, Sociology, Psychology)

Supplemental Social Studies 9-12 Resources: Social Studies Service *Active Classroom*

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

Are instructional materials for science managed at the LEA level and generally consistent across classrooms?

- Yes
 No

Science K–5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Full Subject Science Resources: FBISD district-created curriculum science (K-5); McGraw Hill (K-5)
Supplemental Science Resources: EduSmart Science K-5

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Full-Subject Science 6-8 Resource: FBISD district-created curriculum 6-8; Savvas (6-8); Savvas (Biology)

Supplemental Science Resources: EduSmart

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Full-Subject Science 9-12 Resource: FBISD district-created curriculum for all high school courses; Biology, Chemistry, Physics - Savvas; IPC - McGraw Hill; Aquatic science - TPS publishing; Astronomy, E- dynamic learning; Earth and Space – Cengage; Environmental Systems - Cengage

Supplemental Science Resource: EduSmart

Children’s Internet Protection Act

The Children's Internet Protection Act

The Children’s internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 33.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C)., Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, Instructional Materials Review and Approval (IMRA) Cycle 2024 reports to inform local decisions related to instructional materials adoption?

(Note: IMRA replaced the State Board of Education's Proclamation process and the Texas Resource Review (TRR))

- Yes
- No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

- English Reading Language Arts
- Spanish Reading Language Arts
- English Phonics
- Spanish Phonics
- Mathematics

QUESTION 35.2:

On a scale from 0 to 10, how effectively do you believe the IMRA reports support LEA adoption of high-quality instructional materials? 0 (Not at all) to 10 (Extremely effectively)*

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>NWEA MAP K-ELA II; K-Ala II; 3 - Biology</i>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Insert here</i>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Insert here</i>			

Certification 2025–26 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages Other Than English
- None

District County Number (6-digit ID):

079907

District Name:

Fort Bend ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

May 19, 2025

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey.

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025	
Agenda Item Title: Consideration and approval of School Health Advisory Council Membership			
Board Policy:		District Priority: Priority 2	
Department: Deputy Superintendent Teaching & Learning			
Are there related documents to be signed by the Board? Choose Item			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent			

Recommendation
Consideration and approval of the 2025-26 School Health Advisory Committee (SHAC) membership roster.

Summary/Background
<p>Members of the SHAC come from different areas of the community and from within the school district. Most members must be parents who are not employed by the district.</p> <p>The School Health Advisory Council (SHAC) is an advisory group whose duties are detailed within policy EHAA (LEGAL). In its capacity, the SHAC makes recommendations regarding initiatives and instruction related to health education, nutrition, fitness, and mental health. The board shall establish a local School Health Advisory Council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. <i>Education Code 28.004(a) Texas law</i> (Texas Education Code, Title 2, Subtitle F, Chapter 28, Subchapter A, §28.004) requires the establishment of a SHAC for every school district and they are required to meet at least four times each year [see BDF (LEGAL)].</p> <p>Annually, the SHAC provides the Board of Trustees with their recommended membership roster for approval. The board shall appoint at least five members to the SHAC. A majority of members must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair or co-chair of the SHAC. The board also may appoint one or more persons from each of the following groups or a</p>

Fort Bend Independent School District

representative from a group other than the group specified: Classroom teachers employed by the district, School counselors- employed by the district, School administrators employed by the district, District students, Health-care professionals licensed or certified to practice in this state, including medical or mental health professionals, a member of the business community, a member of Law enforcement, Senior citizens, a member of the clergy, a member of a Nonprofit health organizations; and a member of Local domestic violence programs. *Education Code 28.004(d)*

Members are assigned to one, two, or three-year terms to maintain a balance of new and tenured members. This will protect the stability and develop consistency of the SHAC.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Adam Stephens
Chief Academic Officer

2025-26 FBISD SHAC MEMBERSHIP ROSTER

Executive Board Position	VOTE	NAME	TYPE	ORGANIZATION
Board Of Trustee Rep	No vote	Angie Hanan	BOARD	FBISD Board of Trustees
Community	1	Nichole Brathwaite-Dingle, MD	COMMUNITY	Fort Bend County Health
	2	Sandy Bristow	COMMUNITY	Oliver Foundation, Program Director
	3	Stephanie Brown	COMMUNITY	Marshall Advocacy Focus Group, Chair and Founder
FBISD SHAC Secretary	4	Derek Craig, PhD	COMMUNITY	UT Health Houston
	5	Doug Earle	COMMUNITY	The First Tee
	6	Grayle James	COMMUNITY	Gulf Coast Area Assn of School Boards, Executive Secretary 142
	7	Holly Stojanik	COMMUNITY	Dairy MAX
Administrative Oversight	No vote	Pilar Westbrook, Ed.D	DISTRICT	Executive Director of Social Emotional Learning & Comprehensive Health
	No vote	Jennifer Chadwick	DISTRICT	Director of Social Emotional Learning & Enrichment Programs
	No vote	Alfred James	DISTRICT	Executive Director of Secondary Schools
	No vote	Framy Diaz	DISTRICT	Executive Director of Elementary Schools
FBISD SHAC Coordinator	1	Shannon Nash	DISTRICT	FBISD Health, Wellness & Prevention Specialist
	2	Lori Sartain	DISTRICT	Director of Behavioral Health & Wellness
	3	Kim Taylor	DISTRICT	Coordinator of Health, PE and Wellness
FBISD SHAC Communications	4	Briana Garcia	DISTRICT	Child Nutrition Marketing Coordinator
		Susan Nayeri	DISTRICT	Child Nutrition Dietitian
	5	LaShonda Walls	DISTRICT	Director of Employee Benefits and Wellness
		Janet Singleton	DISTRICT	Coordinator of Benefits
	6	Chassidy Olainu-Alade	DISTRICT	Chief Communications Officer (Interim)
	7	Natalie Bostic, RN	DISTRICT	Nurse, James Reese CTE, Student at Ridge Point HS

2025-26 FBISD SHAC MEMBERSHIP ROSTER

	8	Tracey Rich, M. Ed.	DISTRICT	Associate Principal, Fort Settlement MS
FBISD SHAC Chair	1	Ana Catalina Flores-Rau	PARENT	Student at First Colony MS, Clements HS
FBISD SHAC Co-Vice Chair	2	Nicole Juracek	PARENT	Students at Neill ES
FBISD SHAC Ex-Officio Chair	3	Allison Thummel, MPH, RDN, LDN	PARENT	Students at Elkins HS
FBISD SHAC Membership Coordinator	4	Jigisha Doshi	PARENT	Students at Quail Valley MS
FBISD SHAC Parent Advocacy Lead	5	Sumita Ghosh	PARENT	Students at Commonwealth ES and Fort Settlement MS
	6	Melanie Anbarci	PARENT	Student at Clements HS 143
	7	Ivette Castillo	PARENT	Students at Elkins HS
	8	Anthony Collins	PARENT	Students at Elkins HS
	9	Stephanie Ellis	PARENT	Student at Schiff ES and Quail Valley MS
	10	Vanessa Gaona	PARENT	Student at Lakeview ES
	11	Markita Harrell	PARENT	Students at Stephen F. Austin HS
	12	Amanda Kimball	PARENT	Students at Dulles MS, Dulles HS
	13	Pearl Lam	PARENT	Students at Dulles HS
	14	Cheryl McClamrock	PARENT	Student at Elkins HS
	15	Shell McClue	PARENT	Student at Burton ES, Heritage Rose ES, Elkins HS
	16	Whitney Moody	PARENT	Student at Settlers Way ES, First Colony MS
	17	Eugenia Peck	PARENT	Student at Elkins HS
	18	MecKela Ruggs	PARENT	Student at Hightower HS
	19	Ayesha Saleem	PARENT	Students at Settlers Way ES and Fort Settlement MS
	20	Tenyse Tasby	PARENT	Student at Colony Bend ES
	21	Dana Tran	PARENT	Student at Sullivan ES, Fort Settlement MS
	22	Christina Brittingham	PARENT	S+A3:E48students at Sullivan ES

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of 25-025DE Student Recruitment and Retention Services (RFP)		
Board Policy: CH, CV, or DBD (Local)	District Priority: Priority 3	
Department: Chief Communication Officer		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval for the purchase of student recruitment and retention services from Caissa Public Strategy, LLC in an amount not-to-exceed \$1,449,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2030.

Summary/Background
<p>On April 16, 2019, the Board approved RFP 19-081MC for Student Recruitment and Retention services which will expire in May 2025. On December 14, 2024, the District issued RFP 25-025DE seeking proposals from qualified firms to provide comprehensive strategies and operational support designed to enhance the District's student recruitment and retention efforts.</p> <p>Over the last several years, Fort Bend ISD has seen an increase in the number of students leaving the District to attend charter schools. When a student leaves the District to attend a charter school, the state funding received for that student follows the student to the charter school, resulting in a loss of state revenue for Fort Bend ISD.</p> <p>The contract will offer strategies and support to improve the District's student recruitment and retention efforts. The focus will be on attracting and retaining students, particularly those new to the District or living within its boundaries but not currently attending Fort Bend ISD (e.g., students in charter schools, private schools, homeschool, or virtual school) and implement strategies to keep students enrolled in the District.</p>

Fort Bend Independent School District

An evaluation team comprised of Fort Bend ISD staff members from the Communications and Business and Finance Departments evaluated the submissions. The District applied the “Best Value” process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition District policies.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on May 20, 2025, and will run through May 19, 2028. With the two (2) option years, the contract can be extended until May 19, 2030.

Payment on the contract only occurs when the District verifies that students recruited by the vendor are students who have re-enrolled in the District or are newly recruited students.

Background

Expenditures in 2023-24 were \$327,145. The previous expenditure recommendation for this project was \$1,750,000. Expenditures are not expected to exceed \$1,449,000 through May 2030. Funding is included in the budget.

Requested by:	Chassidy Olainu-Alade, Interim Chief Communications Officer Bryan Guinn, Chief Financial Officer	
Vendor:	Caissa Public Strategy, LLC. ***	
Budget Sources:	General Fund	
Amount:	Not to Exceed \$1,449,000	
Other Supporting Information		
Sole Source:	N/A	
Number of vendors contacted by Purchasing:	19563	
Number of vendors downloaded the solicitation:	179	
Number of responses received:	11	
Number of “no bid” responses received:	6	
Length of commitment:	Through May 2030	
Last solicitation date:	April 16, 2019	
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

Fort Bend Independent School District

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Chassidy Olainu-Alade
Chief Communications Officer

Bryan Guinn
Chief Financial Officer

RFP 25-030KB Medicaid/School Health and Related Services (SHARS)

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. • Pricing will be evaluated for reasonableness relative to the goods and services offered to the District by each proposer. 	25 points
2	<p>Reputation of the Vendor and of the Vendor’s Goods or Services</p> <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD’s, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services. • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	<p>Quality of the Vendor’s Goods or Services</p> <ul style="list-style-type: none"> • Vendor Experience • Key Personnel-Both the SHARS related expertise and IT expertise • Outline of Similar Size Districts • Quality Control it relates to Data Feeds and Reporting • Ability to provide reports listed below accurately: • Monthly eligibility reports by campus and alpha order • Consent reports • Transportation • Reports for the Cost Report Preparation • Claims Filed • Claims Denied • TMHP Remittance and Status Reports • IEP Prescription Reporting • Students Not Billed and Why • Claims Paid by Service 	25 points
4	<p>Extent to Which the Goods or Services Meet the District’s Needs</p> <ul style="list-style-type: none"> • Proven Success Rate with Districts Similar in Size. How the Vendor would ensure both Compliance and help the District grow the SHARS revenue. • Software - Leveling of ease with reporting. • Ability to run reports easily for range months, for the entire period of the cost report. • Seamless and timely data feeds. • Current SPED software integration. • System has flexible report writer. • Proposer fully versed in the legal requirements of HHSC, TMHP, etc. • Billing and reports available in both PDF and CSV. • Training of Teachers, ARD Facilitators, Paras, Nurses, Related Services, etc. • Customer Service for both Providers and Administrators. • Monthly Bundled Reports and Check-In with District to help grow revenue and identify areas of potential improvement. 	25 points

5	<p>Vendor's Past Relationship With the District For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> • Past projects or contracts similar service vendor has had with the district. • Past projects or contracts similar service vendor has had with any K-12 Districts similar size or larger • Past projects or contracts similar service vendor has had with any business or universities the size of our district. 	5 points
6	<p>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Other fees and other added cost • Total long-term revenue to the District to acquire vendor's goods or services 	10 points
7	<p>Vendor's Principal place of business is in the state of Texas or employs 500 people in this state.</p>	0 points
8	<p>Insurance Requirements:</p> <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. 	Pass/Fail
9	<p>Service Agreement:</p> <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement By the Vendor Acknowledgement Form, you assent to the Terms and Conditions of Fort Bend ISD. 	Pass/Fail
10	<p>The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB).</p>	N/A
	<p>TOTAL</p>	100 points

Tabulation Summary
RFP 25-025DE Student Recruitment and Retention Services

Vendor	Purchase Price (30 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long-Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Caissa Public Strategy, LLC	30.00	4.00	23.00	21.00	4.67	10.00	92.67	1
Versa Creative	27.00	5.00	22.33	22.33	4.00	10.00	90.66	2
The Voice Society	27.00	2.00	22.33	20.67	4.00	5.00	81.00	3
Donovan Group	25.00	2.00	16.00	16.00	3.67	10.00	72.67	4
Encore Communications, LLC.	25.00	3.00	12.67	12.67	3.00	10.00	66.34	5
Jha Allen LLC	23.00	1.00	10.00	11.67	1.33	4.00	51.00	6
Hearst	22.00	3.00	14.67	13.00	2.67	5.00	60.34	7
Mixo Ads Inc.	22.00	1.00	9.67	9.67	1.00	10.00	53.33	8
House of Fox Marketing Inc	15.00	0.50	10.00	10.00	1.33	10.00	46.83	9
World Design Marketing	15.00	1.00	18.00	18.00	3.67	2.00	57.67	10
MyQabila	15.00	1.00	6.00	6.00	1.00	10.00	39.00	11

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025	
Agenda Item Title: Consideration and approval of Construction Services Agreement for HVAC-MEP East Zone 1 Renovations and Upgrades at Multiple Campuses (BP039)			
Board Policy: CV(Local)		District Priority: Priority 3	
Department: Deputy Superintendent Operations			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent			

Recommendation
Consideration and approval of a Construction Services Agreement with Prime Contractors for HVAC – MEP East Zone 1 Renovations and Upgrades at Multiple Campuses (BP039), for a not-to-exceed amount of \$10,085,000 and authorization for the Superintendent to negotiate and execute or terminate the agreements.

Summary/Background			
<p>The 2023 Bond Program includes HVAC-MEP East Zone 1 Renovations and Upgrades (BP039) at the following three campuses: Baines MS, McAuliffe MS, and Lake Olympia MS.</p> <p>On June 26, 2023, the Board of Trustees (BOT) approved all project budgets for the 2023 Bond Program. The BOT also approved Kirksey Architecture as the architect of record to design and prepare construction documents for HVAC-MEP East Zone 1 Renovations and Upgrades at Multiple Campuses (BP039).</p> <p>The Competitive Sealed Proposal (CSP) solicitation, CSP 24-070KB, requested bids for the HVAC-MEP East Zone 1 Renovations and Upgrades at Multiple Campuses. Four firms responded to the CSP.</p> <p>Design & Construction staff, in collaboration with the Director of Purchasing and Materials Management, acting in an oversight capacity, evaluated the proposals using an evaluation team composed of FBISD staff members from the Design & Construction, Procurement, and Finance Departments.</p> <p>The final ranking of the contractors is as follows:</p>			
<table border="1"><thead><tr><th>Firm Name</th><th>CSP Score</th><th>Base Bid Amount</th></tr></thead></table>	Firm Name	CSP Score	Base Bid Amount
Firm Name	CSP Score	Base Bid Amount	

Fort Bend Independent School District

Prime Contractors, Inc.	88.07	\$8,500,000
Dunhill Development and Construction LLC	82.98	\$7,500,000
E Contractors USA LLC	76.56	\$7,000,000
Bass Construction Company, Inc.	74.05	\$9,177,000

The bid amount received for this package exceeded the originally approved construction budget. Through negotiations with the general contractor and project team, staff is recommending acceptance of needed additive and deductive alternates for a total not-to-exceed construction cost of \$10,085,000.

These needed alternates include replacement of a failed chiller at McAuliffe MS and replacing chillers at Baines MS and Lake Olympia MS that are near the end of their life expectancy. Additionally, the costs of the associated piping, materials, and equipment were higher than estimated in the original Bond Program budget.

On May 19, 2025, staff will request utilization of \$2,500,000.00 from Bond 2023 Program Contingency to cover construction and other professional services for HVAC - MEP East Zone 1 (BP039).

The detailed revised project budget for HVAC - MEP East Zone 1 Renovations and Upgrades at Multiple Campuses (BP039) is provided on the attached Exhibit 1: Proposed Revised Project Summary.

CSP Contract	Package Number	Description	Revised Project Budget
CSP 24-070KB	BP039	HVAC-MEP East Zone 1	\$12,112,985

The negotiated contract amount will be funded with the 2023 Bond Program Funds as detailed on the above table.

Upon Board approval, staff will negotiate the contract for the HVAC-MEP East Zone 1 Renovations and Upgrades at Multiple Campuses (BP039) and will begin work June 2025.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Kathleen Brown
Deputy Superintendent Operations

Dr. Damian Viltz
Chief of Operations



Current Project Summary
BP039 - HVAC - MEP East Zone 1
 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	\$155,026.00	\$24,646.00	\$54,527.00	\$1,800,530.00	\$234,069.00				\$24,871.00	\$2,293,669.00
LAKE OLYMPIA MIDDLE	\$191,406.00	\$30,430.00	\$67,324.00	\$2,223,071.00	\$288,999.00				\$30,708.00	\$2,831,938.00
MCAULIFFE MIDDLE	\$303,295.00	\$48,219.00	\$106,678.00	\$3,522,592.00	\$457,937.00				\$48,657.00	\$4,487,378.00
TOTAL:	\$649,727.00	\$103,295.00	\$228,529.00	\$7,546,193.00	\$981,005.00				\$104,236.00	\$9,612,985.00



Proposed Revised Project Summary
BP039 - HVAC - MEP East Zone 1
 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	\$231,026.00	\$24,646.00	\$54,527.00	\$2,800,530.00	\$164,069.00				\$24,871.00	\$3,299,669.00
LAKE OLYMPIA MIDDLE	\$261,406.00	\$30,430.00	\$67,324.00	\$2,761,878.00	\$218,999.00				\$30,708.00	\$3,370,745.00
MCAULIFFE MIDDLE	\$375,887.00	\$48,219.00	\$102,514.00	\$4,522,592.00	\$344,702.00				\$48,657.00	\$5,442,571.00
TOTAL:	\$868,319.00	\$103,295.00	\$224,365.00	\$10,085,000.00	\$727,770.00				\$104,236.00	\$12,112,985.00

Tabulation Summary
 CSP 24-070KB BP039 HVAC - MEP East Zone 1

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)
Prime Contractors, Inc.	38.24	15.87	17.50	3.23	3.90	4.33	5.00	88.07
Dunhill Development and Construction LLC	40.00	14.24	14.60	3.63	3.15	3.86	3.50	82.98
E Contractors USA LLC	33.56	15.24	14.00	2.23	2.45	4.08	5.00	76.56
Bass Construction Company, Inc.	33.72	11.90	15.20	1.63	2.55	4.06	5.00	74.05

CSP 24-070KB BP039 HVAC - MEP East Zone 1

	Evaluation Criteria (Government Code 2269)	Point System
1	The price; Section 2269.055.a (1) Total Proposed Pricing - Provides thoroughly developed, competitive pricing using the tables in Pricing Delivery information section of the CSP	40 points
2	Offeror's experience and reputation; Section 2269.055.a (2) Provides evidence of your experience in planning, staging and delivery of recent projects of similar scope and scale (14 pts)	19 points
	Past experience with FBISD and other school districts 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	Quality of the offeror's goods or services; Section 2269.055.a (3) 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
	Quality of contractor's response in the proposal Effectively responds and processes all request for information and documentation included in this CSP (2pts)	
	Project Plan and schedule (5pts)	
4	Utilization of historically underutilized businesses; Section 2269.055.a (4)	N/A
5	Offeror's safety record; Section 2269.055.a (5) 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	Offeror's proposed personnel; Section 2269.055.a (6) Proposed Personnel, personnel directly assigned to work on this project	5 points
7	Offeror's financial capability appropriate to the size and scope of the project; Section 2269.055.a (7) Provide proof of Insurance, financial stability and Letter of Surety from Bonding Company	5 points
8	SBE Commitment; CV (Local) 2017.04	5 points
	TOTAL	100

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025	
Agenda Item Title: Consideration and approval of 25-048ZB Moving Services and Supplies (COOP)			
Board Policy: CH, CV, or DBD (Local)		District Priority: Priority 3	
Department: Deputy Superintendent Operations			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent			

Recommendation
Consideration and approval for the purchase of moving services and supplies from multiple vendors through multiple cooperative contracts in an amount not-to-exceed \$1,945,932 and authorization for the Superintendent to negotiate and execute the agreements through June 2030.

Summary/Background
<p>In January 2022, the Board approved Contract 22-032ZB for Moving Services and Supplies, a three-year agreement set to expire in June 2025. This contract is intended to ensure the efficient, cost-effective, and secure handling of the District's physical assets during relocations and renovations.</p> <p>The contract will provide qualified vendors to assist various campuses and departments with moving services, including the transportation of furniture, equipment, and supplies between campuses, administrative buildings, and storage facilities. The District relies on moving companies to support construction projects, T-building relocations, and provide additional labor and supplies for moving offices, departments, and/or campuses, whether relocating between buildings or responding to emergency situations. The awarded vendors will supply moving services, moving supplies, and assembly/disassembly of furniture.</p> <p>The Choice Partners and BuyBoard purchasing cooperative contracts will allow the District to fulfill its moving services and supplies needs efficiently and effectively and complies with the school district bidding requirements. The current cooperative contracts are active through June 2030. Should the contracts not be renewed for the full term, staff will utilize alternate</p>

Fort Bend Independent School District

cooperative contracts 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 June 16, 2025, and will run through June 15, 2028. With the two (2) option years, the contract can be extended until June 2030.

Background

Expenditures for FY 2023-24 were \$355,749. The previous expenditure recommendation for this project from 2022 through 2025 was \$1,299,375. Expenditures are not expected to exceed \$1,945,932 through June 2030. Funding is included in the budget.

Requested by:	Damian Viltz, Chief Operations Officer Bryan Guinn, Chief Financial Officer
Vendor:	A-Rocket Moving and Storage *** All Points of Texas*** Roadrunner Moving and Storage*** Pioneer Contract Services*** Rentacrate Enterprises, LLC Berger Transfer & Storage
Budget Sources:	General Fund 2023 Bond Funds
Amount:	Not to exceed \$1,945,932
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 2030
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

Fort Bend Independent School District

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer

Bryan Guinn
Chief Financial Officer

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025	
Agenda Item Title: Consideration and approval of Portable Classroom Building Relocations, Installation, and Repairs for 2025-2026 School Year			
Board Policy: CVF (Legal)		District Priority: Priority 3	
Department: Deputy Superintendent Operations			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent			

Recommendation
Consideration and approval to execute a Job Order Contract (JOC) with JR Thomas Group, Inc. to perform the necessary relocation, set up and repair for portable classroom buildings needed to support the 2025-26 school year; approval of a Design Services Agreement with MWA Architects; approval of the project budget of \$3,581,000 utilization of Bond 2018 Contingency funds; and authorization for the Superintendent to negotiate, execute or terminate the respective contracts.

Summary/Background
<p>FBISD Administration, with the Operations department, reviewed the preliminary PASA data and identified campuses projected to be overutilized due to increased enrollment and/or program changes. To address overutilization, the Operations team has determined the most cost-effective option for the District is to relocate district-owned portable classroom buildings across various campuses.</p> <p>On June 26, 2023, the FBISD Board of Trustees approved the Bond 2023 A/E Architectural Design Teams and pool selection for Bond 2023 projects. From the Board approved vendor pool, MWA Architects was selected to provide professional design services related to the installation, relocation and repairs of the district's portable classroom buildings needed for the 2025-26 school year.</p> <p>On August 21, 2023, the BOT approved a Job Order Contracting (JOC) pool of five contractors to provide construction services to the District for both Bond 2023 and non-bond work. JR Thomas Group was one of the selected JOC contractors in the vendor pool.</p> <p>Staff are requesting approval to proceed with JR Thomas Group so that they may provide a per-unit proposal for the relocation, set up and repair of existing portable classroom buildings owned by the District.</p>

Fort Bend Independent School District

The table shown below summarizes the anticipated portable classroom building relocations and installations for the 2025-26 school year:

Campus	Current Number of Portable Buildings	Portable Buildings Available for Release	Portable Buildings to be Installed.	Projected Number of Portable Buildings 2025-2026
Cornerstone ES	1	1	0	0
Drabek ES	2	1	0	1
Fleming ES	1	1	0	0
Settlers Way ES	6	1	0	5
Ridgegate ES	3	3	0	0
Scanlan Oaks ES	2	2	0	0
Kempner HS	1	1	0	0
Ridge Point HS	11	1	0	10
Burton ES	2	0	2	4
Patterson ES	0	0	1	1
Bowie MS	5	0	1	6
Thornton MS	8	0	1	9
Austin HS	6	0	1	7
Elkins HS	11	0	2	13
Other Campuses (TBD)			3	
Total		11	11	

In prior years, the District encountered enrollment/program shifts after the Board approved the portable classroom building relocation plan, which necessitated changes in the building allocation plan. To mitigate this potential situation, this year's proposal will include three additional portable classroom buildings with a location to be determined. This will allow for flexible deployment by Operations to ensure all needs are met before the school year begins. Operations staff may adjust releasing and/or receiving campuses based on program changes and/or enrollment changes.

The scope of work required to relocate and set the portable classrooms needed to support instruction for the upcoming school year includes, but is not limited to: building set up, site preparation required to receive the buildings, fire alarm system modifications, concrete sidewalks, landings, intercom systems, HVAC systems, fencing, walkway canopies, and building refurbishment.

The proposed budget also includes the scope to complete and provide the necessary technology to support the added classrooms, professional services to facilitate the design and permit process, and a site development allowance to cover site preparation.

Fort Bend Independent School District

The following table summarizes the anticipated costs associated with the relocation and installation of such buildings at the receiving campuses.

2025-2026 Portable Classroom Building Relocations and Repairs Budget	Cost
Professional Design Services – MWA Architects	\$170,000
Design Contingency (10%)	\$17,000
Subtotal (Design Services – MWA Architects)	\$187,000
Construction – Portable Building Relocations, Installation & Repairs	\$2,540,000
Construction Contingency (10%)	\$254,000
Subtotal (JR Thomas Group, Inc. – Contractor)	\$2,794,000
Site Development	\$100,000
Technology	\$400,000
Furniture, Fixtures, and Equipment (FF&E)	\$100,000
Subtotal (Other Project Costs)	\$600,000
Total Budget	\$3,581,000

The portable classroom building relocation, installation and repairs will be funded through Bond 2018 Program Contingency Funds.

To ensure the portable classroom buildings are ready for use by August 2025, the work will begin upon Board approval of the proposed budget and execution of the required contracts.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Kathleen Brown
Deputy Superintendent of Operations

Dr. Damian Viltz
Chief of Operations

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of 25-029AR Student Transportation Services (RFP)		
Board Policy: CH, CV, or DBD (Local)	District Priority: Priority 3	
Department: Deputy Superintendent Operations		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval for the purchase of student transportation services from Student Transportation of America in an amount not to exceed \$31,650,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2030.

Summary/Background
<p>On April 13, 2020, the Board approved RFP 20-045JB Student Transportation Services which will expire in July 2025. On February 2, 2025, the District issued RFP 25-029AR soliciting proposals from qualified vendors for student transportation services. Three (3) vendors submitted proposals.</p> <p>This contract will allow a qualified transportation service provider to supplement the District's existing school bus operations. It is designed to meet the Transportation Department's need for additional support in covering student transportation routes, including regular morning and afternoon routes, extracurricular trips, mid-day runs, and other requested bus services on an as-needed basis.</p> <p>The recommended vendor will be responsible for servicing between 50 and 130 routes and will provide school buses that meet essential safety standards. These buses will be equipped with safety features, including seat belts and air conditioning, to ensure both security and comfort during transit. The vendor will play a crucial role in supporting the District's commitment to providing safe, efficient, and high-quality transportation for students.</p>

Fort Bend Independent School District

An evaluation team comprised of Fort Bend ISD staff members from the Transportation and Business and Finance Departments evaluated the submissions. The District applied the “Best Value” process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition District policies.

The term of this contract is for one (1) year, with four (4) annual renewal options. The contract term will begin on August 1, 2025, and will run through July 31, 2026. With the four (4) option years, the contract can be extended through July 31, 2030.

Background

Expenditures in 2023-24 were \$6,193,508. The previous expenditure recommendation for this project was \$41,994,500. Expenditures are not expected to exceed \$31,650,000 through May 2030 which includes an increase in routes. Funding is included in the budget.

Requested by:	Damian Viltz, Chief Operations Officer Bryan Guinn, Chief Financial Officer	
Vendor:	Student Transportation of America, DBA GoldStar Transit, Inc***	
Budget Sources:	General Fund Grant Funds	
Amount:	Not to exceed \$31,650,000	
Other Supporting Information		
Sole Source:	N/A	
Number of vendors contacted by Purchasing:	373	
Number of vendors downloaded the solicitation:	56	
Number of responses received:	3	
Number of “no bid” responses received:	N/A	
Length of commitment:	Through May 2030	
Last solicitation date:	December 10, 2019	
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

Fort Bend Independent School District

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer

Bryan Guinn
Chief Financial Officer

RFP 25-029AR Student Transportation Services

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer. 	30 points
2	<p>Reputation of the Vendor and of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services. • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	5 points
3	<p>Quality of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Service capabilities • Demonstrated competence: experience, etc. • Relevant experience • Experience and competence in dealing with large school districts • Customer service indicative of sound delivery of services • Key personnel • Company's safety record • Quality control • Certification requirements • Vendor's Experience 	25 points
4	<p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Understanding of the scope of work to be performed • Alignment to the identified priorities • Ability to service our accounts with proper staff and prior experience with large scale projects. Vendor must show proof of such project/portfolio along with customer references and contact info.) <p>Vendors must meet these expectations to be considered for recommendation.</p>	25 points
5	<p>Vendor's Past Relationship with the District</p> <p>For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> • Past projects or contracts of similar service that the vendor has had with the District. • Past projects or contracts of similar service the vendor has had with K-12 Districts of similar size or larger. • Past projects or contracts of similar service the vendor has had with businesses or universities the size of our District. 	5 points
6	<p>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Cost of ongoing service 	10 points

7	Vendor's Principal place of business is in the state of Texas or employs 500 people in this state.	0 points
8	Insurance Requirements: <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. 	Pass/Fail
9	Service Agreement: <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement. By signing the Vendor Acknowledgement Form, you assent to the Terms and Conditions of Fort Bend ISD. 	Pass/Fail
10	The impact on the ability of the District to comply with laws and rules relating to Historically Underutilized Businesses (HUB).	N/A
	TOTAL	100 points

Tabulation Summary
RFP 22-008KB High School Graduation Diplomas and Related Items

Vendor	Purchase Price (30 pts. Max)	Reputation of Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Student Transportation of America dba GoldStar Transit, Inc.	30.00	3.00	19.67	20.00	3.83	10.00	86.50	1
A Ambassador Limousine & Transportation Inc.	10.37	2.00	11.00	7.67	1.00	2.17	34.21	2
Tripod Transportation	22.78	2.00	1.67	2.00	1.00	1.14	30.59	3

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Consideration and approval of 25-023AL Food and Beverage for Vending and Beverages for Concessions and Athletics		
Board Policy: CH, CV, or DBD (Local)	District Priority: Priority 3	
Department: Chief Financial Officer		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval for purchase of food and beverages for vending; bottled beverages for concessions and athletics from multiple vendors in an amount not to exceed \$500,000 and authorization for the Superintendent to negotiate and execute the agreements through June 2030.

Summary/Background
<p>On August 5, 2019, the Board approved RFP 19-100AB for Cold Beverage Vending Services and Concessions, which will expire in June 2025. On January 7, 2025, the District issued RFP 25-023AL soliciting proposals from vendors for cold beverage and snack vending machines at the District's campuses, administrative buildings, and athletics facilities; for cold drinks sold at the District's concession stands; and cold drinks for use by the Athletics Department. This service ensures that the athletes and patrons receive cold beverages during the District's athletic events.</p> <p>The District incurs no costs for cold beverage and snack vending arrangements, yet they generate modest commissions to support activity funds for the buildings where they are located. In the 2023-24 year, beverage commissions totaled approximately \$53,000, while snack vending commissions were estimated at \$34,000.</p> <p>An evaluation team comprised of Fort Bend ISD staff members from the Child Nutrition, Business and Finance, Enterprise Funds, and Athletics Departments evaluated the</p>

Fort Bend Independent School District

submissions. The District applied the “Best Value” process in selecting the vendors to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition District policies.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on July 1, 2025, and will run through June 30, 2028. With the two (2) option years, the contract can be extended until June 2030.

Background

Expenditures in 2023-24 were \$75,133. The previous expenditure recommendation for this project was \$1,100,000. Expenditures are not expected to exceed \$500,000 through April 2030. Funding is included in the budget.

Requested by:	Bryan Guinn, Chief Financial Officer
Vendor:	<p><u>Cold Beverage Vending</u> Coca Cola Southwest Beverages***</p> <p><u>Snack Vending</u> 2 Chicks Vending LLC 4 Our Family LLC (Naturals2go) Ambeeka Snacks LLC Dream Big Ventures, LLC Essential Home Services Goodness on the Go LLC Oasis Vending Solutions PM Vending Snapbook Vending Vendco Vending</p>
Budget Sources:	General Fund Child Nutrition Fund Enterprise Funds Activity Funds
Amount:	Not to exceed \$500,000
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	641
Number of vendors downloaded the solicitation:	50
Number of responses received:	18
Number of “no bid” responses received:	1
Length of commitment:	Through June 2030
Last solicitation date:	August 5, 2019
Supporting documents:	Evaluation Summary and Criteria

Fort Bend Independent School District

Disclosure under Board Policy CH, CV, or DBD (Local):	None
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*** *Previously awarded a contract of the same scope with the District.*

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

**RFP 25-023AL Food and Beverage for Vending and Bottled Beverages
for Concessions and Athletics**

	Evaluation Criteria	Point System
1	<p>Purchase Price/Commissions</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. • Pricing will be evaluated for reasonableness relative to the Purchase Price, Commissions, Incentives and Donations offered to the District by each proposer. 	30 points
2	<p>Reputation of the Vendor and of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services. • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	<p>Quality of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • List of products provided to the District. • Services will be expected to meet schedules and operate with minimal disruption. • Provide products that fall within Federal and State nutrition guidelines. • Products offered must meet the food service program guidelines as well as the National School Lunch Program guidelines. • Provide a plan on how your company maintains quality control on the products and equipment supplied to the District. 	25 points
4	<p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Work closely with incumbent contractors to switch out old vending machines in a seamless fashion. • All machines must have adjustable automatic timers installed to comply with local, State, and Federal guidelines. • Should your firm be awarded: How will you install vending machines considering the size of the District and the number of machines to be installed? Must provide a detailed plan with the proposal. • Please provide a sample of the commission report and how you ensure commissions are paid accurately and efficiently. • Donations and Incentives offered to the District. 	25 points

5	<p>Vendor's Past Relationship with the District</p> <p>For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> • Past projects or contracts similar service vendor has had with the District. • Past projects or contracts for similar services vendor has had with any K-12 Districts of similar size or larger. • Past projects or contracts for similar service vendor has had with any business or universities the size of our district. 	5 points
6	<p>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Other fees and other added costs • Total long-term revenue to the District to acquire vendor's goods or services 	5 points
7	<p>Vendor's Principal place of business is in the state of Texas or employs 500 people in this state.</p>	0 points
8	<p>Insurance Requirements</p> <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. 	Pass/Fail
9	<p>Service Agreement</p> <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement. By signing Vendor Acknowledgement Form, you assent to the Terms and Conditions of Fort Bend ISD. 	Pass/Fail
10	<p>The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB).</p>	N/A
	<p>TOTAL</p>	100 points

Tabulation Summary
RFP 25-023AL Food and Beverage for Vending; Bottled Beverages for Concessions and Athletics

Cold Beverage Vending Machines

Vendor	Purchase Price (30 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Coca-Cola Southwest Beverages	26.00	7.35	23.80	23.40	3.30	3.00	86.85	1
Vendco Vending	18.00	7.00	20.00	20.00	2.40	5.00	72.40	2
Keurig Dr. Pepepr	20.00	0.05	20.00	19.00	2.00	10.00	71.05	3
Dream Bid Ventures, LLC	25.00	0.05	16.00	15.40	2.20	3.75	62.40	4
Snapbook Vending	25.00	5.00	10.00	8.60	2.50	3.75	54.85	5

Snack Vending Machines

Vendor	Purchase Price (30 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Oasis Vending Solutions	21.00	6.10	22.00	22.60	3.70	3.33	78.73	1
Ambeeka Snacks LLC	16.00	10.00	22.22	21.00	3.90	2.50	75.62	2
2 Chicks Vending LLC	21.00	8.50	19.00	19.40	1.50	3.33	72.73	3
Vendco Vending	15.00	5.60	23.00	21.60	3.30	3.33	71.83	4
Goodness on the Go LLC	20.00	0.05	22.80	22.40	2.60	2.50	70.35	5
PM Vending	25.00	10.00	14.20	13.60	3.20	2.00	68.00	6
4 Our Family LLC (Naturals2go)	14.00	6.10	20.00	18.80	3.90	3.33	66.13	7
Essential Home Services	13.00	0.05	23.00	23.40	2.70	3.33	65.48	8
Dream Big Ventures, LLC	14.00	0.50	21.00	19.80	2.60	5.00	62.90	9
Snapbook Vending	15.00	5.00	16.00	17.00	3.80	3.33	60.13	10
NoshPass, Inc.	14.00	5.00	15.60	17.80	1.40	3.33	57.13	11
Grub Klub Incorporated (Naturals 2 Go Vendor)	16.00	5.60	14.40	13.20	1.40	3.33	53.93	12
Vendor	14.00	0.05	17.60	15.40	2.80	3.33	53.18	13

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025	
Agenda Item Title: Consideration and approval of 25-030KB Medicaid/School Health and Related Services (SHARS)			
Board Policy: CH, CV, or DBD (Local)		District Priority: Priority 3	
Department: Deputy Superintendent Teaching & Learning			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item. <input checked="" type="checkbox"/> Reviewed by Deputy Superintendent			

Recommendation
<p>Consideration and approval for the purchase of Medicaid/School Health and Related Services (SHARS) from Onward Learning LLC in an amount not to exceed five (5) percent of collected reimbursements over a five-year period, and authorization for the Superintendent to negotiate and execute the agreement through May 2030.</p>

Summary/Background										
<p>On May 11, 2020, the Board approved RFP 20-078MC Medicaid/School Health and Related Services (SHARS) which will expire in May 2025. On December 19, 2024, the District issued RFP 25-030KB soliciting proposal for Medicaid/School Health and Related Services (SHARS). Four (4) vendors submitted proposals.</p> <p>Medicaid services provided by school districts in Texas to Medicaid eligible students are known as SHARS. The oversight of SHARS is a cooperative effort between the Texas Education Agency and the Health and Human Services Commission. SHARS allows local school districts to obtain Medicaid reimbursement for certain health-related services documented in a student's Individualized Education Program.</p> <p>Fort Bend ISD School Health and Related Services Revenue Over 5 Years:</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>\$ 9,666,248</td> </tr> <tr> <td>2021</td> <td>\$ 9,613,025</td> </tr> <tr> <td>2022</td> <td>\$10,415,034</td> </tr> <tr> <td>2023</td> <td>\$ 8,989,739</td> </tr> </tbody> </table>	Fiscal Year	Amount	2020	\$ 9,666,248	2021	\$ 9,613,025	2022	\$10,415,034	2023	\$ 8,989,739
Fiscal Year	Amount									
2020	\$ 9,666,248									
2021	\$ 9,613,025									
2022	\$10,415,034									
2023	\$ 8,989,739									

Fort Bend Independent School District

2024	\$ 2,214,240
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* The District has not received the 2022 adjusted cost report totaling \$2,095,340 which would have been received in the fiscal year 2024 due to the District filing litigation with the Department of Health and Human Services regarding adjustments made to the cost report due to a 2011 Federal government audit.

An evaluation team comprised of Fort Bend ISD staff members from the Business and Finance and Special Education Departments evaluated the submissions. Staff invited the top three (3) vendors to demonstrate their products and services. After completion of the procurement process, the evaluation team recommended Onward Learning LLC as the best value vendor to provide Medicaid and SHARS billing services to the District. The District applied the “Best Value” process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition district policies.

The term of the contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on May 19, 2025, and will run through May 18, 2028. With two (2) option years, the contract can be extended until May 2030.

Background

Expenditures for FY 2023-24 were \$121,305. Expenditures are not expected to exceed five (5) percent of the collected reimbursements through May 2030.

Requested by:	Dr. Adam Stephens, Chief Academic Officer Bryan Guinn, Chief Financial Officer	
Vendor:	Onward Learning LLC ***	
Budget Sources:	General Fund	
Amount:	Not to exceed	
Other Supporting Information		
Sole Source:	N/A	
Number of vendors contacted by Purchasing:	1265	
Number of vendors downloaded the solicitation:	58	
Number of responses received:	4	
Number of “no bid” responses received:	0	
Length of commitment:	Through May 2030	
Last solicitation date:	May 11, 2020	
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.

Fort Bend Independent School District

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan
Deputy Superintendent of Teaching and Learning

Dr. Adam Stephens
Chief Academic Officer

Bryan Guinn
Chief Financial Officer

RFP 25-030KB Medicaid/School Health and Related Services (SHARS)

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. • Pricing will be evaluated for reasonableness relative to the goods and services offered to the District by each proposer. 	25 points
2	<p>Reputation of the Vendor and of the Vendor’s Goods or Services</p> <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD’s, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services. • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	<p>Quality of the Vendor’s Goods or Services</p> <ul style="list-style-type: none"> • Vendor Experience • Key Personnel-Both the SHARS related expertise and IT expertise • Outline of Similar Size Districts • Quality Control it relates to Data Feeds and Reporting • Ability to provide reports listed below accurately: • Monthly eligibility reports by campus and alpha order • Consent reports • Transportation • Reports for the Cost Report Preparation • Claims Filed • Claims Denied • TMHP Remittance and Status Reports • IEP Prescription Reporting • Students Not Billed and Why • Claims Paid by Service 	25 points
4	<p>Extent to Which the Goods or Services Meet the District’s Needs</p> <ul style="list-style-type: none"> • Proven Success Rate with Districts Similar in Size. How the Vendor would ensure both Compliance and help the District grow the SHARS revenue. • Software - Leveling of ease with reporting. • Ability to run reports easily for range months, for the entire period of the cost report. • Seamless and timely data feeds. • Current SPED software integration. • System has flexible report writer. • Proposer fully versed in the legal requirements of HHSC, TMHP, etc. • Billing and reports available in both PDF and CSV. • Training of Teachers, ARD Facilitators, Paras, Nurses, Related Services, etc. • Customer Service for both Providers and Administrators. • Monthly Bundled Reports and Check-In with District to help grow revenue and identify areas of potential improvement. 	25 points

5	Vendor's Past Relationship With the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> • Past projects or contracts similar service vendor has had with the district. • Past projects or contracts similar service vendor has had with any K-12 Districts similar size or larger • Past projects or contracts similar service vendor has had with any business or universities the size of our district. 	5 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services <ul style="list-style-type: none"> • Other fees and other added cost • Total long-term revenue to the District to acquire vendor's goods or services 	10 points
7	Vendor's Principal place of business is in the state of Texas or employs 500 people in this state.	0 points
8	Insurance Requirements: <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. 	Pass/Fail
9	Service Agreement: <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement By the Vendor Acknowledgement Form, you assent to the Terms and Conditions of Fort Bend ISD. 	Pass/Fail
10	The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB).	N/A
	TOTAL	100 points

Tabulation Summary
RFP 25-030KB Medicaid/School Health and Related Services (SHARS)

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendor's Goods and Services (25 pts. Max)	Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long-Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Onward Learning LLC	18.75	6.00	21.00	20.36	4.18	7.50	77.79	1
Texas State Billing Services, Inc. (TSBS)	25.00	2.00	16.55	15.64	3.18	10.00	72.37	2
Houston ISD - MFCS	18.18	2.00	17.09	16.82	3.55	7.27	64.91	3
The Perazim Group	10.19	2.00	8.46	8.27	1.91	4.07	34.90	4

* Firefly Professional Service Providers LLC and Amplify Plus Therapy & Coaching PPLC were deemed Non-Responsive

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Action Delegation of Authority to Appoint and Approve Administrator Contracts		
Board Policy: DC (Local)	District Priority: Priority 3	
Department: Deputy Superintendent Operations		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval to delegate authority to the Superintendent to appoint and approve contracts of employment for campus principals and district administrators at the director level and above, for the 2025-26 school year through August 12, 2025.

Summary/Background
<p>Under Board Policy DC (Local), the Board retains final authority for employment of principals and district administrators at the director level and above. However, during the summer months it is often imperative to fill those vacancies promptly to ensure a smooth start to the school year and to secure top candidates before they accept offers elsewhere. The most critical hiring typically falls between June 2, 2025, and the next scheduled meeting on August 18, 2025.</p> <p>The Board has delegated this hiring authority to the Superintendent during the summer. The administration is requesting that similar authority be granted for a limited time ending on August 18, 2025 – the date of the first Board meeting following the start of the 2025-26 school year.</p>

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Kathleen Brown
Deputy Superintendent of Operations

Glenda Johnson
Chief Human Resources Officer

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Action Consideration and approval of school naming for Middle School 16		
Board Policy: CW (Local)	District Priority: Priority 2	
Department: Chief Communication Officer		
Are there related documents to be signed by the Board? NO		
<input type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		

Recommendation
Consideration and approval of school naming for Middle School 16.

Summary/Background
<p>As per Board Policy CW (Local), a Naming Committee was established for the purpose of selecting a name for the Middle School 16. The newly built campus is scheduled to open in August 2026. The FBISD community was invited to nominate names via an electronic form to be considered for the campus. The opportunity to provide the name nominations took place from March 21, 2025, through April 2, 2025. Nearly 1,200 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.</p> <p>The Middle School 16 Naming Committee met on May 15, 2025.</p> <p>The Department of Collaborative Communities leads the school naming process on behalf of the District. The Committee members consisted of Sonya Jones and Shirley Rose-Gilliam as the Board of Trustees representatives, principals, parents, teachers, students, and community representatives of neighboring schools.</p> <p>Committee members reviewed all nominations based on criteria outlined in Policy CW (Local). The following guidelines governed the discussion and selection:</p>

Fort Bend Independent School District

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 should have attained prominence locally or nationally in fields of education, science, art, statesmanship, political science, military achievement, or a Texas historical achievement.

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

The Naming Committee selected **Amy Coleman** as the proposed namesake for Middle School 16.

Amy Joyce Davis Coleman was an educator and humanitarian who served in the field of education for nearly 33 years. She was the first in her family to earn a bachelor's and master's degree. Additionally, Ms. Coleman was the recipient of several lifetime achievement awards in education (MKO Alpha Kappa Alpha Educational Excellence Award). She was civically engaged in the NAACP Missouri City chapter, Friends of the Missouri City Library, and the National Society for Black Educators (NASBE). She was a founding board member for the Southwest Educational Project (SWEP), a local non-profit that took students to tour historically black colleges and universities all across the country for more than a decade.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Chassidy Olainu-Alade
Chief Communications Officer

Payal Pandit Talati
Executive Director, Collaborative Communities

Fort Bend Independent School District

Executive Summary

Agenda Review Workshop		Meeting Date: June 9, 2025
Agenda Item Title: Consideration and approval of a Fort Bend Independent School District Resolution in support of House Bill 2.		
Board Policy:	District Priority: Priority 1	
Department: Board of Trustees		
Are there related documents to be signed by the Board? YES		
<input type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

Recommendation
Consideration and approval of a Fort Bend Independent School District Resolution in support of House Bill 2.

Summary/Background

Fort Bend Independent School District Resolution in Support of House Bill 2

WHEREAS, the Fort Bend Independent School District is committed to providing high-quality education and ensuring equitable access to educational resources for all students within the district; and

WHEREAS, House Bill 2, introduced during the 89th Regular Texas Legislative Session by Representatives Buckley, Bernal, Guillen, et al., proposes significant amendments to the Education Code that aim to enhance public education and public school finance in the State of Texas;

WHEREAS, House Bill 2 includes provisions that directly benefit school districts by increasing funding allocations, supporting teacher incentive programs, and enhancing special education services, thereby improving the overall educational environment for students and staff;

WHEREAS, the bill proposes an increase in the basic allotment for each student in average daily attendance, which will provide additional financial resources to the District, enabling it to better meet the needs of its students;

WHEREAS, House Bill 2 introduces the Grow Your Own Partnership Program, which supports the development of future educators by forming partnerships with higher education institutions, thereby ensuring a steady pipeline of qualified teachers for the District;

WHEREAS, the bill also establishes grant programs to promote parental engagement and support for students with disabilities, which aligns with the District's goals of fostering inclusive and supportive educational environments;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees recognizes the positive impact that House Bill 2 will have on the District's ability to provide quality education and support services to its students.

BE IT FURTHER RESOLVED, that the Fort Bend Independent School District Board of Trustees hereby expresses its full support for House Bill 2 and urges its passage by the Texas Legislature.

Adopted this 19th day of May, 2025, by the Fort Bend Independent School District Board of Trustees.

Fort Bend I.S.D. Board President

Fort Bend I.S.D. Board Secretary

Fort Bend Independent School District

Executive Summary

Regular Board Meeting		Meeting Date: May 19, 2025
Agenda Item Title: Action Consideration and approval of Cost Savings Audit		
Board Policy: BAA (Local)	District Priority: Priority 3	
Department: Deputy Superintendent Chief of Staff		
Are there related documents to be signed by the Board? NO		
<input type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

Recommendation
Consideration and approval to accept the Gibson Cost Savings Audit.

Summary/Background
In October 2024, the Board approved a cost proposal for Gibson Consulting Group to conduct a Cost Savings Audit as part of the district's internal audit program. The purpose of this audit was to identify possible savings opportunities that could help close a projected deficit.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Beth Martinez
Deputy Superintendent Chief of Staff