



A PROUD TRADITION | A BRIGHT FUTURE

LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Regular Board Meeting

Thursday, November 19, 2015

7:00 PM

**LAMAR CISD BOARD OF TRUSTEES
REGULAR BOARD MEETING
BRAZOS CROSSING ADMINISTRATION BUILDING
3911 AVENUE I, ROSENBERG, TEXAS
NOVEMBER 19, 2015
7:00 PM**

AGENDA

1. Call to order and establishment of a quorum
2. Opening of meeting
3. Student Reports
 - A. Frost Elementary: Find the Turkey
4. Recognitions/awards
5. Introductions
6. Audience to patrons
7. Approval of minutes
 - A. October 13, 2015 - Special Meeting (Workshop) 6
 - B. October 15, 2015 - Regular Board Meeting 12
8. Board members reports
 - A. Meetings and events
9. Superintendent reports
 - A. Meetings and events
 - B. Information for immediate attention
10. Public Hearing on Financial Integrity Rating System of Texas (FIRST) for fiscal year 2013 - 2014
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13. CLOSED SESSION	
A. Adjournment to closed session pursuant to Texas Government Code Sections 551.071, 551.072, 551.074, and 551.082, the Open Meetings Act, for the following purposes: (Time _____)	
1. Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.	157
a. Approval of personnel recommendations for employment of professional personnel	
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2. Section 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property	

- a. Land
3. Section 551.071 - To meet with the District's attorney to discuss matters in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the Open Meetings Act, including the grievance/complaint hearing.
 - a. Any item listed on the agenda
 - b. Discuss pending, threatened, or potential litigation, including school finance litigation

RECONVENE IN OPEN SESSION

**Action on Closed Session Items
Future Agenda Items**

ADJOURNMENT: (Time _____)

If during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to an item noticed in this meeting, then such closed session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour or place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Section 551.071-551.084, inclusive, of the Open Meetings Act, including, but not limited to:

Section 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

Section 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 - For the purpose of discussing the purchase, exchange, lease or value of real property.

Section 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

Section 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.

Section 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.

Section 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.

Section 551.0821 – For the purpose of deliberating a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.

Should any final action, final decision or final vote be required in the opinion of the Board with regard to any matter considered in such closed session, then such final action, final decision or final vote shall be at either:

- a. the open meeting covered by this notice upon the reconvening of this public meeting, or
- b. at a subsequent public meeting of the Board upon notice thereof, as the Board may determine.

CERTIFICATE AS TO POSTING OR GIVING OF NOTICE

On this 13th day of November 2015 at 3:00 p.m., this notice was posted on a bulletin board located at a place convenient to the public in the central administrative offices of the Lamar Consolidated Independent School District, 3911 Avenue I, Rosenberg, Texas 77471, and in a place readily accessible to the general public at all times.



Karen Vacek
Secretary to Superintendent

Special Meeting

Be It Remembered

The State of Texas §
County of Fort Bend §
Lamar Consolidated Independent School District §

Notice of Special Meeting Held

On this the 13th day of October 2015, the Board of Trustees of the Lamar Consolidated Independent School District of Fort Bend County, Texas met in Special Session (Workshop) in Rosenberg, Fort Bend County, Texas.

1. CALL TO ORDER AND ESTABLISHMENT OF A QUORUM

This meeting was duly called to order by the President of the Board of Trustees, Ms. Kathryn Kaminski, at 6:30 p.m.

Members Present:

Kathryn Kaminski	President
Kay Danziger	Vice President
Anna Gonzales	Secretary
Tyson Harrell	Member
Melisa Roberts	Member
James Steenbergen	Member

Members Absent:

Frank Torres	Member
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Others Present:

Thomas Randle	Superintendent
Kevin McKeever	Administrator for Operations
Jill Ludwig	Chief Financial Officer
Laura Lyons	Executive Director of Elementary Education
Leslie Haack	Executive Director of Secondary Education
Kathleen Bowen	Chief Human Resources Officer
Mike Rockwood	Executive Director of Community Relations
David Jacobson	Chief Technology Information Officer
Valerie Vogt	Academic Administrator

BUSINESS TRANSACTED

Business properly coming before the Board was transacted as follows: to witness—

2. Discussion of October 15th Regular Board Meeting Agenda Items

The Board reviewed the October 15th Regular Board Meeting agenda items.

10. ACTION ITEMS

10. A GOAL: INSTRUCTIONAL

10. A-1 Consider approval of the 2016-2017 Student Course Selection Catalog

Ms. Roberts asked about seventh and eighth grade students taking Spanish I & II and receiving high school credit and factoring in their GPA. The question was if these courses had a multiplier if taken in junior high because students are considered advanced for their age. Ms. Haack stated Spanish I & II are not Pre-AP level courses. Pre-AP LOTE classes begin at level 3 and AP LOTE classes begin at level 4. Ms. Haack confirmed that whether students begin their LOTE requirement at the seventh, eighth, or ninth grade – Level 1 LOTE classes are unweighted and receive the 1.1 academic weight. Ms. Roberts stated that all the schedules she has reviewed said Pre-AP and in addition the students are advanced because they have to score high enough in their Reading and English in order to take Spanish in junior high. And, Ms. Roberts stated her concern that by weighting the junior high LOTE level I & II courses the same as high school, the kids really do not have an incentive to take the course. Perhaps we should give them two more years to mature and learn more study habits before allowing them to take a high school credit LOTE class. This may result in the students earning a better grade taking the LOTE courses in the ninth and tenth grade. Ms. Roberts asked if this is a choice we have as a District or is this a state policy on the way these are weighted. Ms. Vogt responded that the content of the course determines if the course is weighted and not the age of the child when taking the high school credit course. Ms. Vogt continued explaining that even though a student may be a seventh grader taking Spanish I, the incentive is this is a course offering of interest for the student, or allows the student to begin fulfilling graduation requirements and as a result opens up additional course options during high school. Ms. Roberts asked if taking Algebra as a seventh grader and geometry as an eighth grader – are these weighted courses. Ms. Haack stated Algebra I in junior high is Algebra I Pre-AP and it is weighted at 1.2. Ms. Haack further stated that the current ninth grade students are the first group in which any high school credit course students took in junior high factors into their GPA and in determining their class rank. Ms. Roberts stated parents are concerned that it is factoring into their GPA and perhaps was not weighted. Perhaps parents should have encouraged their child to wait until ninth grade before taking the course and the student could have earned a higher grade with the weighted 1.2. Ms. Roberts communicated her concerns regarding the amount of classes being offered and if we are requiring teachers to have certifications in all subject areas. How as a district or campus are we taking measures to ensure we help teachers become certified in these multiple areas? If so, what are we doing? Dr. Bowen stated that some of the certifications will be composite certifications, and when required, add-on certifications are secured. Ms. Haack stated a lot of teachers in the endorsement areas are aware of the required certifications because these are the teachers helping with building the course offerings within the endorsements. Campus staff is looking ahead six months, eight months and a year out to ensure staff is notified of the required certifications for the courses offered. Ms. Roberts asked if the District is offering anything additionally to try to help with this or are teachers required to secure certifications on their own. Dr. Bowen stated we have in some areas like an ESL certification for

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example. Ms. Vogt said that if you are certified in science, because this is a composite certification, it allows teachers to teach multiple science courses across multiple endorsements. Ms. Roberts stated the fear is we are just putting warm bodies in the positions. Ms. Vogt stated teachers will not be able to teach a class that they have not secured the required certification(s).

Ms. Danziger asked about the grading system and why the “D” was deleted, now the “C” is 70-79. Ms. Vogt said the numeric system best informs parents, but colleges and universities look strictly at the letter, an “A” is 4 points, etc. This makes it more consistent with the majority of the state of Texas and nationally, when they compete for scholarships and GPA points. Ms. Haack said all transcripts are numerical.

10. B GOAL: PLANNING

10. B-2 Consider approval of budget amendment requests

Mr. Steenbergen asked if the third and sixth budget amendments are all roll forward funds. Ms. Ludwig said yes. Mr. Steenbergen asked what goes into classroom instruction. Ms. Ludwig said it is usually instructional supplies and materials. Mr. Steenbergen asked why the third and sixth budget amendments are separated if they are all purchase orders that have not been completed. Ms. Ludwig said because startup funds are accounted for separately and are remaining funds, not purchase orders. Mr. Steenbergen asked about the fifth amendment where funds donated to the District and have not been expended and he hears teachers say they are running short of supplies. Ms. Ludwig said these funds are donated for specific projects or things and it is up to the campuses to generate the purchase orders.

Ms. Kaminski asked if the American Red Cross budget is new. Ms. Ludwig said no this is standard every year. This is the amount the District anticipates receiving and the cost of the salaries for that program. Ms. Kaminski said that at one time there was another program where they were raising funds for, and it was used for the renovations at the natatorium. Ms. Ludwig said that it is the next amendment of \$37,116.50. Ms. Kaminski asked if this goes toward the fourth grade swimming program. Dr. Randle said it is not designated as such, it goes to general fund. Ms. Kaminski said when she totaled everything up she came up with almost \$3m not spent last year. She said a lot was under classroom instruction and she hears from different schools that there is no money. She is having a hard time understanding why they are saying that if we have an abundance of funds. Ms. Ludwig reminded her that the bulk of this is already committed, the items just were not received or the services were not provided before August 31st. If there is a purchase order, these funds are basically spent. Dr. Randle encouraged the Board to ask teachers if they have approached their principal when they say they have no funding.

Ms. Roberts asked if the Board will get an update once the fiscal year is over to see the difference. Ms. Ludwig said yes and the Finance Committee would be receiving an update on the closing of 2014-2015 and where we are for 2015-2016.

Ms. Kaminski asked about the eighth budget amendment and why taking money out of classroom instruction, school leadership, and social work services to put into the maintenance and operations. Ms. Ludwig said we are required to budget cellular service under function 51 which is plant maintenance and operations, but this is a consolidation of eight different budget amendments. These phones are typically the administrator's phones, and the budgets were not entered correctly. This is just a

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cleanup amendment and is because we changed cell service providers and they were not sure how much to budget.

10. B-6 Consider approval of asbestos designated person

Ms. Kaminski asked whose place Aaron is taking. Mr. McKeever said he is replacing Paul Gutowsky.

10. B-7 Consider approval of material testing services supplement for the construction of the new Dean Leaman Junior High School

Ms. Roberts asked if we know which materials are specifically being tested. Mr. Bailey said this is continuous material testing of concrete and mortar.

10. B-8 Consider approval of CSP-02-2016ML Terry High School running track improvements

Mr. Steenbergen asked if this project was a Bond specific item or leftover money from 2003 Bond. Mr. McKeever said this was from available Bond funds that were not on the original scope of work. Mr. Steenbergen asked how much 2003 Bond money is left. Ms. Ludwig said all should be gone.

10. B-9 Consider approval of CSP-04-2016VRG for the Lamar CISD Elementary #24

Ms. Roberts noticed there is a Drymalla Construction and Gamma Construction, and asked if we are specifically using Drymalla for some projects and Gamma for others, or are they two completely different entities and do two different types of work. Mr. McKeever said Drymalla is currently working for us building Fulshear High School and that they built Arredondo. For this CSP, Drymalla did not submit a proposal. This is just a recommendation for Gamma. Ms. Roberts asked if they do similar scope of work as Drymalla. Dr. Randle said, yes, they are similar companies and both are contractors. Ms. Roberts asked why Drymalla did not submit. Mr. McKeever said it was bad timing for their company.

Mr. Steenbergen said they heard stuff in the Facilities Committee meeting about the post proposal cost reductions and apparently Gamma did a bunch of work to decrease the cost by \$1.2m. Mr. Steenbergen asked about the difference in the two alternates, totaling \$407k and \$454k. There is a \$50k difference. Ms. Barrera said the \$18,541,396 is correct. Mr. Blan said they would go back to the original bid tabulation to verify the information. Mr. Steenbergen stated that Comex was not chosen, but their bid was lower by about \$500k and they were dinged for their references. He wanted to know what kind of things kicked them out. Ms. Barrera said it was very important for the contractor to be able to illustrate past successful on-time completion and they did not have as high of a rating as the others. Comex has not completed a project this large, this would be their first.

10. B-10 Consider approval of architect contract

Ms. Roberts asked if the criteria for the CSP is changing. Ms. Leach said with a RFQ we cannot ask them what they will charge. The RFQ is based on merit and experience. Ms. Roberts thought Ms. Leach was creating a template. Ms. Leach said there is a RFQ on the street now, looking for new architects to create a ranking list for other projects.

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10. B-11 Consider approval of architect contract

Ms. Roberts asked if we have an idea of the approximate amount we were spending on the Pink project. Mr. McKeever said it was a little over \$1m. Dr. Randle said they are working to reduce this number.

10. C GOAL: TECHNOLOGY

10. C-1 Consider approval of audio visual equipment and installation services

Ms. Roberts asked if we have used this company before. Mr. Jacobson said that we have, and they were our vendor for the last projector refresh.

11. INFORMATION ITEMS

11. A GOAL: PLANNING

11. A-5 Naming New Schools

Ms. Kaminski asked if there has been a response. Mr. Rockwood said the process has been paused for the Board to have a discussion or comment at this meeting. If the Board is okay with the current process and policy, then the process will commence.

Ms. Danziger verified the process to bring in the names. Mr. Rockwood said it is completely vetted by the Board. The District accepts names for about a month, compiles them into a binder, clarifies what the recommendation is for, and provides this to the Board. The Board reviews these for a month. Then a public hearing is held. After the Board reviews, they make a decision. Ms. Danziger asked if the Board has to name all of them. Dr. Randle said they do not have to name all of them. Mr. Rockwood said the recommendation for many school districts is to do all at once, because it takes the emotion out of the process.

11. A-6 2015-2016 Attendance Boundary Committee

Ms. Kaminski asked if we can have a Board member on this committee. Ms. Danziger clarified that the Board has their own Attendance Boundary Committee. Ms. Roberts clarified she does not sit on the Attendance Boundary Committee, that is being presented tonight. She has attended their meetings when they made final recommendations.

Ms. Roberts asked that since they know it is an elementary school, what type of community members are involved? Is it still the entire district? Mr. Rockwood said zoning is only the impacted areas, and right now this looks like it will only be a gold track school. He mentioned Adolphus, Huggins, Hubenak, and all gold track secondary school—including Fulshear High School.

ADJOURNMENT TO CLOSED SESSION PURSUANT TO TEXAS GOVERNMENT CODE SECTIONS 551.071, 551.072, 551.074, and 551.082, THE OPEN MEETINGS ACT, FOR THE FOLLOWING PURPOSES:

1. Section 551.074 – For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.
 - a. Approval of personnel recommendations for employment of professional personnel
 - b. Employment of professional personnel (Information)
 - c. Employee resignations and retirements (Information)
 - d. Consider employment of Principal for Huggins Elementary School
 - e. Consider employment of Director of Transportation
2. Section 551.072 – For the purpose of discussing the purchase, exchange, lease or value of real property
 - a. Land
 - b. Consider approval of approximately 12.6 acres in the Tamarron Lakes subdivision
3. Section 551.071 – To meet with the District’s attorney to discuss matters in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the Open Meetings Act, including the grievance/complaint hearing.
 - a. Any item listed on the agenda
 - b. Discuss pending, threatened, or potential litigation, including school finance litigation

The Board adjourned to Closed Session at 7:21 p.m. for the purposes listed above.

RECONVENE IN OPEN SESSION – ACTION ON CLOSED SESSION

The Board reconvened in Open Session at 7:47 p.m.

ADJOURNMENT

The meeting adjourned at 7:47 p.m.

LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Signed:

Kathryn Kaminski
President of the Board of Trustees

Anna Gonzales
Secretary of the Board of Trustees

Regular Meeting

Be It Remembered

The State of Texas §
County of Fort Bend §
Lamar Consolidated Independent School District §

Notice of Regular Meeting Held

On this the 15th day of October 2015, the Board of Trustees of the Lamar Consolidated Independent School District of Fort Bend County, Texas met in Regular Session in Rosenberg, Fort Bend County, Texas.

1. CALL TO ORDER AND ESTABLISHMENT OF A QUORUM

This meeting was duly called to order by the President of the Board of Trustees, Ms. Kathryn Kaminski, at 7:00 p.m.

Members Present:

Kathryn Kaminski	President
Kay Danziger	Vice President
Anna Gonzales	Secretary
Tyson Harrell	Member
Melisa Roberts	Member
James Steenbergen	Member

Members Absent:

Frank Torres	Member
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Others Present:

Thomas Randle	Superintendent
Kevin McKeever	Administrator for Operations
Jill Ludwig	Chief Financial Officer
Laura Lyons	Executive Director of Elementary Education
Leslie Haack	Executive Director of Secondary Education
Kathleen Bowen	Chief Human Resources Officer
Mike Rockwood	Executive Director of Community Relations
David Jacobson	Chief Technology Information Officer
Valerie Vogt	Academic Administrator
Rick Morris	Attorney

BUSINESS TRANSACTED

Business properly coming before the Board was transacted as follows: to witness—

2. OPENING OF MEETING

The prayer was led by Ms. Lyons, and the pledge of allegiance was recited.

3. STUDENT REPORTS

a. Briscoe Junior High Science Explorations

Genius Hour was presented by Briscoe Junior High students: Iris Ung, Fabiana Saa, Olive Okoro, Morgan Grieve, and Aminat Lamal. They challenged the Board to partner up and build something from a box of bits in one minute. Genius Hour is a school based project that pushes students to learn and experience the making of a product with the intention of creating an innovative idea.

4. RECOGNITIONS/AWARDS

None

5. INTRODUCTIONS

None

6. AUDIENCE TO PATRONS

Mr. Joe Greenwell addressed the Board about the Headstart program and prekindergarten. He is aware that the state requires the District to have pre-K and they have tight restrictions. He said there is now talk about having districtwide pre-K. He gave the Board an executive summary of a study. He feels that Headstart does not work and districtwide pre-K will be a waste of taxpayers' money. He urged the Board to not implement universal pre-K.

Ms. Diana Lankford addressed the Board about Transportation and the problems. She feels there are too many "Indians and not enough Chiefs." She said the employees in Transportation are very frustrated and have no idea who is their boss. She said a lot of the other bus drivers feel the same as she does. She said she is sorry for what happened to Mr. Brown, but she does not agree with pocket knives being carried on the bus by drivers. She said she has asked since the beginning of the school year to see a handbook. She said something needs to be done with Transportation.

Mr. Herman Brown addressed the Board about Transportation and the knife Ms. Lankford addressed previously. He said if it had not been for the knife, he probably would be dead or seriously injured. He said he did not pull the knife to cause bodily harm, he pulled the knife to get them off of him. He said when the drivers write up the students, they are recorded as a warning, or no action is taken. He feels that Transportation should have a part in the discipline of students, not just the Principals.

Ms. Diana Reyna Martinez addressed the Board about Transportation and the issue with writing up students and never getting a response with what comes of the write ups. She also wondered why the students who attend ALC are transported. She said the drivers do not get any answers and feels like they do not have any help.

Mr. Peter Schreurs requested a Closed Session meeting with the Board because his topic involves inappropriate touching in school and verbal harassment. He said this has been a journey of six months that cannot fit into five minutes. Ms. Kaminski conferred to the attorney. Mr. Morris said if the speaker will be identifying students by name, that it would need to take place in Closed Session, and they could adjourn to Closed Session now. Mr. Morris said if it is in the form of a grievance, it can be heard tonight but the Board is legally restricted from taking any action. If the speaker is wishing the Board to take action, he would have to conform to the

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District's grievance process. Mr. Schreurs said the grievance is about to be filed. Mr. Morris asked Mr. Schreurs if, he will be filing a grievance and seeking relief, and the Board cannot grant relief tonight, it would be better to advance the grievance and then convene with the Board at the appropriate time. Mr. Morris informed Mr. Schreurs at that time he would be allowed to fully present the grievance, and the Board will have the ability to take action. Mr. Schreurs agreed that he would file the grievance.

7. APPROVAL OF MINUTES

A. SEPTEMBER 15, 2015 SPECIAL MEETING (WORKSHOP)

It was moved by Ms. Roberts and seconded by Ms. Gonzales that the Board of Trustees approve the minutes of September 15, 2015 Special Meeting (Workshop). The motion carried unanimously.

B. SEPTEMBER 17, 2015 REGULAR BOARD MEETING

It was moved by Ms. Danziger and seconded by Mr. Steenbergen that the Board of Trustees approve the minutes of September 17, 2015 Regular Board Meeting. The motion carried unanimously.

D. SEPTEMBER 29, 2015 SPECIAL BOARD MEETING

It was moved by Dr. Harrell and seconded by Ms. Roberts that the Board of Trustees approve the minutes of the September 29, 2015 Special Board Meeting. The motion carried unanimously.

8. BOARD MEMBER REPORTS

a. Meetings and Events

Ms. Gonzales reported the Finance Committee met and reviewed the financial status for fiscal year 2014-2015 and projections for 2015-2016. They also discussed the education regulations for federal and state grants to include the EDGAR (Education Department General Administrative Regulations) policies and procedures. The administration is working on a policy and procedures manual.

Ms. Roberts reported that when she attended TASB there was a common theme throughout the workshops she attended. This was to invite the community to be a part of as many decisions as possible. She would like to see the District use this as often as possible.

Ms. Danziger reported the Facilities Committee met. She reported on the status of projects going on throughout the District.

Mr. Steenbergen reported the Technology Committee met. He reported on the status of projects going on throughout the District. One in particular was the Special Olympics registration where volunteers can register online.

9. SUPERINTENDENT REPORTS

a. Meetings and Events

Dr. Randle thanked the Board members that attended the State of the Schools luncheon.

b. Information for Immediate Attention

ACTION ITEMS FOR CONSENT OF APPROVAL: 10. A-1; 10. B-1 - 10. B-13; 10. C-1; and 10. D-1

It was moved by Ms. Danziger and seconded by Ms. Gonzales that the Board of Trustees approve these action items as presented. The motion carried unanimously.

10. A GOAL: INSTRUCTIONAL

10. A-1 Approval of the 2016-2017 Student Course Selection

approved the 2016-2017 Student Course Selection Catalog.

10. B GOAL: PLANNING

10. B-1 Ratification of Quarterly Investment Report

ratified the quarterly investment report as submitted for the quarter ending August 31, 2015. (See inserted pages 99-A-99-F.)

10. B-2 Approval of budget amendment requests

approval of budget amendment requests as attached. (See inserted page 99-G.)

10. B-3 Ratification of Financial and Investment Reports

ratified the Financial and Investment Reports as presented.

10. B-4 Approval of Resolution proclaiming:

a. Parent Involvement Week

approved the attached resolution proclaiming November 16 - 20, 2015 as "Parent Involvement Week" in the Lamar Consolidated Independent School District. (See inserted page 99-H.)

10. B-5 Approval of Donations to the District, including, but not limited to:

a. Frost Elementary School

b. Hubenak Elementary School

c. Terry High School

approved donations to the district.

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10. B-6 Approval of asbestos designated person

approved Aaron Morgan as the Lamar Consolidated Independent School District asbestos designated person.

10. B-7 Approval of material testing services supplement for the construction of the new Dean Leaman Junior High School

approved the supplement to the agreement with Terracon for material testing services for the construction of the new Dean Leaman Junior High School in the amount of \$15,000. (See inserted pages 100-A-100-F.)

10. B-8 Approval of CSP-02-2016ML Terry High School running track improvements

approved Hellas Construction Company for the Terry High School running track improvements in the amount of \$192,650.

10. B-9 Approval of CSP-04-2016VRG for the new Lamar CISD Elementary #24

approved Gamma Construction Company for the construction of the new Elementary #24 in the amount of \$18,541,396.

10. B-10 Approval of architect contract

approved PBK Architects for the design of the new Elementary #25 and allow the superintendent to begin contract negotiations.

10. B-11 Approval of architect contract

approved PBK Architects for the design of the repairs to Pink Elementary School and allow the superintendent to begin contract negotiations.

10. B-12 Approval of utility easement for the new Elementary #24

approved the utility easement for the new Elementary #24 campus. (See inserted pages 100-G-100-N.)

10. B-13 Approval of material testing services for the new Elementary #24

approved Terracon for material testing services for the construction of the new Elementary #24 in the amount of \$64,000. (See inserted pages 100-O-100-W.)

10. C GOAL: TECHNOLOGY

10. C-1 Approval of audio visual equipment and installation services

approved the purchase of projectors, equipment, and installation services for Phase IV of the refresh of district projectors in the amount of \$699,700 from Troxell Communications.

10. D GOAL: PERSONNEL

10. D-1 Approval of new appraisers for teaching staff, 2015-2016 school year

approved the 2015 – 2016 appraiser(s) who have recently become certified or are new to Lamar Consolidated Independent School District (LCISD).

11. INFORMATION ITEMS

11. A GOAL: PLANNING

11. A-1 Tax Collection Report

11. A-2 Payments for Construction Projects

11. A-3 Region 4 Maintenance and Operations Update

11. A-4 Bond Update

11. A-5 Naming New Schools

Ms. Roberts said that a few years ago the policy on how the schools are named was changed, and it now calls for a person to be deceased. She would like for the Board to consider changing this and have the option to name a school after someone that is not deceased. She said that over the years there have been community members, teachers, and coaches who have approached the Board in regards to naming some facility after someone that has dedicated their entire career to Lamar CISD. She said the District has several facilities that are not named. She would like for the Board to consider modifying this policy.

Ms. Kaminski said she had heard the reasoning to having a school named after someone deceased is because their reputations are pretty well secure. She said she disagrees, she would prefer that she was living and could hear the honor and see the name.

Ms. Danziger expressed that we are delaying the process at least one more month. She wondered if this is something we can look at for a future Bond and not this one.

Mr. Rockwood said that typically there is a month for nominations, then the Board reviews, holds a public hearing, and the Board reviews another month. He said we are already at the point that we will begin zoning Elementary #24 without a name, so there is time for discussion.

11. A-6 2015-2016 Attendance Boundary Committee

ADJOURNMENT TO CLOSED SESSION PURSUANT TO TEXAS GOVERNMENT CODE SECTIONS 551.071, 551.072, 551.074, AND 551.082, THE OPEN MEETINGS ACT, FOR THE FOLLOWING PURPOSES:

1. Section 551.074 – For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.
 - a. Approval of personnel recommendations for employment of professional personnel
 - b. Employment of professional personnel (Information)
 - c. Employee resignations and retirements (Information)
 - d. Consider employment of Principal for Huggins Elementary School
 - e. Consider employment of Director of Transportation
2. Section 551.072 – For the purpose of discussing the purchase, exchange, lease or value of real property
 - a. Land
 - b. Consider approval of approximately 12.6 acres in the Tamarron Lakes subdivision
3. Section 551.071 – To meet with the District’s attorney to discuss matters in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the Open Meetings Act, including the grievance/complaint hearing.
 - a. Any item listed on the agenda
 - b. Discuss pending, threatened, or potential litigation, including school finance litigation

The Board adjourned to Closed Session at 7:51 p.m. for the purposes listed above.

RECONVENE IN OPEN SESSION – ACTION ON CLOSED SESSION

The Board reconvened in Open Session at 8:05 p.m.

12. A-1(d) Consider employment of Principal of Huggins Elementary School

It was moved by Ms. Roberts and seconded by Ms. Danziger that the Board of Trustees approve the recommendation of Janice Harvey as the Principal of Huggins Elementary School. The motion carried unanimously.

12. A-1(e) Consider employment of Director of Transportation

It was moved by Ms. Danziger and seconded by Dr. Harrell that the Board of Trustees approve the recommendation of Michael Jones as the Director of Transportation. The motion carried unanimously.

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12. A-2(b) Consider approval of approximately 12.6 acres in the Tamarron Lakes subdivision

It was moved by Mr. Steenbergen and seconded by Dr. Harrell that the Board of Trustees approve the purchase of approximately 12.6 acres of real property in the Tamarron Lakes subdivision for a future elementary site, and authorize the Superintendent to negotiate and execute sale and purchase agreement and closing documents. The motion carried unanimously.

FUTURE AGENDA ITEMS

Action Item on Naming of Schools

Information Item on Transportation Report/Update

ADJOURNMENT

The meeting adjourned at 8:46 p.m.

LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Signed:

Kathryn Kaminski
President of the Board of Trustees

Anna Gonzales
Secretary of the Board of Trustees

CONSIDER APPROVAL OF STUDENT TRIP REQUEST

RECOMMENDATION:

That the Board of Trustees approve out-of-state travel for Lamar Consolidated High School Speech and Debate students to attend the 2016 California Invitational in Berkeley, California, from February 12-15, 2016.

IMPACT/RATIONALE:

The Lamar Consolidated High School Speech and Debate students request permission to travel to Berkeley, California, from February 12-15, 2016 by airplane. The approximate cost for each student or sponsor/chaperone is \$500 for a grand total of \$5,500. Seven students are expected to participate as well as two staff and two parent chaperones. Meals, airfare, hotel, tournament registration, and ground transportation are included in the costs. District funds will be used to cover the costs of the entry fees.

PROGRAM DESCRIPTION:

The students will gain a great deal of exposure and experience by competing in this tournament. It is one of the most prestigious competitions in the nation. The students will be attending various workshops to prepare them for the competition. This is hosted at the University of California at Berkeley, and is a National Individual Events Tournament of Champions.

Submitted by: Leslie Haack, Executive Director of Secondary Education
Ramiro Estrada, Director of Fine Arts

Recommended for approval:



Dr. Thomas Randle
Superintendent

CONSIDER APPROVAL OF STUDENT TRIP REQUEST

RECOMMENDATION:

That the Board of Trustees approve out-of-state travel for Lamar Consolidated High School Speech and Debate students to travel to New York, New York from March 13-17, 2016.

IMPACT/RATIONALE:

The Lamar Consolidated High School Speech and Debate students request permission to travel to New York, New York, from March 13-17, 2016 by airplane. The approximate cost for each student or sponsor/chaperone is \$500 for a grand total of \$5,500. Six students are expected to participate as well as two staff and three parent chaperones. Meals, airfare, hotel, tournament registration, and ground transportation are included in the costs. District funds will be used to cover the costs of the entry fees.

PROGRAM DESCRIPTION:

Oral Interpretation Students are traveling to New York, New York, to participate in an acting workshop, see a live Broadway performance, and tour the historical sites of New York. Students will gain a great deal of exposure and experience by attending training sessions and watching live performances.

Submitted by: Leslie Haack, Executive Director of Secondary Education
Ramiro Estrada, Director of Fine Arts

Recommended for approval:



Dr. Thomas Randle
Superintendent

CONSIDER APPROVAL OF THE 2015-2016 LAMAR CISD DYSLEXIA HANDBOOK

RECOMMENDATION:

That the Board of Trustees approve the 2015-2016 Lamar CISD Dyslexia Handbook.

IMPACT/RATIONALE:

Per Texas Administrative Code §74.28(a), the Board of Trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the District. These procedures will be monitored by the Texas Education Agency with on-site visits conducted as appropriate.

PROGRAM DESCRIPTION:

The purpose of the LCISD Dyslexia Handbook is to provide procedures for the school district to ensure early identification of, instruction for, and accommodations for students with dyslexia. This handbook will be used as written procedures regarding students with dyslexia. It will also serve as a district resource for educator preparation programs in serving students with dyslexia.

Additionally, the LCISD Dyslexia Handbook is aligned to the state Dyslexia Handbook, which serves as a guide to ensure consistency and compliance across the state. After approval, the handbook will be posted to the District website for public review.

Submitted by: Laura Lyons, Executive Director of Elementary Education
 Tiffany Mathis, Director of Special Education
 Krystina Griffin, 504/Dyslexia Facilitator

Recommended for approval:

Thomas Randle

Dr. Thomas Randle
Superintendent

Lamar CISD

District Dyslexia Plan



2015-16

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I. Definition of Dyslexia

As defined in Texas Education Code §38.003

(1) “*Dyslexia*” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) “*Related disorders*” includes disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The current definition from the International Dyslexia Association states the following:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Board of Directors, November 12, 2002).

Students identified as having dyslexia typically experience primary difficulties in phonological awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in phonological awareness are unexpected for the student’s age and educational level, and are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

II. State and Federal Law Regarding Early Identification and Intervention Prior to Formal Assessment

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading difficulties, such as dyslexia.

In accordance with TEC §28.006 Reading Diagnosis, LCISD administers early reading instruments such as the TPRI, DRA-2, EDL-2 (Spanish version) in kindergarten, first, and second grades to determine students' reading development and comprehension. Additionally, the law requires a reading instrument from the commissioner's approved list to be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the reading assessment administered under TEC§39.023(a). LCISD uses the Texas Middle School Fluency Assessment. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students' parents/guardians are notified. In addition, an accelerated (intensive) reading program that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers is implemented. The information from reading instruments administered under TEC §28.006 will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia.

The provisions offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of Elementary and Secondary Education Act (ESEA) legislation, LCISD will implement reading programs using scientifically based reading research as well as evidence proven effective results.

Under the Equal Education Opportunity Act (EEOA), LCISD ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including English language learners (ELL), regardless of their proficiency in English.

III. Procedures for Assessment

At any time (from kindergarten through grade 12) a student continues to struggle with one or more components of reading, LCISD will collect additional information about the student. This is for fact finding purposes and does not mean the student automatically qualifies because he/she is a struggling reader.

Data Gathering:

Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved

academic performance. This information **should** include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/Talented assessments
- Samples of schoolwork
- Parent conference notes
- Testing for limited English proficiency (all years available)
- Speech and language screening through a referral process (English and native language, if possible)
- The K-2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- 7th-grade reading instrument results as required in TEC§28.006
- State student assessment program as described in TEC §39.002
- Observations of instruction provided to the student
- Full Individual Evaluation (FIE)
- Outside evaluations
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening

Data that support the student received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, irregular attendance, or lack of experiential background.

Among the actions that LCISD has available for the student is a recommendation that the student be assessed for dyslexia. LCISD

recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia

Primary Reading/Spelling Characteristics of Dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that students demonstrate differences in degree of impairment.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapid recalling the name of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

If a student continues to struggle with reading or there is a suspected reading disability (including dyslexia), LCISD will follow one of the following procedures:

- **Evaluation will occur to determine if the student qualifies for services through §504; or**
- **For a student that is receiving special education services, the ARD Committee will review existing evaluation data and determine if additional assessment is needed; or**
- **For a student in the referral process for special education, the evaluation will include testing that addresses these specific areas.**

IV. Procedures for Assessment of Dyslexia

Students enrolling in LCISD shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically-based reading instruction, teachers' input, and parents' or guardians' input. It is critical that identification occurs as early as possible; however, a student can be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

When formal assessment is recommended, LCISD completes the evaluation process using the following procedures for all evaluations:

1. Notify parents or guardians of proposal to assess student for dyslexia.
2. Inform parents or guardians of their rights under §504 or IDEA (special education).
3. Obtain parent or guardian consent to assess the student for dyslexia.
4. Assess student utilizing individuals/professionals who administer assessments and have training in the evaluation of students for dyslexia and related disorders.

In compliance with §504 and IDEA 2004, test instruments, and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion referenced

assessments, results of informal reading inventories, classroom observations)

- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be used for the purpose for which the assessment or measures are valid or reliable
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

Domains to Assess

LCISD administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

Academic Skills

- Letter knowledge (name and associated sound)
- Reading words in isolation
- Decoding unfamiliar words accurately
- Reading fluency (both rate and accuracy are measured)
- Reading comprehension
- Spelling

Cognitive processes that underlie the reading difficulties

- **Phonological/phonemic awareness** (Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of the letters and letter combinations to decode words and to accurately spell.)
- **Rapid naming** (Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student's ability to automatically name letters and read words and to read connected text at an appropriate rate.)
- **Orthographic processing** (Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses.)
- **Various language processes** (Language processes such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the

ability to formulate ideas into grammatical sentences, may also be factors affecting reading.)

Based on the student's academic difficulties and characteristics, additional areas that may be assessed include the following:

- Vocabulary
- Listening comprehension
- Verbal expression
- Written expression
- Handwriting
- Memory for letter or symbol sequences (Orthographic processing)
- Mathematical/calculation reasoning
- Phonological memory
- Verbal working memory
- Processing speed

Assessment under Section 504

Based on the above information and guidelines, the committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504. Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia. A student is disabled under §504 if the physical or mental impairment substantially limits one or more major life activities, such as the specific activity of reading. Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or a referral to special education.

Assessment of Special Education Students

For students under the Individuals with Disabilities Act (IDEA 2004), assessment procedures will be followed to determine if the student exhibits the characteristics of dyslexia or related disorders. Prior special education assessment data may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In this case, the ARD committee will make determinations for those students.

If the student is found eligible for dyslexia services in the area of reading, the student will be able to participate in the general education dyslexia intervention program. However, if the reading difficulties continue and the student is not successful in the dyslexia intervention program, then the ARD committee will determine the breadth and depth of additional support. The ARD committee will also determine the need to continue or stop the dyslexia intervention program for a student who is consistently not meeting the 90% required on the mastery checks.

Assessment of Students Identified Outside the District

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. LCISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee (§504 or ARD) will determine the identification status of a student enrolled in LCISD and the placement of the student in the dyslexia program(s). The committees can seek assistance from the Dyslexia Data Review Committee (DDRC), campus reading facilitator, or dyslexia specialist in making this determination.

English Language Learners: This refers to students served in Bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background.

Involvement of the Language Proficiency Assessment Committee (LPAC) in the decision making process is required.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - Home language survey
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
 - State student assessment data results when available
 - Texas English Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE))
 - Type of language programming provided and language of instruction
 - Linguistic environment and second-language acquisition development
 - Previous schooling in and outside of the United States

Additional assessment when assessing English Language Learners:

- Comprehensive oral language proficiency testing should be completed for a dyslexia evaluation due to the importance of the information for
 - consideration in relation to academic challenges,
 - planning the assessment, and
 - interpreting assessment results.

Interpretation:

Test results of English Language Learners (ELL) will be interpreted in light of the student's: language development (in both English and the student's native language, educational history, linguistic background, socioeconomic issues, nature of the writing system and any other pertinent factors that affect learning.

V. Identification of Students with Dyslexia

Once testing is completed the scores will be presented to the district Dyslexia Data Review Committee (DDRC). This committee is composed of Dyslexia Teachers and Reading Specialists. The DDRC assists in providing consistency in the identification of dyslexia. After all referral and testing information is reviewed the DDRC will provide the §504 committee or, in the case of a special education referral, the admission, review, and dismissal (ARD) committee a recommendation for identification and program placement. The recommendations are based solely on the information

provided at the time of the review. The final identification of dyslexia is made by the §504 or ARD committee.

In order to make an informed determination, either committee **must** include members who are knowledgeable about:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

The §504 or ARD committee (both include parents) will review all accumulated data to determine whether the student demonstrates a pattern of evidence for dyslexia. This data will include the following:

- The observations of the teacher, district or charter school staff, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention
- The results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her educational needs

§504 or ARD Committee Decision Points for Dyslexia Identification:

- The pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:
 - Reading words in isolation
 - Decoding unfamiliar words accurately and automatically
 - Reading fluency for connected text (both rate and/or accuracy)

- Spelling (*an isolated difficulty in spelling would not be sufficient to identify dyslexia*)
- Based on the data, if the committee determines weaknesses are indicated in the listed academic skills, the committee will look next at the underlying cognitive processes for the difficulties seen in the student's word reading and written spelling. These difficulties will typically be the result of a deficit in phonological or phonemic awareness. Additionally, there is often a family history of similar difficulties.
- The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following:
 - Rapid naming
 - Orthographic processing
 - Phonological memory
 - Verbal working memory
 - Processing speed
- If the student exhibits reading and written spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/phoneme awareness. **NOTE:** Because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or written spelling.
- If the committee (§504 or ARD) determines the student exhibits weaknesses in reading and written spelling, the committee will then examine the student's data to determine whether these difficulties are **unexpected** for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and **unexpected** in relation to the provision of effective classroom instruction.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The §504 or ARD Committee will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling)
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas)
- The student exhibits characteristics associated with dyslexia
- The student's lack of progress is not due to socio-cultural factors such as language differences, irregular attendance, or lack of experiential background

VI. Instruction for Students with Dyslexia

Once it has been determined that a student has dyslexia, LCISD shall provide an appropriate instructional program for the student as required in TEC §38.003:

The board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

The following procedures must be followed:

- Instructional decisions for a student with dyslexia are made by a team that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and delivery of instruction for students with dyslexia.
- LCISD shall purchase or develop a reading program for students with dyslexia and related disorders that is aligned with the descriptors found in this handbook. The descriptors include the components of phonemic awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Instructional approaches include simultaneous, multisensory, systematic and cumulative, explicit, diagnostic teaching to automaticity, synthetic and analytic instruction (19 TAC §74.28). The components of instruction and instructional approaches are described in the next section of the LCISD plan.

- LCISD must provide each identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus (19 TAC §74.28).
- Parents/guardians of students eligible under §504 must be informed of all services and options available to the student under that federal statute.
- Teachers who provide the appropriate instruction for students with dyslexia must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components specified in the next section of this plan. (19 TAC §74.28).
- Teachers who provide the appropriate instruction for students with dyslexia must be trained in the professional development activities specified by LCISD, and/or campus planning and decision making committee which shall include the instructional strategies indicated above (19 TAC §74.28).

Parent and Educator Education Program

LCISD shall provide a parent education program for the parents/guardians of students with dyslexia and related disorders. The program should include the following:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia
- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

Educator Education Program

All LCISD professional staff are required to receive eight hours of professional development. The district offers trainings that include new research and practices in educating students with dyslexia as well as training

regarding the characteristics of dyslexia, its remediation, and accommodations in regular content classes.

Critical, Evidence-Based Components of Dyslexia Instruction

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates **all** of the following components of instruction and instructional approaches.

- Phonological Awareness
- Sound-symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension

Delivery of Dyslexia Instruction

- Simultaneous, multisensory (VAKT Instruction)
- Systematic and Cumulative Instruction
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Dyslexia teachers will maintain daily logs of student interactions including date, time, lesson number, and notes regarding the lesson. Dyslexia teachers will update parents regularly (with the same frequency as progress reports and report cards) regarding their student's progress through the Dyslexia

Intervention Program. This update will include material covered since the last report, any mastery check information, and successes/concerns for the progress period.

VII. Timeline (Specified Timeline is not a §504 requirement)

When a referral for dyslexia assessment is made, LCISD will ensure the evaluation procedure is followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore LCISD will follow the federal and state timelines established for the completion of an initial special education evaluation through TEC §29.004(a), which states the following:

A written report of a full individual and initial evaluation of a student for purposes of special education services shall be completed as follows, except as otherwise provided by this section:

not later than the 45th school day following the date on which the school district, in accordance with 20 U.S.C. Section 1414(a), as amended, receives written consent for the evaluation, signed by the student's parent or legal guardian, except that if a student has been absent from school during that period on three or more days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent

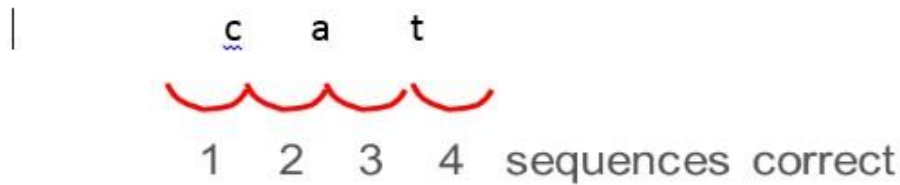
VIII. Student Monitoring and Dyslexia Program Exit Criteria

Program Monitoring

The Dyslexia Intervention Program (DIP) utilized by LCISD includes regular criterion-referenced mastery checks embedded in the lessons. Each mastery check is designed to evaluate the student's ability to learn and apply alphabet, reading, handwriting, and spelling concepts that have been presented in the previous lessons. The goal of the program is to maintain 90-95% mastery in each area. With respect to Spelling, the district has determined it appropriate, based on current research, to modify the method of scoring spelling from "correct/incorrect" to a method which awards credit based on correct letter sequences (see figure below).

Correct: Count each sequence of 2 letters

Spaces before and after the word count as "letters"



store	<u>^s^t^o^r^e^</u>	<u>6</u> (6)
stor	<u>^s^t^o^r e</u>	<u>4</u> (6)
fishing	<u>^f^i^s^h^i^n^g^</u>	<u>8</u> (8)
fisshing	<u>^f^i^s s^h^i^n^g^</u>	<u>7</u> (8)
cat	<u>^c^a^t^</u>	<u>4</u> (4)
catz	<u>^c^a^t z</u>	<u>3</u> (4)

If a student falls below 90-95% on a mastery check in any area, the DIP program specifies that instruction should be adjusted for that student. The instructor should determine if the student was absent for that instruction, if they need additional practice, or if they require an alternative introduction and practice strategy. Once this additional instruction has been provided, the instructor should create a parallel mastery check for that concept, ensure mastery, and then proceed to the next lessons.

Intervention Completion and Subsequent Monitoring

Upon successful completion of LCISDs DIP program(s), as measured by program mastery checks (assessments) completed at regular intervals, students will be exited from the district dyslexia program(s). Additional criteria for exit may include but is not limited to: grades from progress

reports or report cards, state assessment data, benchmarks, progress monitoring data, teacher and/or parent observations/checklists, and individual dyslexia program requirements.

During the first year after the student has completed the LCISD dyslexia program the student will receive regular monitoring by the campus professional trained in dyslexia.

Monitoring may include, but is not limited to the collection/evaluation of:

- Progress reports
- Report cards
- State assessment data
- Teacher reports/checklists
- Parent reports/checklists
- Counselor reports
- Other program reports
- Additional assessment data

Students qualifying for dyslexia services that are identified as §504 or special education will follow monitoring/re-evaluation requirements outlined in federal law.

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal is determined by the §504 or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- Completion of the district dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
(NOTE: Reevaluation does not mean reassessing to establish the identification of dyslexia but rather viewing data that supports student progress, and achievement.)
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment
(NOTE: passing the reading portion of the state assessment is never the sole source for exiting dyslexia services);
- Committee recommendation

- Parent request in writing that the student exit the program

If a student has shown substantial progress and the §504 committee, or ARD committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, a dismissal form will be completed and placed in the child's cumulative folder.

Re-evaluation Procedures

Dyslexia is a lifelong condition. State law indicates that a student may not be re-tested for dyslexia for the purpose of determining continued eligibility until the district reevaluates the information from previous testing of the student. However, both Section 504 and Special Education require periodic reevaluation. Under either program, the 504 or ARD committee should review the student's assessment data, progress monitoring data, state assessments, teacher reports, etc. and determine if new formal assessment is required. If formal assessment is required, the committee will document and obtain parental consent for that evaluation.

**CONSIDER APPROVAL OF THE TARGETED IMPROVEMENT PLANS
FOR NAVARRO AND WESSENDORFF MIDDLE SCHOOLS**

RECOMMENDATION:

That the Board of Trustees approve the Targeted Improvement Plans for Navarro and Wessendorff Middle Schools.

IMPACT/RATIONALE:


The Texas Accountability Intervention System (TAIS) requires that campuses that are Formerly Improvement Required to create and implement a Targeted Improvement Plan based on a needs assessment. Although both campuses were rated as Met Standard in 2015, this plan was created to address ongoing needs required for the campus to be successful in 2016.

PROGRAM DESCRIPTION:

As required by the Texas Education Agency, the District has contracted with a Professional Services Provider (PSP) to work with Navarro and Wessendorff to plan appropriate intervention activities that will lead to campus success. If the campuses continue to be successful and are rated Met Standard in 2016, the requirement for TAIS interventions will end.

Submitted by: Leslie Haack, Executive Director of Secondary Education
Brian Moore, Director of Research & Accountability

Recommended for approval:



Dr. Thomas Randle
Superintendent

District Name:	Lamar CISD
Campus Name:	Navarro Middle School

Needs Assessment Summary and Improvement Plan

Definition / Purpose:

After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Review data analysis
 Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Many teachers have low expectations for student performance.	is occurring because of Root Cause #1	Root Cause 1:	Students at this campus are underperforming on reading by 11% points and math by 3% points compared to the district due to a lack of implementation of effective reading strategies for struggling learners.
	PS 2:	Effective, efficient collaboration occurred inconsistently.	is occurring because of Root Cause #2	Root Cause 2:	Teachers have not previously had an environment conducive to forming a Professional Learning Community (PLC) that allows teachers to thoughtfully engage in data analysis and self reflection.
	PS 3:	There is the need on this campus to monitor the implementation of curriculum and instruction for consistent alignment.	is occurring because of Root Cause #3	Root Cause 3:	There is not a clear alignment between instruction, planned lessons, and the district curriculum.
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBMAS indicator and ensure those are your prioritized root causes.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

District Name:	Lamar CISD
Campus Name:	Navarro Middle School

Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Many teachers have low expectations for student performance.	Annual Goal: ?	By March 2016, 100% of teachers will be trained on the use of and will implement Close Reading strategies resulting in a 7% increase in STAAR Reading performance and a 5% increase in STAAR Math performance for all student groups.
Root Cause 1:	Students at this campus are underperforming on reading by 11% points and math by 3% points compared to the district due to a lack of implementation of effective reading strategies for struggling learners.	Strategy: ?	Train all teachers on Close Reading strategies and monitor the implementation via walkthroughs.

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? ? By focusing on reading strategies for all learners -- especially ELL and Special Education students -- students will more effective and mindful when reading content for synthesis and evaluation of instruction. Utilizing key instructional strategies that meet the needs of all students as well as increased expectations for rigor in the classroom will enhance students' academic achievement, provide teachers with additional tools, and will better prepare students for the next academic level.
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Interventions by Quarter ?

Q1 (Aug, Sept, Oct) ? Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: ? 100% of teachers will be trained on Close Reading strategies.	Q2 Goal: ? 75% of teachers will be implementing Close Reading strategies by January.	Q3 Goal: ? 100% of teachers will be implementing Close Reading strategies by March.	Q4 Goal: ? Implementation of Close Reading strategies will result in a 7% gain in reading performance and a 5% gain in math performance.

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Effectively train teachers on Close Reading strategies. 2) Form PLCs to discuss how to best implement for students. 3) 4)	1) Track student reading progress by teachers using reading levels, assessments in each content area, and data from district assessments. 2) Utilize small groups, flexible grouping, and reading and math academies to target and remediate reading deficiencies, and challenge students to achieve higher 3) 4)	1) Track student reading progress by teachers using reading levels, assessments in each content area, and data from district assessments. 2) Utilize small groups, flexible grouping, and reading and math academies to target and remediate reading deficiencies, and challenge 3) 4)	1) Utilize data from past year to determine effectiveness and need for additional staff development. 2) Utilize data from incoming 6th graders to plan and implement summer program. 3) 4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) 2) 3) 4)	1) teacher walkthroughs, anchor charts, quick collect 2) assessment data, content assessment data and student data tracking 3) teacher documentation, walkthroughs, student reading progress data 4)	1) district benchmark data will be reviewed in March as a formative evaluation 2) walkthrough data will be compared to teacher level data from the district benchmark 3) 4)	1) Spring 2016 STAAR results for grade 6 2) Spring 2016 STAAR results for incoming 6th graders 3) Disaggregation of Spring 2016 STAAR data by teacher. 4)

End of Quarter Reporting

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District Name:	Lamar CISD
Campus Name:	Navarro Middle School

Needs Assessment Summary and Improvement Plan

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you did meet your annual goal, to what do you attribute your success?</p> <p>If you did not meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 2:	Effective, efficient collaboration occurred inconsistently.	Annual Goal:	By May 2016, 100% of teachers will be engaged in daily PLCs and professional development activities that will result in a 7% increase in STAAR Reading performance and a 5% increase in STAAR math performance in all student groups.
Root Cause 2:	Teachers have not previously had an environment conducive to forming a Professional Learning Community (PLC) that allows teachers to thoughtfully engage in data analysis and self reflection.	Strategy:	The daily schedule will be restructured to allow more time for team planning, PLCs, and ongoing data analysis.
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement	How will addressing this root cause impact the index/indicator/CSF?	Increasing teacher effectiveness through the ability to engage in ongoing planning, professional development, and data analysis will not only help assist teachers in better serving the needs of all of their students, but will also increase student performance.

District Name:	Lamar CISD
Campus Name:	Navarro Middle School

Needs Assessment Summary and Improvement Plan

<input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment		
<input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: Review the master schedule to see where more time can be allocated for PLC and planning time allocation.	Q2 Goal: 75% of teachers will be engaged in effective team planning, PLCs and data analysis.	Q3 Goal: 95% of teachers will be engaged in effective team planning, PLCs and data analysis.	Q4 Goal: 100% of teachers and instructional staff will disaggregate STAAR data to direct summer staff development and make instructional adjustments

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Reconsider the structure of the school day to facilitate more time. 2) Teacher leaders develop checklist for design of planning and utilizing current data to design instruction; train teachers in 3) 4)	1) Utilize PLC time to review data and plan instruction which reflects the use of the data. 2) Gauge individual progress of both teachers and students in the effectiveness of using data. 3) 4)	1) Continue use of PLC time to review data and plan instruction which reflects the use of data. 2) Continue to gauge individual progress of both teachers and students in the effectiveness of using data. 3) 4)	1) Identify lowest performing TEKS and connect to curricular issues which may have contributed to performance. 2) Plan staff development around indicators of low levels of performance. 3) Identify trends in performance of students by teacher and make appropriate adjustments to next year's 4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) 2) 3) 4)	1) Ongoing review of data based on a structured protocol notes 2) Planning team notes 3) Administrative walkthroughs of meetings 4)	1) Administrative walkthroughs of meetings. 2) Planning team notes 3) Ongoing review of data based on a structured protocol notes 4)	1) STAAR Data 2) Teacher level performance data 3) Staff development plans 4) Master schedule for 2016-17

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select

District Name:	Lamar CISD
Campus Name:	Navarro Middle School

Needs Assessment Summary and Improvement Plan

What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>	What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>	What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>	<i><Enter any additional information here></i>
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End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<i><Enter text></i>	<p>If you did meet your annual goal, to what do you attribute your success?</p> <p>If you did not meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<i><Enter text></i>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<i><Enter text></i>
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Problem Statement 3:	There is the need on this campus to monitor the implementation of curriculum and instruction for consistent alignment.	Annual Goal:	100% of faculty members will engage in professional development activities that will help facilitate building more effective lesson planing and instruction based on district assessment data and unwrapped TEKS thus producing a 7% increase in STAAR Reading scores and a 5% increase in STAAR Math scores by May 2016.
Root Cause 3:	There is not a clear alignment between instruction, planned lessons, and the district curriculum.	Strategy:	Utilize district and campus level data to create lesson plans and instruction that will target student needs. Teachers will engage in unwrapping TEKS SEs to be more effective in the instructional planning and delivery process, thus aligning Curriculum, Instruction and Assessment (CIA).

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? Increasing teacher awareness of the needs of all their learners through deeper analysis of the relationship between Curriculum, Instruction and Assessment (CIA) will not only help students be more successful academically, but also assist teachers in better serving the needs of all of their students. Teachers will be able to provide interventions as well as differentiate their lessons for students who are doing well academically.
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: ? Train staff on the relationship between curriculum, instruction and assessment and how data utilization results in better lesson planning and instruction.	Q2 Goal: ? 65% of teacher lesson plans and classroom instruction will demonstrate a fundamental understanding of CIA alignment by January 2016.	Q3 Goal: ? 95% of teacher lesson plans and classroom instruction will demonstrate a fundamental understanding of CIA alignment by January 2016.	Q4 Goal: ? 100% of teachers and instructional staff will disaggregate STAAR data to direct summer staff development and make instructional adjustments.

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Work with individual teacher teams to gain a perspective on their current level of knowledge about the CIA relationship.	1) As a component of PLCs teachers will work collaboratively to ensure a common understanding of CIA alignment.	1) As a component of PLCs teachers will work collaboratively to ensure a common understanding of CIA alignment.	1) Identify lowest performing TEKS and connect to curricular issues which may have contributed to performance.

District Name:	Lamar CISD
Campus Name:	Navarro Middle School

Needs Assessment Summary and Improvement Plan

2) Train staff on effectively unwrapping TEKS SEs and aligning them to data and instructional needs.	2) Teachers will engage in common planning to help bring consistency to instructional delivery.	2) Teachers will engage in common planning to help bring consistency to instructional delivery.	2) Plan staff development around indicators of low levels of performance.
3)	3) Administrators will engage in a continual review of lesson plans, district assessment data, and walkthroughs to measure progress and correct issues as	3) Administrators will engage in a continual review of lesson plans, district assessment data, and walkthroughs to measure progress and correct	3) Identify trends in performance of students by teacher and make appropriate adjustments to next year's
4)	4)	4)	4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1) PLC team notes	1) PLC team notes	1) STAAR Data
2)	2) District assessment scores	2) District benchmark data will be reviewed in March as a formative evaluation	2) Staff development plans
3)	3) Walkthrough data	3) Walkthrough data	3) Teacher level performance data
4)	4) Lesson plans	4) Lesson plans	4) Master schedule for 2016-17

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

Definition / Purpose:

After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Review data analysis
 Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Many teachers do not have high expectations for student performance.	is occurring because of Root Cause #1	Root Cause 1:	Students at this campus are underperforming on reading by 11% points and math by 3% points compared to the district due to a lack of implementation of effective reading strategies for struggling learners.
	PS 2:	More opportunities for constructive professional collaboration are required.	is occurring because of Root Cause #2	Root Cause 2:	Teachers have not previously had an environment conducive to forming a Professional Learning Community (PLC) that allows teachers to thoughtfully engage in data analysis and self reflection.
	PS 3:	There is the need on this campus to monitor the implementation of curriculum and instruction for consistent alignment.	is occurring because of Root Cause #3	Root Cause 3:	There is not a clear alignment between instruction, planned lessons, and the district curriculum.
	PS 4:	There is a significant need to implement consistent discipline policies for all students.	is occurring because of Root Cause #4	Root Cause 4:	Because of a lack of consistent implementation of disciplinary policies, students lose instructional time.
	PS 5:	There is a low level of parent and community involvement at this campus.	is occurring because of Root Cause #5	Root Cause 5:	Historically, teachers and staff have not been inviting to community members and parents having input into the instructional program.
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBMAS indicator and ensure those are your prioritized root causes.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

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Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Many teachers do not have high expectations for student performance.	Annual Goal: ?	By March 2016, 100% of teachers will be trained on the use of and will implement Close Reading strategies resulting in a 5% increase in STAAR Reading performance and a 4% increase in STAAR Math performance for all student groups.
Root Cause 1:	Students at this campus are underperforming on reading by 11% points and math by 3% points compared to the district due to a lack of implementation of effective reading strategies for struggling learners.	Strategy: ?	Train all teachers on Close Reading strategies and monitor the implementation via walkthroughs.

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? ? By focusing on reading strategies for all learners -- especially ELL and Special Education students -- students will more effective and mindful when reading content for synthesis and evaluation of instruction. Utilizing key instructional strategies that meet the needs of all students as well as increased expectations for rigor in the classroom will enhance students' academic achievement, provide teachers with additional tools, and will better prepare students for the next academic level.
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Interventions by Quarter ?

Q1 (Aug, Sept, Oct) ? Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan) ?	Q3 (Feb, Mar) ?	Q4 (April, May, June) ?
Q1 Goal: ? 100% of teachers will be trained on Close Reading strategies.	Q2 Goal: ? 75% of teachers will be implementing Close Reading strategies by January.	Q3 Goal: ? 100% of teachers will be implementing Close Reading strategies by March.	Q4 Goal: ? Implementation of Close Reading strategies will result in a 5% gain in reading performance and a 4% gain in math performance.

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Effectively train teachers on Close Reading strategies. 2) Form PLCs to discuss how to best implement for students. 3) 4)	1) Track student reading progress by teachers using reading levels, assessments in each content area, and data from district assessments. 2) Utilize small groups, flexible grouping, and reading and math academies to target and remediate reading deficiencies, and challenge students to achieve higher 3) 4)	1) Track student reading progress by teachers using reading levels, assessments in each content area, and data from district assessments. 2) Utilize small groups, flexible grouping, and reading and math academies to target and remediate reading deficiencies, and challenge 3) 4)	1) Utilize data from past year to determine effectiveness and need for additional staff development. 2) Utilize data from incoming 6th graders to plan and implement summer program. 3) 4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) 2) 3) 4)	1) teacher walkthroughs, anchor charts, quick collect 2) assessment data, content assessment data and student data tracking 3) teacher documentation, walkthroughs, student reading progress data 4)	1) district benchmark data will be reviewed in March as a formative evaluation 2) walkthrough data will be compared to teacher level data from the district benchmark 3) 4)	1) Spring 2016 STAAR results for grade 6 2) Spring 2016 STAAR results for incoming 6th graders 3) Disaggregation of Spring 2016 STAAR data by teacher. 4)

End of Quarter Reporting

District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you did meet your annual goal, to what do you attribute your success?</p> <p>If you did not meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	<p>Please provide additional information for the selection of Other or for any selected elements.</p>	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 2:	More opportunities for constructive professional collaboration are required.	Annual Goal:	By May 2016, 100% of teachers will be engaged in daily PLCs and professional development activities that will result in a 5% increase in STAAR Reading performance and a 4% increase in STAAR math performance in all student groups.
Root Cause 2:	Teachers have not previously had an environment conducive to forming a Professional Learning Community (PLC) that allows teachers to thoughtfully engage in data analysis and self reflection.	Strategy:	The daily schedule will be restructured to allow more time for team planning, PLCs, and ongoing data analysis.
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement	How will addressing this root cause impact the index/indicator/CSF?	<input type="checkbox"/> Increasing teacher effectiveness through the ability to engage in ongoing planning, professional development, and data analysis will not only help assist teachers in better serving the needs of all of their students, but will also increase student performance.

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District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

<input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment		
<input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: Review the master schedule to see where more time can be allocated for PLC and planning time allocation.	Q2 Goal: 75% of teachers will be engaged in effective team planning, PLCs and data analysis.	Q3 Goal: 95% of teachers will be engaged in effective team planning, PLCs and data analysis.	Q4 Goal: 100% of teachers and instructional staff will disaggregate STAAR data to direct summer staff development and make instructional adjustments

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Reconsider the structure of the school day to facilitate more time. 2) Teacher leaders develop checklist for design of planning and utilizing current data to design instruction; train teachers in 3) 4)	1) Utilize PLC time to review data and plan instruction which reflects the use of the data. 2) Gauge individual progress of both teachers and students in the effectiveness of using data. 3) 4)	1) Continue use of PLC time to review data and plan instruction which reflects the use of data. 2) Continue to gauge individual progress of both teachers and students in the effectiveness of using data. 3) 4)	1) Identify lowest performing TEKS and connect to curricular issues which may have contributed to performance. 2) Plan staff development around indicators of low levels of performance. 3) Identify trends in performance of students by teacher and make appropriate adjustments to next year's 4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) 2) 3) 4)	1) Ongoing review of data based on a structured protocol notes 2) Planning team notes 3) Administrative walkthroughs of meetings 4)	1) Administrative walkthroughs of meetings. 2) Planning team notes 3) Ongoing review of data based on a structured protocol notes 4)	1) STAAR Data 2) Teacher level performance data 3) Staff development plans 4) Master schedule for 2016-17

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select

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District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>	What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>	What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>	<i><Enter any additional information here></i>
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End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<i><Enter text></i>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<i><Enter text></i>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<i><Enter text></i>
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Problem Statement 3:	There is the need on this campus to monitor the implementation of curriculum and instruction for consistent alignment.	Annual Goal:	100% of faculty members will engage in professional development activities that will help facilitate building more effective lesson planing and instruction based on district assessment data and unwrapped TEKS thus producing a 5% increase in STAAR Reading scores and a 4% increase in STAAR Math scores by May 2016.
Root Cause 3:	There is not a clear alignment between instruction, planned lessons, and the district curriculum.	Strategy:	Utilize district and campus level data to create lesson plans and instruction that will target student needs. Teachers will engage in unwrapping TEKS SEs to be more effective in the instructional planning and delivery process, thus aligning Curriculum, Instruction and Assessment (CIA).

Index Number:	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Index 1: Student Achievement	<input type="checkbox"/> Index 2: Student Progress	<input type="checkbox"/> Index 3: Closing Achievement Gaps	<input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	Increasing teacher awareness of the needs of all their learners through deeper analysis of the relationship between Curriculum, Instruction and Assessment (CIA) will not only help students be more successful academically, but also assist teachers in better serving the needs of all of their students. Teachers will be able to provide interventions as well as differentiate their lessons for students who are doing well academically.
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: ? Train staff on the relationship between curriculum, instruction and assessment and how data utilization results in better lesson planning and instruction.	Q2 Goal: ? 65% of teacher lesson plans and classroom instruction will demonstrate a fundamental understanding of CIA alignment by January 2016.	Q3 Goal: ? 95% of teacher lesson plans and classroom instruction will demonstrate a fundamental understanding of CIA alignment by January 2016.	Q4 Goal: ? 100% of teachers and instructional staff will disaggregate STAAR data to direct summer staff development and make instructional adjustments.

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Work with individual teacher teams to gain a perspective on their current level of knowledge about the CIA relationship.	1) As a component of PLCs teachers will work collaboratively to ensure a common understanding of CIA alignment.	1) As a component of PLCs teachers will work collaboratively to ensure a common understanding of CIA alignment.	1) Identify lowest performing TEKS and connect to curricular issues which may have contributed to performance.

District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

2)	Train staff on effectively unwrapping TEKS SEs and aligning them to data and instructional needs.	2)	Teachers will engage in common planning to help bring consistency to instructional delivery.	2)	Teachers will engage in common planning to help bring consistency to instructional delivery.	2)	Plan staff development around indicators of low levels of performance.
3)		3)	Administrators will engage in a continual review of lesson plans, district assessment data, and walkthroughs to measure progress and correct issues as	3)	Administrators will engage in a continual review of lesson plans, district assessment data, and walkthroughs to measure progress and correct	3)	Identify trends in performance of students by teacher and make appropriate adjustments to next year's
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)	PLC team notes	1)	PLC team notes	1)	STAAR Data
2)		2)	District assessment scores	2)	District benchmark data will be reviewed in March as a formative evaluation	2)	Staff development plans
3)		3)	Walkthrough data	3)	Walkthrough data	3)	Teacher level performance data
4)		4)	Lesson plans	4)	Lesson plans	4)	Master schedule for 2016-17

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 4: There is a significant need to implement consistent discipline policies for all students.	Annual Goal: ? By May 2016, student disciplinary incidents will be reduced by 15% points through the implementation of standard disciplinary practices.
Root Cause 4: Because of a lack of consistent implementation of disciplinary policies, students lose instructional time.	Strategy: ? Campus administration and teachers will work to form a discipline / behavioral management team that will establish a common set of procedures with incentives for positive student behavior.

Index Number: <input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems <ul style="list-style-type: none"> <input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers 	How will addressing this root cause impact the index/indicator/CSF? ? Addressing the issue with a consistent discipline management plan will foster a more positive environment for students and teachers by reducing student trips to the office and increasing the amount of time students are engaged in classroom instruction.
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Interventions by Quarter ?

Q1 (Aug, Sept, Oct) ? <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan) ?	Q3 (Feb, Mar) ?	Q4 (April, May, June) ?
Q1 Goal: ? Campus administration will establish a team to review the deeper causes for disciplinary issues and will form a plan to implement a consistent disciplinary system.	Q2 Goal: ? By January 2016, 65% of teachers will be implementing the campus disciplinary plan, thus reducing the number of disciplinary incidents by 6% over the previous year.	Q3 Goal: ? By March 2016, 95% of teachers will be implementing the campus disciplinary plan, thus reducing the number of disciplinary incidents by 12% over the previous year.	Q4 Goal: ? By March 2016, all staff will implement the campus disciplinary plan, reducing the number of disciplinary incidents by 15% over the previous year (from 44.7% of all LCISD grade 6 referrals to 28%).
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Review disciplinary incidents as they occur to see how they can be handled in the classroom. 2) Review prior year data to look for trends in disciplinary incidents. 3) Formulate a campus-wide disciplinary plan. 4)	1) Administrative presence in the hallways to track the amount of students that are out of class at any given time during the day. 2) Administrative conferences with teachers that are not implementing the campus plan with fidelity. 3) Administrative conferences with students and parents to reinforce the campus disciplinary plan. 4)	1) Administrative presence in the hallways to track the amount of students that are out of class at any given time during the day. 2) Administrative conferences with teachers that are not implementing the campus plan with fidelity. 3) Administrative conferences with students and parents to reinforce the campus disciplinary plan. 4)	1) Review of initiative with the campus committee to evaluate the successes and challenges of the plan. 2) Administrative conferences with staff that are not implementing the campus plan with fidelity. 3) Creation of the 2016-17 plan 4) Dissemination of the 2016-17 plan to set expectations.
What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) 2)	1) Disciplinary referrals 2) Teacher conference notes	1) Disciplinary referrals 2) Teacher conference notes	1) PEIMS 425 report for 2014-15 and 2015-16 2) Committee notes

District Name:	Lamar CISD
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Needs Assessment Summary and Improvement Plan

3)		3)	Student / parent conference notes	3)	Student / parent conference notes	3)	Published plan
			Walkthrough data				Walkthrough data
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

Problem Statement 5:	There is a low level of parent and community involvement at this campus.	Annual Goal:	By May 2015, the number of parents attending engagement activities will increase by 25% over 2014-15.
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Root Cause 5:	Historically, teachers and staff have not been inviting to community members and parents having input into the instructional program.	Strategy:	Form a committee of teachers, staff and parents to create relevant and timely parent / teacher engagement activities. Implement those activities through the spring of 2016.
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Index Number:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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	<input type="checkbox"/> CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction	Although not directly related to the current index system, parent / teacher engagement will support academic and disciplinary efforts at this campus and will result in positive gains in student performance.
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District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal: ? By October 2015, the campus will form a committee to create monthly parent / teacher engagement activities.	Q2 Goal: ? By January 2016, the campus will start monthly parent engagement activities that will meet student and parent needs, thus increasing attendance by 15% over 2014-15.	Q3 Goal: ? By March 2016, the campus will continue monthly parent engagement activities that will meet student and parent needs, thus increasing attendance by 20% over 2014-15.	Q4 Goal: ? By May 2016, the campus will continue monthly parent engagement activities that will meet student and parent needs, thus increasing attendance by 25% over 2014-15.

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) Review past engagement activities and analyze reasons for low levels of attendance. 2) Create activities that are based on flexible schedules to maximize interaction between parents and teachers. 3) 4)	1) Review parent feedback from activities to look for areas of improvement or areas to target. 2) Create activities that are based on flexible schedules to maximize interaction between parents and teachers. 3) Encourage teachers to become active participants in school activities. 4)	1) Review parent feedback from activities to look for areas of improvement or areas to target. 2) Create activities that are based on flexible schedules to maximize interaction between parents and teachers. 3) Encourage teachers to become active participants in school activities. 4)	1) Review parent feedback from activities to look for areas of improvement or areas to target. 2) Conduct a parent survey by May 2016 gathering information from both outgoing and incoming grade 6 3) Formulate a set of meetings based on parent input and send out by June 2016 4)

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) 2) 3) 4)	1) Parent sign-in sheets 2) Teacher sign-in sheets 3) Parent feedback cards 4)	1) Parent sign-in sheets 2) Teacher sign-in sheets 3) Parent feedback cards 4)	1) Parent feedback cards 2) Parent survey data 3) 2016-17 schedule of parent meetings 4)

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select	Did you meet this quarter's goal? Select

District Name:	Lamar CISD
Campus Name:	Wessendorff Middle School

Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.
Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Are you on track to meet the annual goal?	Did you meet your annual goal?
What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.				

Problem Statement 6:	Annual Goal:
Root Cause 6:	Strategy:

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
----------------------	--

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	How will addressing this root cause impact the index/indicator/CSF?
---	--

Interventions by Quarter

59

CONSIDER APPROVAL OF BUDGET AMENDMENT REQUESTS

RECOMMENDATION:

That the Board of Trustees consider approval of budget amendment requests as attached.

IMPACT/RATIONALE:

The proposed budget amendments require school board approval because budgeted funds are being reallocated between functional categories and/or new budgets are being established.

PROGRAM DESCRIPTION:

Budget amendments are mandated by the state for budgeted funds reallocated from one functional level, and state and/or federal project to another. These budget changes are usually the result of unexpected levels of expenditures in certain categories and amendments are for legal compliance. Other budget amendments are determined by the School Board.

Since the operating budget for Lamar CISD is adopted at the functional level, budget revisions are required for reallocations between functional levels or when new budgets are being established. All necessary budget amendments must be formally adopted by the School Board and recorded in the Board minutes. (TEA Financial Accountability System Resource Guide, Financial Accounting & Reporting, Update 15.0)

Submitted by: Jill Ludwig, CPA, RTSBA, Chief Financial Officer
Resource: Yvonne Dawson, RTSBA, Budget and Treasury Officer

Recommended for approval:



Dr. Thomas Randle
Superintendent

Terry High School is requesting a budget change to pay for librarian staff development. Funds were originally budgeted in function 11. Per the TEA Resource Guide, all librarian travel should be coded to function 13.

199-11	Classroom Instruction	(500.00)
199-13	Curriculum and Instr. Staff Development	500.00

Fulshear High School is requesting a budget change to pay for wireless services. Funds were originally budgeted in function 23. Per the TEA Resource Guide, all utility costs should be coded to function 51.

199-23	School Leadership	(1,100.00)
199-51	Plant Maintenance & Operations	1,100.00

Long Elementary is requesting a budget change to pay for a bilingual teacher to attend Reading Recovery staff development.

199-11	Classroom Instruction	(235.00)
199-13	Curriculum and Instr. Staff Development	235.00

Smith Elementary is requesting a budget change to pay for wireless services. Funds were originally budgeted in function 11. Per the TEA Resource Guide, all utility costs should be coded to function 51.

199-11	Classroom Instruction	(1,300.00)
199-51	Plant Maintenance & Operations	1,300.00

The Food Service department is requesting a budget change to amend the budget to purchase Cybersoft's PrimeroEdge software modules and implementation training services. This software allows the department to analyze recipes and menus as required by USDA law. It will also allow for perpetual and physical inventory at all locations. The Food Service department currently uses Cybersoft's PrimeroEdge Point of Sale (POS) software.

240-35	Food Services	57,551.00
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The Superintendent's Office is requesting a budget change to pay for George Junior High School principal travel expenses to attend the Principal's Institute.

199-41	General Administration	(3,000.00)
199-23	School Leadership	3,000.00

The Business Office is requesting two budget changes:

The first budget amendment is to reclass the electrical budget to function 51. In the past, the District participated in a shared service arrangement (SSA) for electrical costs. Although the electricity contract is still in effect, the SSA has ended. Per the TEA Resource Guide, utility costs not under an SSA should be coded to function 51.

199-93	Payments to Shared Services	(5,599,025.00)
199-51	Plant Maintenance & Operations	5,599,025.00

The second budget change is to amend the budget for additional PreK funding received from the State.

199-00	Revenue	58,483.00
199-11	Classroom Instruction	54,983.00
199-13	Curriculum and Instr. Staff Development	3,500.00

CONSIDER RATIFICATION OF FINANCIAL AND INVESTMENT REPORTS

RECOMMENDATION:

That the Board of Trustees ratify the Financial and Investment Reports as presented.

PROGRAM DESCRIPTION:

Financial reporting is intended to provide information useful for many purposes. The reporting function helps fulfill government's duty to be publicly accountable, as well as to help satisfy the needs of users who rely on the reports as an important source of information for decision-making.

Financial reports and statements are end products of the reporting process. You will find attached the following reports:

- Ratification of October 2015 Disbursements, all funds
 - List of disbursements for the month by type of expenditure
- Financial Reports
 - Year-to-Date Cash Receipts and Expenditures, General Fund only
 - Investment Report

Submitted by: Jill Ludwig, CPA, RTSBA, Chief Financial Officer

Recommended for ratification:



Dr. Thomas Randle
Superintendent

SCHEDULE OF OCTOBER 2015 DISBURSEMENTS

IMPACT/RATIONALE:

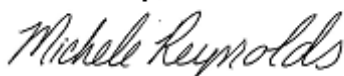
All disbursements made by the Accounting Department are submitted to the Board of Trustees for ratification on a monthly basis. Disbursements made during the month of October total \$26,391,112 and are shown below by category:

<u>3-Digit Object</u>	<u>Description</u>	<u>Disbursements</u>
611/612	Salaries and Wages, All Personnel	14,342,016
614	Employee Benefits	680,269
621	Professional Services	37,358
623	Education Services Center	61,336
624	Contracted Maintenance and Repair Services	912,814
625	Utilities	191,248
626	Rentals and Operating Leases	26,244
629	Miscellaneous Contracted Services	673,867
631	Supplies and Materials for Maintenance and Operations	392,123
632	Textbooks and Other Reading Materials	449,703
633	Testing Materials	38,659
634	Food Service	1,044,335
639	General Supplies and Materials	976,987
641	Travel and Subsistence -- Employee and Student	108,913
642	Insurance and Bonding Costs	4,919
649	Miscellaneous Operating Costs/Fees and Dues	651,795
659	Other Debt Services Fees	500
662	Building Purchase, Construction, and/or Improvements	5,367,661
663	Furniture & Equipment - \$5,000 or more per unit cost	377,774
129	Misc. Receivable/Alternative Certification Fees	4,200
131	Inventory Purchases	42,007
217	Operating Transfers, Loans and Reimbursements	40
573/575/592	Miscellaneous Refunds/Reimbursements to Campuses	6,344
	Total	26,391,112

PROGRAM DESCRIPTION:

The report above represents all expenditures made during the month of October 2015 and the previous month purchasing card transactions. The detailed check information is available upon request.

Submitted by,



Michele Reynolds,
Director of Finance

Recommended for approval:



Dr. Thomas Randle
Superintendent

**LAMAR CONSOLIDATED I.S.D.
GENERAL FUND
YEAR TO DATE CASH RECEIPTS AND EXPENDITURES
(BUDGET AND ACTUAL)
AS OF OCTOBER 31, 2015**

CASH RECEIPTS	AMENDED BUDGET	ACTUAL	BUDGET VARIANCE	PERCENT ACTUAL/ BUDGET
5700-LOCAL REVENUES	136,087,250.00	633,598.00	(135,453,652.00)	0.5%
5800-STATE PROGRAM REVENUES	96,109,115.00	37,852,210.00	(58,256,905.00)	39.4%
5900-FEDERAL PROGRAM REVENUES	1,745,000.00	159,445.00	(1,585,555.00)	9.1%
7900- OTHER RESOURCES	-	167,232.00	167,232.00	0%
TOTAL- REVENUES	233,941,365.00	38,812,485.00	(195,128,880.00)	16.6%
EXPENDITURES				
6100-PAYROLL COSTS	196,006,104.44	30,498,226.00	165,507,878.44	15.6%
6200-PROFESSIONAL/CONTRACTED SVCS.	15,948,382.27	1,974,709.00	13,973,673.27	12.4%
6300-SUPPLIES AND MATERIALS	12,753,264.50	1,741,060.00	11,012,204.50	13.7%
6400-OTHER OPERATING EXPENDITURES	10,143,894.00	1,902,291.00	8,241,603.00	18.8%
6600-CAPITAL OUTLAY	1,617,558.00	163,696.00	1,453,862.00	0.0%
TOTAL-EXPENDITURES	236,469,203.21	36,279,982.00	200,189,221.21	15.3%

**Lamar CISD
Local Investment Pools
as of October 31, 2015**

ACCOUNT NAME	BEGINNING BALANCE	TOTAL DEPOSIT	TOTAL WITHDRAWAL	TOTAL INTEREST	MONTH END BALANCE
TexPool accounts are as follows:					
Food Service	2,819,302.59	0.00	0.00	231.29	2,819,533.88
General Account	83,223,512.56	12,400,000.00	18,352,122.83	4,898.44	57,276,288.17
Capital Projects Series 2004	8.51	0.00	0.00	0.00	8.51
Health Insurance	119,192.31	1,943,789.50	925,000.00	53.83	1,138,035.64
Workmen's Comp	532,263.61	33,333.33	50,000.00	40.61	515,637.55
Property Tax	87,857.55	227,243.42	0.00	19.55	315,120.52
Vending Contract Sponsor	475,419.97	0.00	0.00	39.02	475,458.99
Deferred Compensation	2.55	0.00	0.00	0.00	2.55
Debt Service Series 2005	1,607,563.13	0.00	0.00	131.89	1,607,695.02
Debt Service Series 2007	15,654.90	0.00	0.00	1.30	15,656.20
Capital Projects Series 2005	413,401.23	0.00	0.00	33.90	413,435.13
Student Activity Funds	45,872.82	0.00	0.00	3.82	45,876.64
Taylor Ray Donation Account	5,079.54	0.00	0.00	0.35	5,079.89
Capital Projects Series 2007	209,135.94	0.00	0.00	17.21	209,153.15
Common Threads Donation	53,238.64	0.00	0.00	4.37	53,243.01
Debt Service Series 2008	14,395.17	0.00	0.00	1.24	14,396.41
Capital Projects 2012A	5,382,651.42	0.00	753,964.54	424.31	4,629,111.19
Debt Service 2012A	11,271.39	0.00	0.00	0.93	11,272.32
Debt Service 2012B	3,145.89	0.00	0.00	0.31	3,146.20
Capital Projects 2014A	108,701.62	0.00	0.00	8.92	108,710.54
Capital Projects 2014B	144,828.73	0.00	85,652.93	10.86	79,186.66
Debt Service 2014A	2,078,300.51	0.00	0.00	170.51	2,078,471.02
Debt Service 2014B	409,658.46	0.00	0.00	33.59	409,692.05
Debt Service 2013	2,151.31	0.00	0.00	0.31	2,151.62
Debt Service 2013A	20,465.46	0.00	0.00	1.83	20,467.09
Debt Service 2015	180,311.34	0.00	0.00	14.79	180,326.13
Capital Projects 2015	21,022,269.38	0.00	74,885.60	1,724.44	20,949,108.22

Lone Star Investment Pool Government Overnight Fund

Capital Projects Fund	5,021.72	0.00	0.00	0.40	5,022.12
Workers' Comp	720,974.55	0.00	0.00	57.54	721,032.09
Property Tax Fund	32,164.86	0.00	0.00	2.57	32,167.43
General Fund	2,588,300.00	0.00	0.00	206.57	2,588,506.57
Food Service Fund	90,505.37	0.00	0.00	7.22	90,512.59
Debt Service Series 1996	0.01	0.00	0.00	0.00	0.01
Capital Project Series 1998	700.75	0.00	0.00	0.06	700.81
Debt Service Series 1990	0.04	0.00	0.00	0.00	0.04
Debt Service Series 1999	2.43	0.00	0.00	0.00	2.43
Capital Project Series 1999	0.01	0.00	0.00	0.00	0.01
Capital Projects 2007	384.13	0.00	0.00	0.03	384.16
Capital Projects 2008	0.31	0.00	0.00	0.00	0.31
Capital Projects 2012A	208,746.49	0.00	0.00	16.86	208,763.35
Capital Projects 2014A	14,511,414.72	0.00	2,876,993.18	1,093.99	11,639,515.53
Capital Projects 2014B	4,556,834.02	0.00	1,839,669.41	322.88	2,717,487.29
Capital Projects 2015	29,125,270.20	0.00	0.00	2,324.47	29,127,594.67
Debt Service Series 2015	1,885,356.06	0.00	0.00	150.47	1,885,506.53

MBIA Texas CLASS Fund

General Account	15,359,890.85	0.00	0.00	2,788.72	15,362,679.37
Capital Project Series 1998	905.42	0.00	0.00	0.25	905.67
Capital Projects Series 2007	1.00	0.00	0.00	0.00	1.00
Debt Service Series 2007	1.00	0.00	0.00	0.00	1.00
Capital Projects Series 2012A	11,057,182.88	0.00	0.00	2,007.54	11,059,190.22
Capital Projects 2015	14,565,498.33	0.00	0.00	2,844.49	14,568,342.82
Debt Service 2015	942,863.37	0.00	0.00	171.19	943,034.56

TEXSTAR

Capital Projects Series 2007	742.69	0.00	0.00	0.04	742.73
Debt Service Series 2008	13.86	0.00	0.00	0.00	13.86
Capital Projects Series 2008	1,591,502.15	0.00	10,086.02	148.27	1,581,564.40
Debt Service Series 2012A	40.45	0.00	0.00	0.00	40.45
Debt Service Series 2012B	4,775.04	0.00	0.00	0.42	4,775.46
Capital Projects Series 2012A	12.21	0.00	0.00	0.00	12.21
Debt Service 2013	4,510.53	0.00	0.00	0.37	4,510.90
Capital Projects 2014A	139.53	0.00	0.00	0.00	139.53
Capital Projects 2014B	4,125,811.50	0.00	0.00	384.94	4,126,196.44
Debt Service 2015	3,299,382.24	0.00	0.00	307.82	3,299,690.06
Capital Projects 2015	50,969,363.44	0.00	0.00	4,755.38	50,974,118.82

TEXAS TERM/DAILY Fund

Capital Projects Series 2007	1,005,009.28	0.00	0.00	128.35	1,005,137.63
Capital Projects Series 2008	140.74	0.00	0.00	0.02	140.76
Capital Projects Series 2012A	464,004.93	0.00	0.00	59.26	464,064.19
Capital Projects Series 2014A	18,018,991.48	0.00	0.00	2,301.15	18,021,292.63
Capital Projects Series 2014B	9,842,208.43	0.00	0.00	1,256.92	9,843,465.35
Debt Service 2015	1,885,478.86	0.00	0.00	240.79	1,885,719.65
Capital Projects 2015	29,127,167.34	0.00	0.00	3,719.73	29,130,887.07

ACCOUNT TYPE	AVG. RATE OF RETURN	CURRENT MONTH EARNINGS
TEXPOOL ACCOUNT INTEREST	0.10	\$7,867.42
LONE STAR ACCOUNT INTEREST	0.09	\$4,182.66
MBIA TEXAS CLASS ACCOUNT INTEREST	0.21	\$7,612.19
TEXSTAR ACCOUNT INTEREST	0.11	\$5,597.24
TEXAS TERM/DAILY ACCOUNT INTEREST	0.15	\$7,706.22
TOTAL CURRENT MONTH EARNINGS		\$32,965.73
EARNINGS 9-01-15 THRU 9-30-15		\$28,659.64
TOTAL CURRENT SCHOOL YEAR EARNINGS		\$61,625.37

**CONSIDER APPROVAL OF RENEWAL OF
VENDING MACHINE SERVICE CONTRACT**

RECOMMENDATION:

That the Board of Trustees approve a 180-day extension of RFP #53-2010 to Compass Group USA, Inc. by and through its Canteen Vending Services Division for vending machine services across the District.

IMPACT/RATIONALE:

RFP #53-2010 requested a proposal for Vending Machine Services for soft drinks, beverages, and snacks throughout the District. The initial contract was for a period of three (3) years with the option to renew for two (2) additional one-year periods upon agreement of both parties. This agreement is set to expire on December 16, 2015. The administration is recommending an extension of this procurement that would allow for a new procurement to be aligned with the closure of schools for the summer break. This change in contract date alignment would allow for future procurement of vending services to occur at an ideal time for machine replacement and maintenance when students are not present and demand is not as great. Upon approval, the new contract end date will be June 13, 2016.

PROGRAM DESCRIPTION:

The contract is a non-exclusive contract, as the vendor can provide a wide variety of snack and beverage brands. Each facility selects its own unique combination of snacks and beverages from a comprehensive list of products that are compliant with federal and state guidelines. Sales from the vending machines result in the generation of commissions at each location. It is the intent of the Business Office to assist campuses in achieving maximum commissions by monitoring monthly sales and commissions. The vendor's service efforts will also be monitored to ensure continued contract compliance and site satisfaction.

Submitted by: Jill Ludwig, CPA, RTSBA, Chief Financial Officer
Michele Leach, RTSBA Purchasing & Materials Manager

Recommended for approval:



Dr. Thomas Randle
Superintendent

**CASTING OF VOTES FOR FORT BEND CENTRAL APPRAISAL DISTRICT
BOARD OF DIRECTORS**

RECOMMENDATION:

That the Board of Trustees cast, by Resolution, its 561 votes for a candidate(s) for the Board of Directors of the Fort Bend Central Appraisal District.

IMPACT/RATIONALE:

The following are attached:

1. An official ballot from the Fort Bend Central Appraisal District for the selection of their Board of Directors.
2. A tabulation of the number of votes allocated to each taxing unit in Fort Bend County. Lamar CISD has 561 votes.
3. Proposed Resolution for the casting of votes for candidates to serve on the Board of Directors of the Fort Bend Central Appraisal District.

PROGRAM DESCRIPTION:

In accordance with the Texas Property Tax Code, Section 6.03, on or before December 15th, it is required that five directors be appointed by the taxing units that participate in the district as provided by this section. Members of the board of directors other than a county assessor-collector serving as a nonvoting director serve two-year terms beginning on January 1 of even-numbered years.

Recommended for approval:



Dr. Thomas Randle
Superintendent



FORT BEND CENTRAL APPRAISAL DISTRICT

2801 B. F. Terry Blvd., Rosenberg, Texas 77471-5600

Phone 281•344•8623 Fax 281•344•8632

October 16, 2015

Dr. Thomas Randle, Superintendent
Lamar C.I.S.D.
3911 Avenue I
Rosenberg, TX 77471-3901

Reference: 2016-2017 Election Ballot

Dear Dr. Thomas Randle, Superintendent,

Enclosed is the election ballot for the 2016-2017 Fort Bend Central Appraisal District Board of Directors Election. This year there are five candidates for the five board positions.

A signed copy of the board's resolution must be submitted along with the ballot for the votes to be counted. Submission of the ballot and resolution must be received by the Chief Appraiser before December 15, 2015.

The five candidates for the five positions are:

Al Abramczyk – Current board Secretary, retired from the Oil & Gas industries. He was responsible for acquisitions and divestitures, analysis and forecasts of oil and gas supply and demand. Since retirement he has been active in the community including serving on the Nalco Community Advisory Panel as well as many other organizations. He served on the Appraisal Review Board from 2006 to 2011. He has been a resident of Fort Bend County since 1995.

Jim Kij – Current Board Chairman, is a Business Development Manager and Facility Solutions Specialist. Activity involvement with the Fort Bend community includes Fort Bend YMCA, Exchange Club of Sugar Land, Child Advocates of Fort Bend County and City of Sugar Land Mayor's Leadership Council. He has been a resident of Sugar Land since 1991.

Sam R. Mayson, Sr. – Nominated by the Conservation and Reclamation Districts. He retired several years ago after spending over 45 years in the Supply Chain Management for Engineering, Procurement and Construction (EPC) companies. He is a member of the St. Johns United Methodist Church, Morton Masonic Lodge No. 72, and the American Legion Post 0350. He serves on the Board of Directors for Fort Bend County MUD #187, and has been a resident of Fort Bend County for the past 24 years.

Paul Stamatis – Current Vice Chairman, has a broad entrepreneurial background in designing, building and managing successful healthcare and real estate businesses. His deep experience as a world-class management consultant prepared him with the strategic planning and management capabilities necessary to create and deliver value to his partners. He is active with Boy Scouts of America, YMCA and Fort Bend Fellowship.

Rhonda Zacharias – Current board member, is an Information Technology professional with over 25 years' experience in the Technology, Transportation and Oil & Gas industries. She has served as a board member of LCISD. She is a native Houstonian and has been a resident of Fort Bend County for over 30 years.

If you have any questions regarding this matter I can be contacted at 2801 B. F. Terry Blvd., Rosenberg, Texas 77471-5600 or by phone at 281-344-8623 extension 140.

Respectfully yours,

Glen T Whitehead, RPA
Chief Appraiser

Election Ballot

2016-2017 Board of Directors Fort Bend Central Appraisal District

Jurisdiction:

Lamar C.I.S.D.

Total Voting Entitlement:

561

Section 6.03 of the Texas Property Tax Code requires five directors to be appointed by the taxing units that participate in the district as provided by this section. Members of the board of directors other than a county assessor-collector serving as a nonvoting director serve two-year terms beginning on January 1 of even-numbered years.

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

Candidate:

Votes Cast:

Al Abramczyk

Jim Kij

Sam R. Mayson, Sr.

Paul Stamatis

Rhonda Zacharias

Cast your votes for the candidate(s) of your choice and return the ballot along with a signed resolution of the vote, to the Fort Bend Central Appraisal District before December 15, 2015.

Section 6.03

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

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

2015 2016 Allocation of Budget

Description	Entity Type	2014 Combined Total Rate	Tax Levy with Freeze	Percent of Levy	Votes
City of Arcola	City	\$ 0.91000	\$820,001	0.0569%	3
City of Beasley	City	\$ 0.49913	\$111,960	0.0078%	-
City of Fulshear	City	\$ 0.17829	\$1,198,037	0.0831%	4
City of Houston	City	\$ 0.63108	\$4,973,137	0.3450%	17
City of Katy	City	\$ 0.54672	\$3,233,124	0.2243%	11
City of Kendleton	City	\$ 0.69771	\$105,725	0.0073%	-
City of Meadows Place	City	\$ 0.89500	\$2,473,192	0.1716%	9
City of Missouri City	City	\$ 0.56500	\$26,288,039	1.8238%	91
City of Needville	City	\$ 0.37359	\$540,314	0.0375%	2
City of Orchard	City	\$ 0.37887	\$60,345	0.0042%	-
City of Pearland	City	\$ 0.71210	\$1,846,371	0.1281%	6
City of Richmond	City	\$ 0.77000	\$3,227,540	0.2239%	11
City of Rosenberg	City	\$ 0.49000	\$8,956,073	0.6213%	31
City of Simonton	City	\$ 0.26000	\$145,344	0.0101%	1
City of Sugar Land	City	\$ 0.31595	\$34,877,019	2.4196%	121
Ft Bend Co Gen	County	\$ 0.47276	\$230,658,465	16.0022%	800
Brazos ISD	School Dist.	\$ 1.42172	\$3,064,764	0.2126%	11
Fort Bend ISD	School Dist.	\$ 1.34000	\$378,373,162	26.2501%	1,313
Katy ISD	School Dist.	\$ 1.52660	\$186,002,608	12.9042%	645
Lamar CISD	School Dist.	\$ 1.39005	\$161,580,745	11.2099%	561
Needville ISD	School Dist.	\$ 1.59995	\$11,028,703	0.7651%	38
Stafford MSD	School Dist.	\$ 1.24005	\$26,371,537	1.8296%	92
Fort Bend Drng	Drainage Dist.	\$ 0.02200	\$10,599,967	0.7354%	37
Willow Fork Drng	Drainage Dist.	\$ 0.19000	\$6,456,806	0.4479%	22
Ft Bend Co ESD 1	Emergency Dist.	\$ 0.07500	\$299,914	0.0208%	1
Ft Bend Co ESD 2	Emergency Dist.	\$ 0.09800	\$4,915,750	0.3410%	17
Ft Bend Co ESD 3	Emergency Dist.	\$ 0.09100	\$154,014	0.0107%	1
Ft Bend Co ESD 4	Emergency Dist.	\$ 0.09000	\$4,287,453	0.2974%	15
Ft Bend Co ESD 5	Emergency Dist.	\$ 0.07904	\$1,701,822	0.1181%	6
Harris-Ft Bend ESD 100	Emergency Dist.	\$ 0.08840	\$2,764,927	0.1918%	10
Fort Bend County Improvement	Improvement Dist.	\$ 1.45000	\$68,614	0.0048%	-
West Keegans Bayou Imp Dist	Improvement Dist.	\$ 0.10000	\$783,584	0.0544%	3
Houston Community College	JR College	\$ 0.10689	\$7,058,979	0.4897%	25
Wharton Co Jr College	JR College	\$ 0.12656	\$978,259	0.0679%	3
First Col LID	Levee Imp. Dist.	\$ 0.15500	\$1,729,934	0.1200%	6
First Col LID 2	Levee Imp. Dist.	\$ 0.25000	\$1,127,908	0.0783%	4
Ft Bend LID 10	Levee Imp. Dist.	\$ 0.64300	\$1,955,742	0.1357%	7
Ft Bend LID 11	Levee Imp. Dist.	\$ 0.22500	\$2,702,196	0.1875%	9
Ft Bend LID 12	Levee Imp. Dist.	\$ 0.11500	\$1,769,527	0.1228%	6
Ft Bend LID 14	Levee Imp. Dist.	\$ 0.20000	\$1,136,072	0.0788%	4
Ft Bend LID 15	Levee Imp. Dist.	\$ 0.80000	\$5,508,661	0.3822%	19
Ft Bend LID 17	Levee Imp. Dist.	\$ 0.63000	\$9,427,867	0.6541%	33
Ft Bend LID 19	Levee Imp. Dist.	\$ 0.80000	\$3,332,438	0.2312%	12
Ft Bend LID 2	Levee Imp. Dist.	\$ 0.12000	\$5,042,923	0.3499%	18
Ft Bend LID 20	Levee Imp. Dist.	\$ 0.55000	\$324,515	0.0225%	1
Ft Bend LID 6	Levee Imp. Dist.	\$ 0.50000	\$625,159	0.0434%	2
Ft Bend LID 7	Levee Imp. Dist.	\$ 0.23500	\$3,145,351	0.2182%	11
Sienna Plantation LID	Levee Imp. Dist.	\$ 0.49000	\$11,431,575	0.7931%	40
Sienna Plantation Management	Management Dist.	\$ 1.01000	\$1,083,598	0.0752%	4

2015 2016 Allocation of Budget

Description	Entity Type	2014 Combined Total Rate	Tax Levy with Freeze	Percent of Levy	Votes
Big Oaks MUD	MUD	\$ 0.85000	\$2,679,826	0.1859%	9
Blueridge West MUD	MUD	\$ 0.41000	\$860,435	0.0597%	3
Brazoria-Ft Bend MUD 1	MUD	\$ 0.85000	\$2,279,462	0.1581%	8
Burney Rd MUD	MUD	\$ 0.26000	\$743,738	0.0516%	3
Chelford City MUD	MUD	\$ 0.42500	\$551,439	0.0383%	2
Cimarron MUD	MUD	\$ 0.57000	\$155,656	0.0108%	1
Cinco MUD 1	MUD	\$ 0.48000	\$892,470	0.0619%	3
Cinco MUD 10	MUD	\$ 0.58000	\$1,447,041	0.1004%	5
Cinco MUD 12	MUD	\$ 0.30000	\$873,405	0.0606%	3
Cinco MUD 14	MUD	\$ 0.53500	\$2,645,874	0.1836%	9
Cinco MUD 2	MUD	\$ 0.47000	\$2,464,871	0.1710%	9
Cinco MUD 3	MUD	\$ 0.42000	\$672,185	0.0466%	2
Cinco MUD 5	MUD	\$ 0.41500	\$786,606	0.0546%	3
Cinco MUD 6	MUD	\$ 0.39500	\$668,922	0.0464%	2
Cinco MUD 7	MUD	\$ 0.48000	\$2,015,196	0.1398%	7
Cinco MUD 8	MUD	\$ 0.71000	\$1,774,586	0.1231%	6
Cinco MUD 9	MUD	\$ 0.53000	\$976,895	0.0678%	3
Cinco Southwest MUD 1	MUD	\$ 1.01000	\$111,993	0.0078%	-
Cinco Southwest MUD 2	MUD	\$ 1.20000	\$7,965,235	0.5526%	28
Cinco Southwest MUD 3	MUD	\$ 1.44000	\$8,095,461	0.5616%	28
Cinco Southwest MUD 4	MUD	\$ 1.20000	\$7,925,450	0.5498%	28
Cornerstones MUD	MUD	\$ 0.34000	\$196,272	0.0136%	1
First Colony MUD 10	MUD	\$ 0.41000	\$1,374,313	0.0953%	5
First Colony MUD 9	MUD	\$ 0.30000	\$1,878,781	0.1303%	7
Fort Bend MUD 134 B	MUD	\$ 1.45000	\$104,186	0.0072%	-
Fort Bend MUD 141	MUD	\$ 1.15000	\$15,050	0.0010%	-
Fort Bend MUD 182	MUD	\$ 1.50000	\$27,101	0.0019%	-
Fort Bend MUD 184	MUD	\$ 1.50000	\$2,772	0.0002%	-
Fort Bend MUD 192	MUD	\$ 1.50000	\$2,068	0.0001%	-
Fort Bend MUD 206	MUD	\$ 1.40000	\$43,195	0.0030%	-
Fort Bend MUD 207	MUD	\$ 1.00000	\$1,807	0.0001%	-
Ft Bend MUD 106	MUD	\$ 0.46000	\$1,742,918	0.1209%	6
Ft Bend MUD 108	MUD	\$ 0.41000	\$1,014,109	0.0704%	4
Ft Bend MUD 109	MUD	\$ 0.62000	\$1,662,746	0.1154%	6
Ft Bend MUD 111	MUD	\$ 0.30000	\$1,229,453	0.0853%	4
Ft Bend MUD 112	MUD	\$ 0.34000	\$682,880	0.0474%	2
Ft Bend MUD 115	MUD	\$ 0.48000	\$1,260,005	0.0874%	4
Ft Bend MUD 116	MUD	\$ 1.14000	\$3,681,095	0.2554%	13
Ft Bend MUD 117	MUD	\$ 0.65000	\$2,452,957	0.1702%	9
Ft Bend MUD 118	MUD	\$ 0.75000	\$2,616,365	0.1815%	9
Ft Bend MUD 119	MUD	\$ 0.70000	\$2,380,104	0.1651%	8
Ft Bend MUD 121	MUD	\$ 1.17000	\$3,356,398	0.2329%	12
Ft Bend MUD 122	MUD	\$ 1.01500	\$2,034,361	0.1411%	7
Ft Bend MUD 123	MUD	\$ 1.15500	\$3,034,086	0.2105%	11
Ft Bend MUD 124	MUD	\$ 0.95000	\$1,904,818	0.1321%	7
Ft Bend MUD 128	MUD	\$ 0.70000	\$2,479,504	0.1720%	9
Ft Bend MUD 129	MUD	\$ 0.57000	\$2,819,196	0.1956%	10
Ft Bend MUD 130	MUD	\$ 0.72000	\$1,342,000	0.0931%	5
Ft Bend MUD 131	MUD	\$ 1.01000	\$335,660	0.0233%	1

2015 2016 Allocation of Budget

Description	Entity Type	2014 Combined Total Rate	Tax Levy with Freeze	Percent of Levy	Votes
Ft Bend MUD 133	MUD	\$ 1.50000	\$3,401,851	0.2360%	12
Ft Bend MUD 134 C	MUD	\$ 1.35000	\$4,416,940	0.3064%	15
Ft Bend MUD 136	MUD	\$ 0.50000	\$384,163	0.0267%	1
Ft Bend MUD 137	MUD	\$ 0.43000	\$2,369,606	0.1644%	8
Ft Bend MUD 138	MUD	\$ 0.44500	\$2,841,430	0.1971%	10
Ft Bend MUD 139	MUD	\$ 0.44000	\$993,364	0.0689%	3
Ft Bend MUD 140	MUD	\$ 1.34000	\$1,484,859	0.1030%	5
Ft Bend MUD 142	MUD	\$ 0.95000	\$5,323,228	0.3693%	18
Ft Bend MUD 143	MUD	\$ 1.26000	\$2,080,194	0.1443%	7
Ft Bend MUD 144	MUD	\$ 0.80000	\$978,779	0.0679%	3
Ft Bend MUD 145	MUD	\$ 1.25000	\$514,678	0.0357%	2
Ft Bend MUD 146	MUD	\$ 1.01000	\$4,420,474	0.3067%	15
Ft Bend MUD 147	MUD	\$ 0.95000	\$68,717	0.0048%	-
Ft Bend MUD 148	MUD	\$ 0.90000	\$342,831	0.0238%	1
Ft Bend MUD 149	MUD	\$ 0.70000	\$1,794,403	0.1245%	6
Ft Bend MUD 151	MUD	\$ 1.22000	\$7,986,709	0.5541%	28
Ft Bend MUD 152	MUD	\$ 1.45000	\$609,233	0.0423%	2
Ft Bend MUD 155	MUD	\$ 1.29000	\$1,791,524	0.1243%	6
Ft Bend MUD 156	MUD	\$ 1.45000	\$1,201,382	0.0833%	4
Ft Bend MUD 158	MUD	\$ 1.39000	\$1,223,774	0.0849%	4
Ft Bend MUD 159	MUD	\$ 0.78000	\$451,304	0.0313%	2
Ft Bend MUD 161	MUD	\$ 0.90620	\$220,720	0.0153%	1
Ft Bend MUD 162	MUD	\$ 1.12000	\$1,009,660	0.0700%	4
Ft Bend MUD 163	MUD	\$ 0.90000	\$97,553	0.0068%	-
Ft Bend MUD 165	MUD	\$ 1.37000	\$1,874,309	0.1300%	7
Ft Bend MUD 167	MUD	\$ 0.89000	\$2,012,401	0.1396%	7
Ft Bend MUD 169	MUD	\$ 1.32260	\$83,620	0.0058%	-
Ft Bend MUD 170	MUD	\$ 1.32260	\$665,560	0.0462%	2
Ft Bend MUD 171	MUD	\$ 1.22000	\$4,002,245	0.2777%	14
Ft Bend MUD 172	MUD	\$ 1.32260	\$2,881,296	0.1999%	10
Ft Bend MUD 173	MUD	\$ 1.32260	\$258,356	0.0179%	1
Ft Bend MUD 176	MUD	\$ 0.55000	\$324,283	0.0225%	1
Ft Bend MUD 185	MUD	\$ 1.17000	\$1,754,365	0.1217%	6
Ft Bend MUD 187	MUD	\$ 1.00000	\$1,107,166	0.0768%	4
Ft Bend MUD 19	MUD	\$ 1.40000	\$143,211	0.0099%	1
Ft Bend MUD 194	MUD	\$ 1.25000	\$943,587	0.0655%	3
Ft Bend MUD 199	MUD	\$ 0.60000	\$241,020	0.0167%	1
Ft Bend MUD 2	MUD	\$ 0.68000	\$1,560,515	0.1083%	5
Ft Bend MUD 23	MUD	\$ 1.05000	\$5,612,317	0.3894%	19
Ft Bend MUD 24	MUD	\$ 1.35000	\$815,658	0.0566%	3
Ft Bend MUD 25	MUD	\$ 0.86500	\$7,010,839	0.4864%	24
Ft Bend MUD 26	MUD	\$ 0.87500	\$1,360,665	0.0944%	5
Ft Bend MUD 30	MUD	\$ 0.97000	\$4,249,295	0.2948%	15
Ft Bend MUD 34	MUD	\$ 0.68000	\$2,252,914	0.1563%	8
Ft Bend MUD 35	MUD	\$ 0.57000	\$4,278,706	0.2968%	15
Ft Bend MUD 37	MUD	\$ 0.52000	\$844,156	0.0586%	3
Ft Bend MUD 41	MUD	\$ 0.55000	\$1,153,036	0.0800%	4
Ft Bend MUD 42	MUD	\$ 0.43000	\$1,375,146	0.0954%	5
Ft Bend MUD 46	MUD	\$ 0.89500	\$2,079,389	0.1443%	7

2015 2016 Allocation of Budget

Description	Entity Type	2014 Combined Total Rate	Tax Levy with Freeze	Percent of Levy	Votes
Ft Bend MUD 47	MUD	\$ 1.07000	\$1,057,647	0.0734%	4
Ft Bend MUD 48	MUD	\$ 0.98000	\$1,580,055	0.1096%	5
Ft Bend MUD 49	MUD	\$ 0.95000	\$550,798	0.0382%	2
Ft Bend MUD 5	MUD	\$ 1.50000	\$915,272	0.0635%	3
Ft Bend MUD 50	MUD	\$ 0.91000	\$3,406,192	0.2363%	12
Ft Bend MUD 57	MUD	\$ 1.27000	\$5,569,550	0.3864%	19
Ft Bend MUD 58	MUD	\$ 1.28000	\$6,330,438	0.4392%	22
Ft Bend MUD 66	MUD	\$ 1.39000	\$322,911	0.0224%	1
Ft Bend MUD 67	MUD	\$ 0.36000	\$1,010,892	0.0701%	4
Ft Bend MUD 68	MUD	\$ 0.40000	\$950,535	0.0659%	3
Ft Bend MUD 69	MUD	\$ 0.38500	\$670,623	0.0465%	2
Ft Bend MUD 81	MUD	\$ 0.33000	\$1,248,459	0.0866%	4
Ft Bend MUD 94	MUD	\$ 0.66000	\$605,656	0.0420%	2
Ft Bend-Waller Co MUD 2	MUD	\$ 0.80000	\$106	0.0000%	-
Fulshear MUD No 1	MUD	\$ 1.19000	\$658,147	0.0457%	2
Grand Lakes MUD 1	MUD	\$ 0.54000	\$1,767,120	0.1226%	6
Grand Lakes MUD 2	MUD	\$ 0.35000	\$1,226,792	0.0851%	4
Grand Lakes MUD 4	MUD	\$ 0.68000	\$2,434,424	0.1689%	8
Grand Mission MUD 1	MUD	\$ 1.02000	\$3,171,422	0.2200%	11
Grand Mission MUD 2	MUD	\$ 1.30000	\$1,071,853	0.0744%	4
Harris County MUD 393	MUD	\$ 0.91000	\$136,374	0.0095%	-
Harris-Ft Bend MUD 1	MUD	\$ 0.68500	\$1,792,510	0.1244%	6
Harris-Ft Bend MUD 3	MUD	\$ 1.07000	\$11,593	0.0008%	-
Harris-Ft Bend MUD 4	MUD	\$ 0.82000	\$1,925,637	0.1336%	7
Harris-Ft Bend MUD 5	MUD	\$ 0.65000	\$1,980,222	0.1374%	7
Kingsbridge MUD	MUD	\$ 0.78000	\$3,749,129	0.2601%	13
Meadow Creek MUD	MUD	\$ 0.10000	\$100,508	0.0070%	-
Memorial MUD	MUD	\$ 0.51000	\$104	0.0000%	-
Mission Bend MUD 1	MUD	\$ 0.28000	\$380,639	0.0264%	1
N Mission Glen MUD	MUD	\$ 0.60000	\$2,112,242	0.1465%	7
Palmer Plantation MUD 1	MUD	\$ 0.75500	\$1,258,071	0.0873%	4
Palmer Plantation MUD 2	MUD	\$ 0.53000	\$873,622	0.0606%	3
Pecan Grove MUD	MUD	\$ 0.65500	\$5,718,328	0.3967%	20
Plantation MUD	MUD	\$ 0.74000	\$1,115,502	0.0774%	4
Renn Road Mud	MUD	\$ 0.75000	\$367,752	0.0255%	1
Sienna Plantation MUD 10	MUD	\$ 0.94000	\$4,578,721	0.3177%	16
Sienna Plantation MUD 12	MUD	\$ 0.94000	\$2,778,785	0.1928%	10
Sienna Plantation MUD 2	MUD	\$ 0.71000	\$3,514,970	0.2439%	12
Sienna Plantation MUD 3	MUD	\$ 0.71000	\$4,815,798	0.3341%	17
Sienna Plantation MUD 4	MUD	\$ 1.01000	\$134,496	0.0093%	-
West Harris County MUD 4	MUD	\$ 1.09000	\$183,575	0.0127%	1
Willow Creek Farms MUD	MUD	\$ 1.25000	\$16,061	0.0011%	-
Willow Point MUD	MUD	\$ 1.50000	\$76,125	0.0053%	-
Woodcreek Reserve MUD	MUD	\$ 0.60000	\$1,060,889	0.0736%	4
Imperial Redevelopment District	Redevelopment Dist.	\$ 1.10000	\$273,995	0.0190%	1
Ft Bend Co Fresh Water Supply	Water Dist.	\$ 1.00000	\$2,719,946	0.1887%	9
Ft Bend Co Fresh Water Supply	Water Dist.	\$ 0.56000	\$547,868	0.0380%	2
Ft Bend WCID 2	Water Dist.	\$ 0.18000	\$5,501,666	0.3817%	19
Ft Bend WCID 3	Water Dist.	\$ 0.45000	\$498,885	0.0346%	2

2015 2016 Allocation of Budget

Description	Entity Type	2014 Combined Total Rate	Tax Levy with Freeze	Percent of Levy	Votes
Ft Bend WCID 8	Water Dist.	\$ 1.10000	\$208,683	0.0145%	1
Grand Lakes WCID	Water Dist.	\$ 0.07300	\$930,605	0.0646%	3
Total			\$1,441,414,336	100.00%	5,000

**RESOLUTION FOR THE CASTING OF VOTES FOR CANDIDATE(S) TO SERVE ON
THE BOARD OF DIRECTORS OF THE
FORT BEND CENTRAL APPRAISAL DISTRICT**

WHEREAS, the Property Tax Code provides that each taxing unit in a county is entitled to vote, by Resolution of its governing board, for candidates for each position to be filled on the Board of Directors of the county’s central appraisal district; and

WHEREAS, the Board of Trustees of the Lamar Consolidated Independent School District is entitled to vote, and it wished to vote for the following candidate(s) for position(s) to be on the Board of Directors of the Fort Bend Central Appraisal District.

THEREFORE, BE IT RESOLVED THAT:

- 1. All the paragraphs are incorporated and made a part of this Resolution;
and
- 2. The Board of Trustees votes for the following person(s) for position(s) on the Board of Directors of the Fort Bend Central Appraisal District:

3. The President of the Board of Trustees is authorized and directed to submit these votes to the Lamar Consolidated Independent School District to the Chief Appraiser of the Fort Bend Central Appraisal District by delivering a copy of this Resolution to the Chief Appraiser before December 15, 2015.

4. This Resolution shall become effective from and after its passage. On motion of Trustee _____ and seconded by Trustee _____ the above Resolution voting for person(s) to serve on the Board of Directors of the Fort Bend Central Appraisal District was adopted, and it was so ordered.

THE STATE OF TEXAS

COUNTY OF FORT BEND

I, Anna Gonzales, Secretary of the Board of Trustees of the Lamar Consolidated Independent School District, do hereby certify that the foregoing is a true and correct copy of a motion presented and passed by a majority vote of the Board of Trustees at a meeting duly posted and noticed under the Texas Open Meetings Act and held on November 19, 2015.

 Anna Gonzales, Board Secretary
 Lamar Consolidated Independent School District

SUBSCRIBED AND SWORN TO BEFORE ME This is the ____ day of November 2015.

Notary Public in and for
 Fort Bend County, Texas

Name:

My Commission Expires:

**CONSIDER ADOPTION OF THE CHURCHILL FULSHEAR Jr. HIGH SCHOOL
MASCOT AND SCHOOL COLORS**

RECOMMENDATION:

That the Board of Trustees approve Chargers as the mascot and purple and black school colors for Churchill Fulshear Jr. High School.

IMPACT/RATIONALE:

Community and student feedback was garnered through two Fulshear Community night presentations and two student presentations in which attendees viewed a school color and school mascot presentation. Following each presentation, attendees submitted their vote of preference for school colors and mascot.

ATTACHMENTS:

1. Recommendation for the school colors and mascot.
2. Letter of invitation to the Fulshear High School community nights
3. Voting results for school colors and mascot
4. Student and Community Ballot

Submitted by: Leslie Haack Executive Director of Secondary Education
Daniel Ward, Principal, Churchill Fulshear Jr. High School

Recommended for approval:

Thomas Randle

Dr. Thomas Randle
Superintendent

Churchill Fulshear Jr.

High School

Recommendation

Mascot



Colors

Purple and Black

Accents White or Silver

September 18, 2015

Daniel Ward
Principal

Dear Parents & Students,

As we prepare for the opening of Churchill Fulshear Jr. High School, we understand that you are a valuable part of this exciting process. Parents, guardians, and students are all invited to attend a Churchill Fulshear Jr. High School Community Meeting. We have scheduled two dates in October at Huggins and Hubenak elementary schools and you are welcome to attend whichever meeting is most convenient. The community meetings will start promptly at 6:30 p.m. and be held in the gym. Students who will attend Churchill Fulshear Jr. High School are encouraged to attend the meeting with parents and guardians.

dward@lcisd.org
Tel: 832.223.5000
3911 Avenue I
Suite 214
Rosenberg, Texas 77471
www.lcisd.org

Topics of discussion will include:

1. A presentation highlighting the history of Churchill Fulshear Jr., information about the principal, mascot and color choices, and construction progress;
2. Parents, guardians and students will submit ballots for mascot and school color(s) nominations;
3. A question and answer session to discuss zoning and how it impacts our students. Information will also be provided concerning academics, athletics, fine arts programs, and transportation.

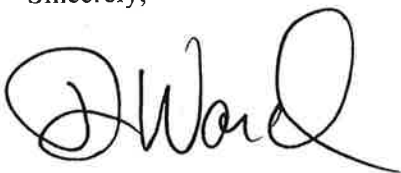
We welcome your ideas, creativity and feedback as we work together to open our new school. Remember, if you are unable to attend the meeting at the campus closest to you, please feel free to attend the meeting at the other campus. The dates for the meetings are:

Churchill Fulshear Jr. High School Community Meetings

October 19, 2015	Huggins Elementary	6:30 p.m.
October 20, 2015	Hubenak Elementary	6:30 p.m.

I look forward to the community meetings in October and the opportunity to meet you. Follow us on Twitter **@Fulshear_HS** and on **Remind** text to Number **81010** message **@fulsh** to receive the latest information and updates. If you should have any questions, please do not hesitate to contact me or my administrative assistant, Socorro Torres at mtorres@lcisd.org.

Sincerely,



Daniel Ward
Principal

FULSHEAR HIGH SCHOOL

Student and Community Ballot Tally, October 2015

Mascot	10/14/15 - 9th Gr @ Foster HS	10/16/15 - 8th Gr @ BJH	10/19/15 Comm @ Huggins	10/20/15 Comm @ Huberak
Broncos	19	21	2	7
Chargers	100	57	69	21
Cowboys	3	0	5	2
Mavericks	14	25	11	4
Rough Riders	7	5	10	2
Stallions	14	13	17	7
Texans	6	4	3	2
Wranglers	2	2	2	3
Write in Mascot				
Raiders	15	0	0	0
Other	23	14	6	0
	203	141	125	48
				517
				100%

School Color	10/14/15 - 9th Gr @ Foster HS	10/16/15 - 8th Gr @ BJH	10/19/15 Comm @ Huggins	10/20/15 Comm @ Huberak
Black and White	13	22	6	2
Black and Silver	20	37	37	15
Green and Black	2	6	11	2
Green and White	6	0	8	0
Orange and Black	23	9	0	2
Orange and White	0	1	2	2
Purple and Black	114	57	37	14
Purple and White	21	7	19	11
Write in Color	3	4	5	0
	202	143	125	48
				518
				100%

Churchill Fulshear Jr. High School

Student and Community Ballot

Voting for School Mascot - Please circle your choice for mascot. You want to pick the mascot that you feel best reflects the tradition and history of the Fulshear area. If you select more than one, your vote **will not** be counted.

- | | |
|--------------------------|-----------------|
| 1. Broncos | 5. Rough Riders |
| 2. Chargers | 6. Stallions |
| 3. Cowboys | 7. Texans |
| 4. Mavericks | 8. Wranglers |
| 9. Write in Mascot _____ | |

Voting for School Colors - Please circle what you believe is the best color to represent Churchill Fulshear Jr. High School. If you select more than one, your vote **will not** be counted.

- | | |
|-------------------------|---------------------|
| 1. Black and White | 5. Orange and Black |
| 2. Black and Silver | 6. Orange and White |
| 3. Green and Black | 7. Purple and Black |
| 4. Green and White | 8. Purple and White |
| 9. Write in color _____ | |

DISCUSSION AND ACTION ON NAMING NEW SCHOOLS

IMPACT/RATIONALE:

The Board of Trustees will review Board Policy CW (LOCAL)—NAMING FACILITIES.

BACKGROUND INFORMATION:

Board Policy CW (LOCAL) states, “The responsibility for naming facilities rests with the Board.” School facilities shall generally be named for person or places. If the name of a person is to be considered, that individual shall be deceased and should have attained prominence locally or nationally with local prominence taking precedence in the fields of education, science, art, statesmanship, political science, or military achievement, or having been an early Texas pioneer, or an outstanding president of the United States. The person shall have made a significant contribution to society and should lend prestige and status to an institution of learning. If the name of a place is to be considered, the criteria should include historical relevance.

Attached you will find Board Policy CW (LOCAL).

Submitted by: Thomas Randle, Ed.D., Superintendent
 Mike Rockwood, Executive Director of Community Relations

NAMING FACILITIES

CW
(LOCAL)

The responsibility for naming a facility rests with the Board. A student, staff member, parent, or District resident may submit a nomination.

A school facility shall generally be named for a person or place according to the following criteria outlined below.

For a facility named after a person, the following shall apply:

1. The nominee shall be deceased and shall have attained prominence locally or nationally with local prominence taking precedence in the fields of education, science, art, statesmanship, political science, or military achievement.
2. The nominee may have been an early Texas pioneer or an outstanding president of the United States.
3. The nominee shall have made a significant contribution to society.
4. The name should lend prestige and status to an institution of learning.
5. The nomination must be presented in a form that contains:
 - a. Biographical/historical data; and
 - b. Reasons justifying the choice.

For a facility named after a place, the nomination should include its historical relevance.

DEDICATION
CEREMONY

A new school building shall be dedicated at an appropriate ceremony held as soon as possible after occupancy.

DEDICATION
PLAQUE

The Board shall have a plaque presented bearing the names of the Board members, administrators, architects, and contractors directly connected with each project.

**CONSIDER APPROVAL OF HVAC TESTING AND BALANCING CONSULTANT
SERVICES FOR THE SATELLITE TRANSPORTATION CENTER PHASE II**

RECOMMENDATION:

That the Board of Trustees approve testing and balancing consultant services from Engineered Air Balance for the Satellite Transportation Center Phase II not to exceed the amount of \$5,030.

IMPACT/RATIONALE:

Testing and balancing services are a professional service that the District must contract directly. Funds are provided within the 2011 Bond Referendum. The testing and balancing will provide final adjustments to the HVAC equipment installed in the Satellite Transportation Center Phase II project.

PROGRAM DESCRIPTION:

Testing and balancing services will generate reports that provide data that the contractor needs to make final adjustments to the HVAC system. This service ensures that the HVAC systems are installed and operating correctly. Upon approval, Engineered Air Balance will provide testing and balancing consulting services for the Satellite Transportation Center Phase II project.

Submitted by: Kevin McKeever, Administrator for Operations
Ed Bailey, Gilbane

Recommended for approval:



Dr. Thomas Randle
Superintendent



Houston
604 Spring Hill Drive, Suite 100
Spring, Texas 77386
Tel: 281-873-7084
Fax: 281-872-6309
eabhouston@eabcoinc.com
www.eabcoinc.com

Proposal No. 2150353T

TO: Gilbane Construction
1002 1/2 East Stadium Drive
Rosenberg, Texas 77471

RE: Lamar CISD
Satellite Transportation
Facility Phase II

ATTENTION: Ed Bailey

DATE: October 16, 2015

We are pleased to propose our services to test and balance the heating, ventilating and air conditioning systems in the subject project. In particular, we are proposing our services per the Mechanical Plans (Issued for Construction) dated April 13, 2015 and Specification Section 23 05 93 entitled "Testing, Adjusting and Balancing for HVAC."

Table with 2 columns: Service Description and Price. Includes items like 'Testing, Adjusting and Balancing per AABC Standards' for \$4,490.00 and 'TOTAL NET PRICE FOR THE ABOVE SERVICES' for \$5,030.00.

We thank you for the opportunity of proposing our services. This proposal will expire thirty (30) days from the date shown above. Please reference this proposal number on all correspondence. If we may be of further assistance, please contact our office.

Sincerely,
ENGINEERED AIR BALANCE CO., INC.

Handwritten signature of Gar Conaway
Gar Conaway
Sales Manager

Please return this quote with your signature of approval.

Name & Title

Date of Acceptance

G:\BIDS BY YEAR\2015 Bids\2150353 LAMAR CISD SATELLITE TRANSPORTATION FACILITY PHASE I\BILLING\2150353T Proposal Gilbane.doc

**CONSIDER APPROVAL OF CENTERPOINT TERMS AND CONDITIONS
FOR THE NEW ELEMENTARY #24**

RECOMMENDATION:

That the Board of Trustees approve the CenterPoint Energy terms and conditions package for the installation of overhead and underground service to the new Elementary #24.

IMPACT/RATIONALE:

The terms and conditions are applicable to this request to CenterPoint Energy for the overhead and underground service for the new Elementary #24. The underground electrical service will enter the site from the south property line, and then go behind the school before going underground to a pad mounted transformer located in service yard.

PROGRAM DESCRIPTION:

Upon approval, CenterPoint Energy will begin design of the permanent electrical service to the new Elementary #24.

Submitted by: Kevin McKeever, Administrator for Operations
 Gloria Barrera, VANIR/Rice & Gardner
 Jim Rice, VANIR/Rice & Gardner

Recommended for approval:

Thomas Randle

Dr. Thomas Randle
Superintendent

November 9, 2015
Job # 75733194

Re: **LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**
Elementary School #24
9910 FM 359, Richmond, Texas 77406

Please find attached the Terms and Conditions (T&C) package as prepared by CenterPoint Energy's (CNP) Major Underground Engineering (MUG), applicable for providing the requested underground service of 725 kVA. MUG will serve the load with a 750 kVA, 34.5 kV - 480Y/277 V, three phase, four wire, pad mounted transformer.

The Customer's requested underground service is covered under the conditions for standard underground service. Therefore, MUG is not providing a difference in cost.

MUG has not included the costs associated with the installation, removal or modification of any overhead facilities. Gabriel I Gonzalez, Service Consultant at Ft. Bend Service Center is responsible for providing all overhead costs and construction.

The attached T&C package is effective for 365 days from the date of this letter, provided the field conditions existing as of this date and location of the facilities shown on the attached sketches remain the same. After that time, the T&C package must be reviewed by MUG before a final commitment is made to the Customer.

Please review the attached T&C package. Sign the cover sheet of the T&C package. Return this original document to my office. Note that the information contained in the package is applicable for the life of the service.

The Customer's requested location for CNP's equipment is within a proposed service yard. The service walls adjacent to the transformer pad must be louvered to permit 50 percent air flow. Prior to construction, the Customer shall submit drawings of the proposed louvering to the MUG for approval.

Before beginning the required underground construction, please arrange for a pre-construction meeting with MUG and your contractors.

If any additional information is required, contact me at 713-207-4941.

Thank you.

Frank De Leon
frank.deleon@centerpointenergy.com

**TERMS & CONDITIONS
UNDERGROUND ELECTRIC SERVICE**

FOR

**LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Elementary School #24
9910 FM 359, Richmond, Texas 77406**

Job #75733194

**CenterPoint Energy
Major Underground Engineering
P. O. Box 1700; Houston, Texas 77251-1700**

REFERENCE LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT DRAWINGS:

Site Plan	Drawing #:	<u>15156-CX</u>	Received:	<u>September 14, 2015</u>
Electrical One-Line	Drawing #:	<u>E-005</u>	Received:	<u>September 14, 2015</u>
Load Analysis	Drawing #:	<u>E-005</u>	Received:	<u>September 14, 2015</u>

REFERENCE CENTERPOINT ENERGY SPECIFICATIONS:

Service Standards	:	February 10, 2015
Emergency Generators	:	007-231-82
Ready-Mix Concrete	:	007-221-01
Harmonic Distortion	:	007-231-83

Reviewed And Agreed To By: _____

Signature	Title	Date
-----------	-------	------

Print Name

If this Terms & Conditions package is signed by anyone other than an official from **Lamar Consolidated Independent School District**, it will not be considered valid. A valid signature will be considered an acceptance of all information contained within this Terms & Conditions package.

						CenterPoint Energy Houston, Texas		
						WRITTEN	FD	11/9/2015
						CHECKED	AAO <i>[Signature]</i>	11/9/2015
						APPROVED	AAO	11/9/2015
						SHEET 1 OF 15 SHEETS		
NO.	DATE	ITEMS REVISED	BY	CH	APP	PM 3588		

GENERAL

- A. These Terms and Conditions are for a service arrangement for Lamar Consolidated Independent School District. Lamar Consolidated Independent School District and/or its contractors/representatives are herein referred to as the Customer.
- B. Service to be provided by CenterPoint Energy (CNP) from a 750 kVA, 34.5 kV - 480Y/277 V, three phase, four wire, pad mounted transformer.
- C. The CNP Major Underground Engineering (MUG) representative is Frank De Leon at 713-207-4941 or frank.deleon@centerpointenergy.com.

The CNP Service Area Consultant is Gabriel I Gonzalez at 281-341-4908.
- D. The Customer must comply with all CNP Service Standards, the National Electrical Code, the National Electrical Safety Code, all Occupational Safety and Health Administration (OSHA) requirements, the International Building Code and all local governing body codes.
- E. During installation of CNP equipment, CNP will make every effort to preserve the Customer's landscaping, parking areas, or other facilities. However, any cost that has been quoted to the Customer does not include any special replacements or repairs to these items. The Customer shall be solely responsible for any expenses associated with replacements or repairs to its facilities.
- F. The service arrangement outlined in these Terms and Conditions is based on the Customer drawings referenced on page 1. Any changes in the design as illustrated in the referenced drawings may impact CNP's ability to meet the Customer's requested service date.
- G. Any changes, additions, deletions, rearrangements, relocations, rerouting, reduction of clearances, etc., of the Customer's and/or CNP's service facilities illustrated in these Terms and Conditions shall have MUG's approval and may require a revised Terms and Conditions. It is the Customer's responsibility to coordinate the location of all Customer installed facilities outlined in these Terms and Conditions with all other structures and/or appurtenances not shown in the referenced drawings.
- H. Contact the MUG representative concerning Customer drawing revisions, information submission, questions, Terms and Conditions revision requests, etc.
- I. Hard copy submittals may be mailed to the MUG representative (address – 3000A Harrisburg Blvd. – Houston, Texas 77003). Electronic submittals may be e-mailed to the MUG representative. The MUG representative will; “approve the submittals”, “approve the submittals as noted” or “not approve the submittals”. The Customer shall not install any item that requires CNP approval before receiving an official approval from MUG. CNP shall not be responsible for any installed item that has not received MUG approval.

SERVICE CONNECTION

- A. The Customer's maximum number of secondary cables that can be terminated in CNP's pad mount transformer is 8-750 MCM cables per phase. The Customer shall advise the MUG representative, about the type, size and number of secondary conductors. Ampacity equivalent sets of cable must be individually approved by the MUG representative prior to installation by the Customer. If the Customer's cable requirements exceed this specified maximum limit, it cannot be served directly from the pad mounted transformer. The Customer shall then install, own, and maintain a cable tap box (CTB) (See Section D).
- B. On installations not utilizing a CTB, the Customer shall furnish, own, and maintain all secondary service conduit and cable underground into the secondary opening of the transformer pad. Secondary conductors shall be extended a minimum of seven feet (7') above the transformer pad. **The Customer shall not install the secondary cables until after the transformer has been set.** CNP will terminate the secondary cables in the transformer.
- C. To accommodate future expansion, the Customer may install up to 14-4" secondary conduits into the transformer pad.
- D. On installations utilizing a CTB, CNP shall furnish, own, install and terminate the secondary cable from the transformer to the CTB at the Customer's expense. The Customer shall furnish, install, own and maintain the CTB, the CTB pad, and 14-4" conduits from the secondary opening of the transformer pad to the CNP side of the CTB pad. The Customer shall install and terminate the secondary cable from its side of the CTB to its switchgear. Typical three-phase CTB drawings are available upon request. The Customer shall submit three (3) drawings of the proposed CTB to the MUG representative for approval prior to fabrication.
- E. The initial available short circuit current is 16,957 amperes symmetrical, with an X/R ratio of 8.0.
- F. The ultimate available short circuit current is 56,523 amperes symmetrical, with an X/R ratio of 9.6.
- G. Customers receiving electrical service from multiple sources will be required to install a permanent plaque or directory at each source in accordance with Article 230.2 of the National Electrical Code (NEC). These plaques are to signify that there is more than one electrical service to the building. The Customer shall keep the power from each source separate throughout its entire electrical system. This requirement is for the life of the service.
- H. A protective device coordination study for the Customer's service relative to CNP's protective devices may be requested by contacting the MUG representative.

ACCESS

The Customer must provide a twelve foot (12') minimum width, fourteen foot (14') minimum vertical clearance, all weather, vehicle access road designed for HS-20-44 loading as recognized by the American Association of State Highway Officials (AASHO), for CNP personnel and equipment ten feet (10') past the side of the proposed pad mounted equipment location. In addition, the area adjacent to the pad must be designed for HS-20-44 loading to allow for outrigger placement. If the access road and the pad mounted equipment location have not been completed and passed final inspection (see Final Inspection, page 7) at the time the Customer requests the equipment be set, the equipment can only be set under the following conditions.

- A. MUG has determined that the access route is dry and readily accessible to CNP's normal installation equipment.
- B. The Customer shall be responsible for all expenses associated with the repair and/or replacement of CNP pad mounted equipment damaged by additional construction activity. Damage to CNP equipment may result in delays to the Customer's requested service date.
- C. CNP will not complete the underground construction (i.e. pulling & terminating cable, energizing the service, etc.) until the access road and pad mounted equipment location have passed final inspection (see Final Inspection, page 7).

The Customer must provide a thirty two foot (32') minimum vertical clearance over all equipment pads for CNP trucks and equipment.

The Customer must maintain these requirements for the life of the service.

CNP will utilize the Customer's parking and driveway facilities for the required access.

EMERGENCY GENERATION AND SECONDARY LOAD TRANSFER

Customer installed Emergency Generators and/or Secondary Load Transfer schemes shall meet the requirements of the CNP Specification on Customer Emergency Generation and Secondary Load Transfer, Specification 007-231-82, latest revision (attached). This requirement is for the life of the service.

Generator exhaust must be located and/or directed away from CNP's equipment.

HARMONIC DISTORTION

The Customer shall meet the requirements of the CNP Specification on Limitation of Harmonic Distortion on the Distribution System, Specification 007-231-83, latest revision (attached). This requirement is for the life of the service.

METERING

- A. The Customer's metering arrangement must comply with CNP Service Standards, Section 400 or 500 as applicable.
- B. The metering current and potential transformers (CT's and PT's) will be installed in the secondary compartment of the transformer provided all service from the transformer is through one meter. If all the services are not through one meter, the Customer shall inform the MUG representative, so that alternate metering provisions can be arranged (separate CT and PT cans as required for each service).
- C. All Retail Customers must be metered separately.
- D. Meter Room and/or Modular Meter installations must have CNP written approval prior to the purchase/installation of materials/equipment. The Customer must submit applicable drawings to the MUG representative for approval.

FACILITIES INSTALLED BY THE CUSTOMER

All facilities are to be installed per the attached construction specifications. The Customer or its contractor is to request a preconstruction meeting prior to starting the required underground construction by calling the number listed below.

All facilities shall be inspected by CNP after the conduit is installed, pads are formed, reinforcing rods installed, etc. but prior to the pouring of concrete. CNP recommends that the Customer complete the pouring of concrete on the day the facilities are inspected and approved. The Customer will insure that all inspected and approved facilities remain in the approved condition until the concrete pour has been completed. If there is damage to the inspected and approved facilities prior to the pouring of concrete, the facilities must be re-inspected by CNP before the Customer begins the pouring of concrete. CNP reserves the right to require the Customer to break out any unapproved concrete pours at its expense.

CNP will make a reasonable attempt to complete all inspection requests. To insure that inspection requests can be fulfilled, they should be made twenty-four (24) hours in advance (Mon. - Fri.; between 9:00 a.m. and 3:00 p.m., holidays excluded) to Major Underground Engineering at (713) 207-6229. Job # 75733194 must be provided as the inspection identification number.

DUCTBANK INSTALLATION

All proposed conduit for CNP's use is to be installed in straight runs, unless otherwise indicated on CNP drawings. Any conduit bends must be installed with a twenty foot (20') minimum radius, unless indicated otherwise on CNP drawings. Conduit turn-ups into any equipment pad and/or pole pedestal must have a minimum five foot (5') radius. Any deviations from these requirements shall have written approval from the MUG representative prior to installation.

During installation, the minimum depth for a conduit run must be referenced to the final grade.

The Customer is to delay installation of approximately the last twenty feet (20') of the conduit run and the pole pedestal to any terminal pole until the pole has been set by CNP. Before trenching to the base of any terminal pole, the Customer must securely brace the pole. The Customer must request staking and setting of any terminal pole by contacting the Service Area Consultant.

The Customer must provide a jet line in each conduit installed. This jet line shall extend a minimum of seven feet (7') beyond the end of each conduit.

DUCTBANK INSTALLATION (continued)

For installations not utilizing a blanket easement document (see Easement Instrument section, page 7), the Customer shall also install a #14 American Wire Gage (AWG) or larger aluminum or copper 600 volt insulated conductor in one of the conduits. The conductor must be electrically continuous. For manhole installations, the electrically continuous conductor must also be looped through each manhole lid and tied to a concrete insert in the neck of each manhole. This conductor is to facilitate surveying of the duct bank by CNP. The duct bank cannot be surveyed until this conductor is installed as prescribed. The Customer must take adequate measures to assure the conductor will be in place until all necessary surveying is completed. After surveying of the duct bank is completed, but prior to CNP installing any primary cable, the Customer may retrieve its conductor at its option.

Conduit ends shall be plugged with a duct cap or other type capping device. The use of rags to plug conduits is not acceptable. If the conduit is installed in stages, the Customer must keep each section of conduit capped until the new section is installed. If, prior to CNP using any conduit, the conduit is found to be blocked, the Customer will be responsible, at its expense, for removing the obstruction.

CLEARANCES

Final approval for the location of the pad mount equipment and/or other proposed electrical installation is contingent upon proper clearance, as determined by CNP, from cooling towers, vents, buildings, structures, etc., and other underground utilities. It is in the Customer's and CNP's best interest to have all service equipment in a contamination-free environment to avoid unscheduled outages and/or premature equipment failures. Therefore, prior to any construction, the Customer shall inform the MUG representative of any existing or future contamination or pollutants which may affect the equipment so that necessary clearances can be secured.

The MUG representative shall be notified promptly if the Customer intends to install any obstructions such as walls, hedges, bushes, trees, etc., around the transformer and/or any associated equipment so that additional clearances and access can be secured. Any proposed enclosure surrounding CNP's equipment must be louvered, and both a profile and a cross-sectional view of the proposed louvered enclosure shall be submitted for approval prior to installation.

If, in the future, there is a problem with contamination of CNP's equipment, or proper clearances are not maintained, CNP reserves the right to relocate the equipment at the Customer's expense.

CNP will not allow other facilities to pass beneath its equipment pads. A one foot (1') minimum horizontal clearance shall be maintained between CNP pads and all other facilities.

A one foot (1') minimum vertical clearance must be maintained between CNP duct banks and all non-CNP facilities crossing the duct bank.

A five foot (5') minimum horizontal clearance must be maintained between CNP duct banks and other facilities running parallel to the duct bank. CNP will not allow joint trenching between CNP duct banks and other facilities.

ELEVATION REQUIREMENTS

The minimum elevation requirement for the top of the equipment pads shall be fifteen (15) feet above mean sea level or one (1) foot above the documented 100 year floodplain, whichever is greater. The Customer must provide equipment pads that meet these elevation requirements. The easement (minimum working clearance) around the equipment pads shall also be brought up to the above mentioned minimum elevation, as outlined on the equipment pad detail specification. The easement area surrounding the equipment pads shall not have a slope greater than 2%. The pad and minimum easement elevations (minimum working clearance) must be verified at the time installation.

VENTILATION REQUIREMENTS

Any proposed barriers or enclosures in the vicinity of the equipment pads shall maintain a minimum of 50% free air flow. Prior to construction, the Customer shall submit drawings of the proposed barriers or enclosures to MUG Engineering Representative for approval.

SERVICE EQUIPMENT VENTILATION REQUIREMENT

The Customer's requested location for CNP's equipment is within a proposed service yard. The service walls adjacent to the transformer pad must be louvered to permit 50 percent air flow. Prior to construction, the Customer shall submit drawings of the proposed louvering to the MUG Representative for approval.

FINAL INSPECTION

After the Customer has advised CNP that all "Customer installed" facilities pertaining to this service arrangement have been completed and inspected, a final on-site inspection will be made by a MUG representative. This final inspection will verify that all Customer installed facilities are in accordance with these Terms and Conditions. The Customer (or its contractor) and the Service Area Consultant will be advised of any needed corrections and/or changes. When all necessary corrections and/or changes have been completed, CNP's portion of the construction may begin.

EASEMENT INSTRUMENT

CNP will prepare an instrument for easements to be granted by the property owner after all installations for CNP's use have been completed according to these Terms and Conditions. The service cannot be energized until CNP has accepted the signed instrument for all easements.

The Customer also has the option of signing a blanket easement document. Use of the blanket easement allows the service to be energized before the final signed instrument for all easements has been completed. The Customer may request use of the blanket easement document by contacting the MUG representative.

CNP will need access to and from the proposed easements. CNP will use these easements, as shown on the attached sketches, for the purposes of erecting, installing, operating, maintaining, replacing, inspecting and removing electrical distribution facilities. The Customer shall keep these easements free and clear of any obstructions (trees, shrubs, other structures, etc.) that may endanger or interfere with the efficiency, safety, and proper operation of the proposed facilities for the life of the service.

INDEMNIFICATION AND LIABILITY LIMITS

Indemnity: This indemnity is pursuant to Company's Tariff located on our website at www.centerpointenergy.com.

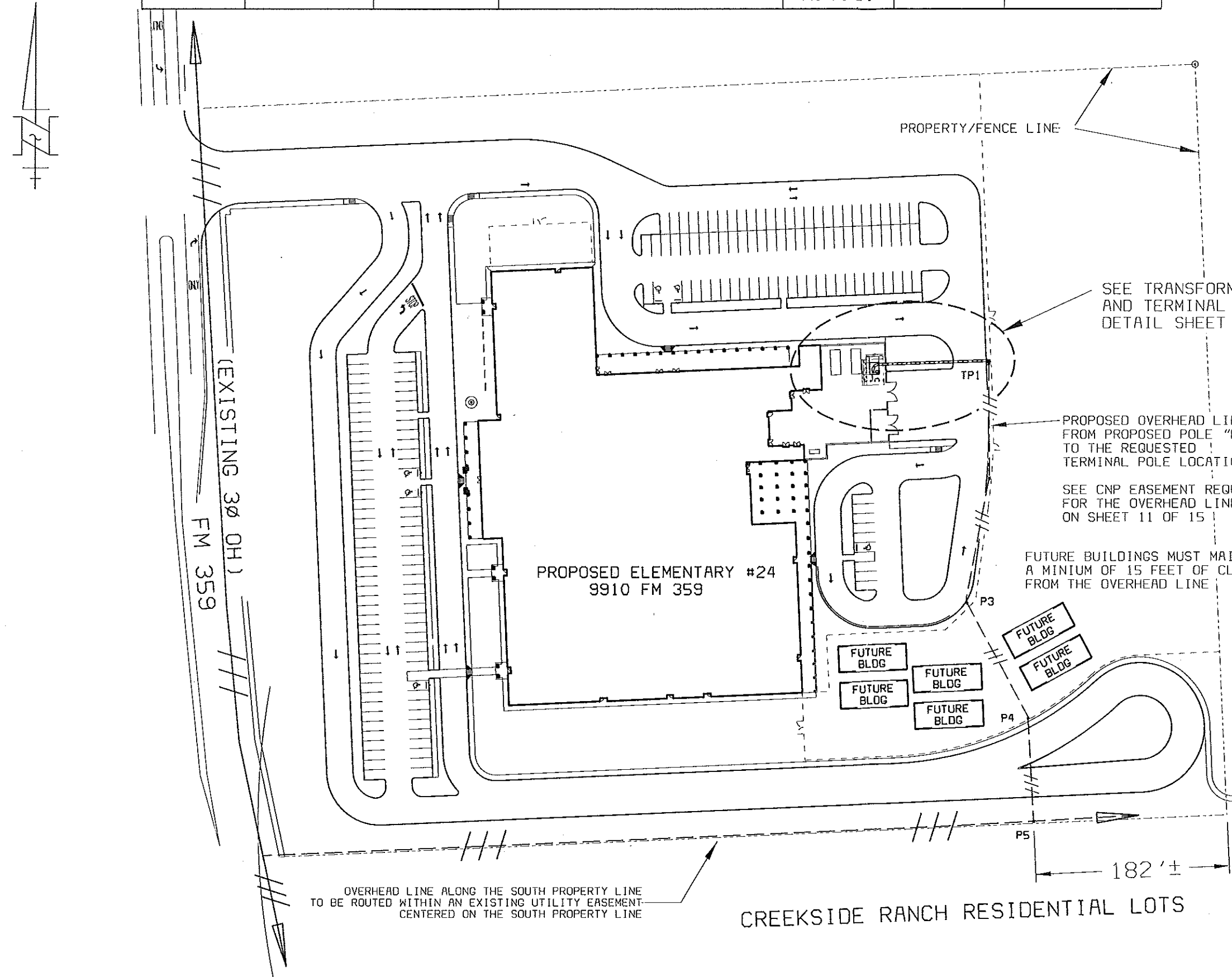
RETAIL CUSTOMER ASSUMES THE RISK OF AND SHALL INDEMNIFY COMPANY AGAINST DAMAGES FOR INJURIES OR DEATH TO PERSONS OR LOSS TO RETAIL CUSTOMER'S PROPERTY, OR TO THE PROPERTY OF COMPANY, WHEN OCCASIONED BY ACTIVITIES OF RETAIL CUSTOMER OR THIRD PARTIES ON CUSTOMER'S PREMISES, RESULTING FROM THE INSTALLATION, EXISTENCE, REPLACEMENT, OR REPAIR OF COMPANY'S UNDERGROUND FACILITIES, AND AS FURTHER PROVIDED IN THE TERMS OF "LIMITS ON LIABILITY," SECTIONS 4.2 AND 5.2 OF THIS TARIFF. NOTWITHSTANDING ANY OF THE ABOVE, THE PROVISIONS REQUIRING A RETAIL CUSTOMER TO INDEMNIFY, FULLY PROTECT, OR SAVE COMPANY HARMLESS APPLY TO A GOVERNMENTAL ENTITY AS THIS TERM IS DEFINED IN CHAPTER 2251 OF THE TEXAS GOVERNMENT CODE, TO THE EXTENT OTHERWISE CONSISTENT WITH LAW; PROVIDED, HOWEVER, THAT ANY GOVERNMENTAL ENTITY THAT IS A RETAIL CUSTOMER TO WHICH THIS SUBSECTION 2.5 APPLIES MUST TAKE NECESSARY STEPS TO ENSURE THAT THE INDEMNIFICATION REQUIREMENTS OF THIS SUBSECTION 2.5 DO NOT CREATE A "DEBT" IN VIOLATION OF ARTICLE XI, SECTION 7 OF THE TEXAS CONSTITUTION. SUCH STEPS MAY INCLUDE, BUT ARE NOT NECESSARILY LIMITED TO, A THIRD-PARTY INDEMNIFICATION IN WHICH THE CONTRACTOR PERFORMING THE WORK FOR THE GOVERNMENTAL ENTITY INDEMNIFIES THE COMPANY OR THE ESTABLISHMENT OF A SINKING FUND. *(See Governmental Entity Addendum if applicable.)*

LAMBERT	SECTION	KEY MAP	FUNCTIONAL LOCATION	SCALE	CIRCUIT	ORDER NO.
4253	D2	524S		N. T. S.	BV42	

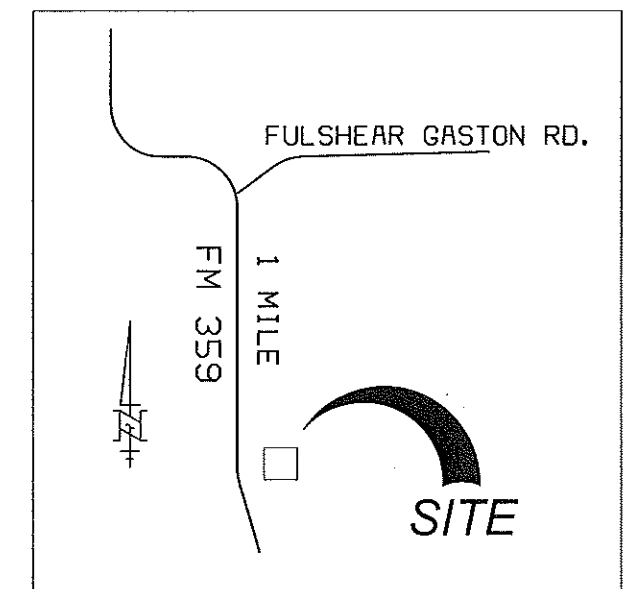
GENERAL LOCATION SKETCH

LAMAR CONSOLIDATED ISD (CUSTOMER) AND/OR ITS CONTRACTOR IS TO REQUEST A PRECONSTRUCTION MEETING PRIOR TO STARTING CONSTRUCTION BY CALLING (713) 207-6229

CENTERPOINT ENERGY (CNP) TO UTILIZE THE CUSTOMER'S PARKING AND DRIVEWAY FACILITIES FOR EQUIPMENT ACCESS



VICINITY MAP

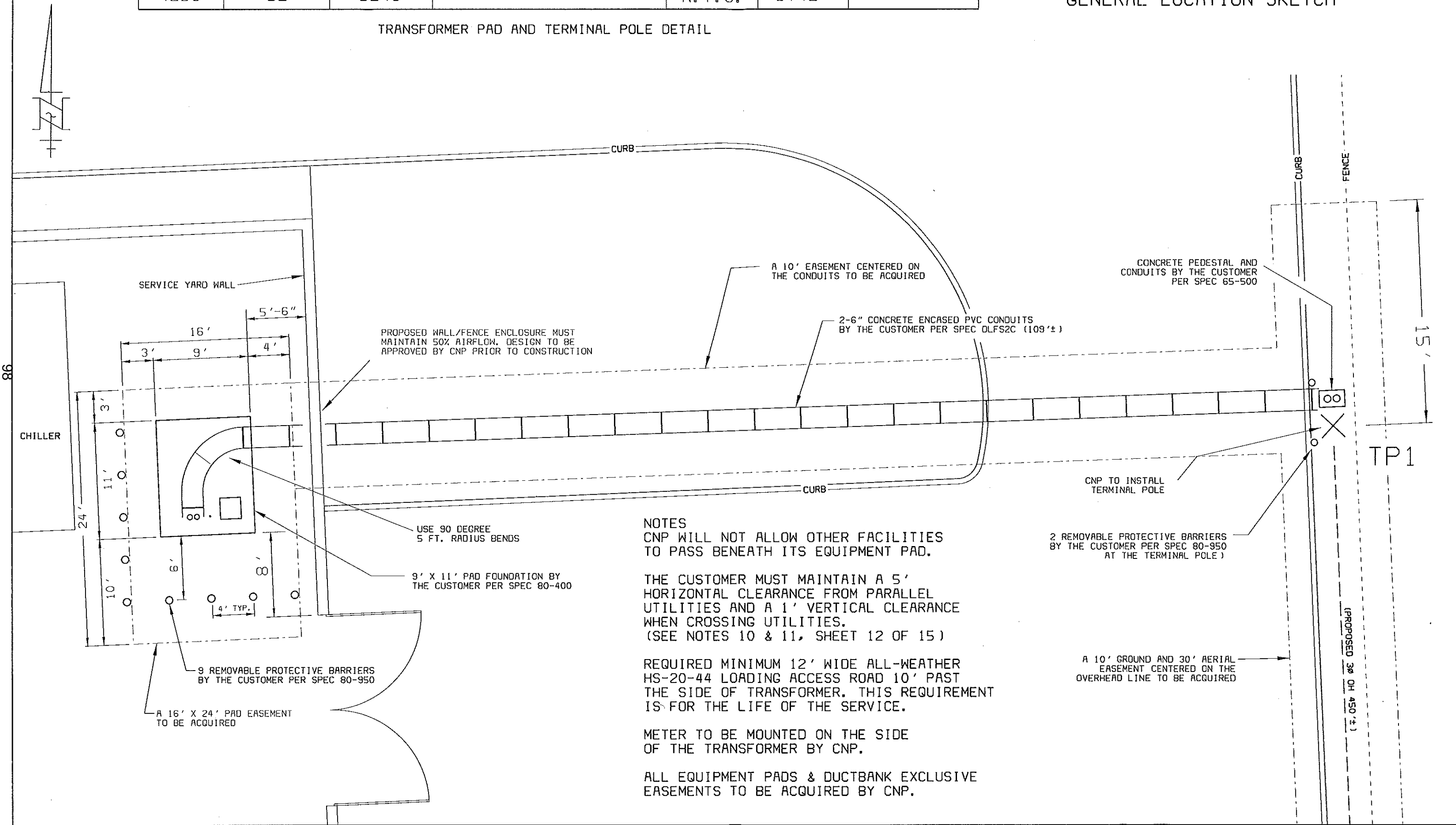


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LAMBERT	SECTION	KEY MAP	FUNCTIONAL LOCATION	SCALE	CIRCUIT	ORDER NO.
4253	D2	524S		N. T. S.	BV42	

GENERAL LOCATION SKETCH

TRANSFORMER PAD AND TERMINAL POLE DETAIL

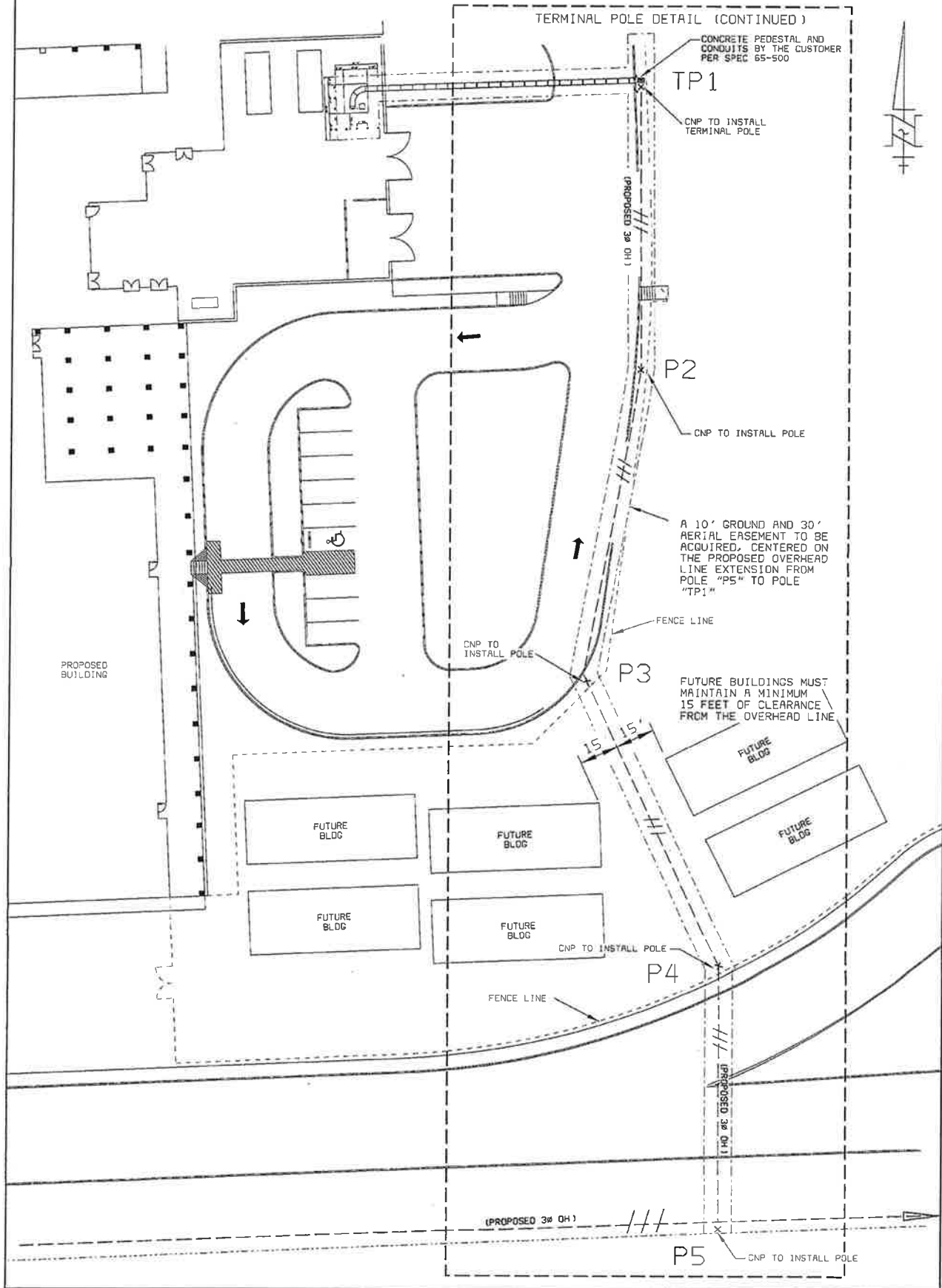


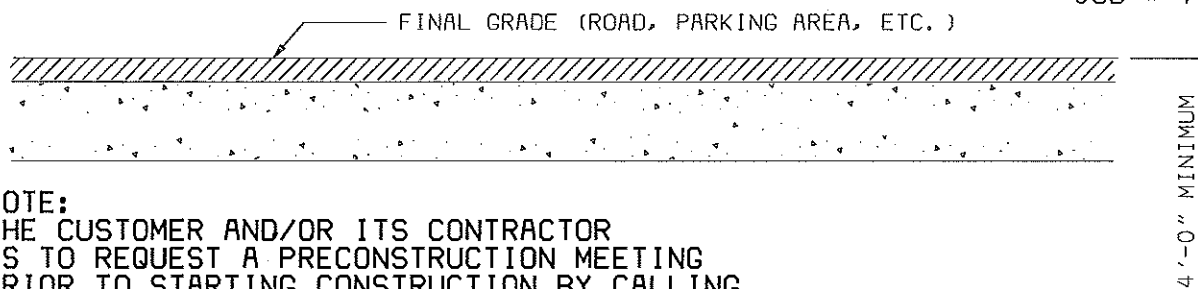
NOTES
 CNP WILL NOT ALLOW OTHER FACILITIES TO PASS BENEATH ITS EQUIPMENT PAD.
 THE CUSTOMER MUST MAINTAIN A 5' HORIZONTAL CLEARANCE FROM PARALLEL UTILITIES AND A 1' VERTICAL CLEARANCE WHEN CROSSING UTILITIES. (SEE NOTES 10 & 11, SHEET 12 OF 15)
 REQUIRED MINIMUM 12' WIDE ALL-WEATHER HS-20-44 LOADING ACCESS ROAD 10' PAST THE SIDE OF TRANSFORMER. THIS REQUIREMENT IS FOR THE LIFE OF THE SERVICE.
 METER TO BE MOUNTED ON THE SIDE OF THE TRANSFORMER BY CNP.
 ALL EQUIPMENT PADS & DUCTBANK EXCLUSIVE EASEMENTS TO BE ACQUIRED BY CNP.

(PROPOSED 3# OH 450'±)

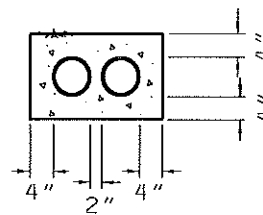
GENERAL LOCATION SKETCH

LAMBERT	SECTION	KEY MAP	FUNCTIONAL LOCATION	SCALE	CIRCUIT	ORDER NO.
4253	D2	524S		N. T. S.	BV42	

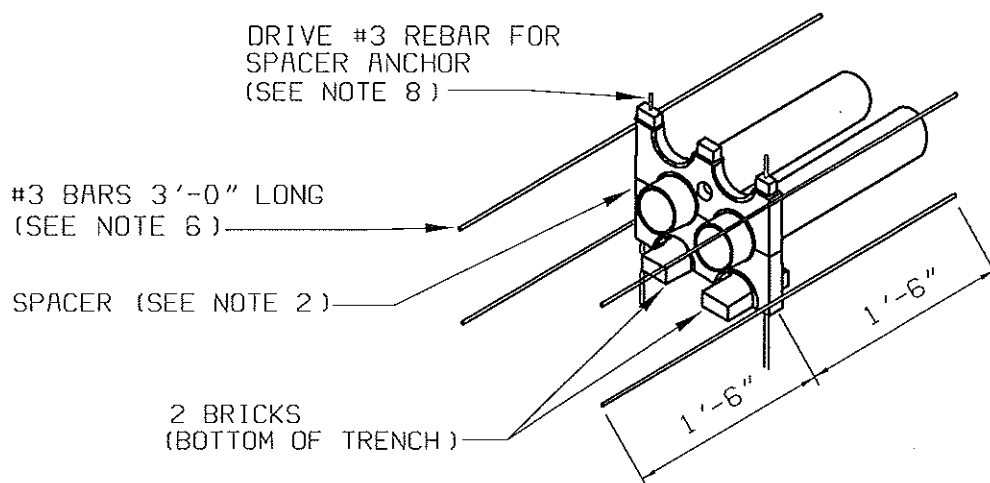




NOTE:
THE CUSTOMER AND/OR ITS CONTRACTOR
IS TO REQUEST A PRECONSTRUCTION MEETING
PRIOR TO STARTING CONSTRUCTION BY CALLING
(713) 207-6229.



2 - 6"
CONDUITS

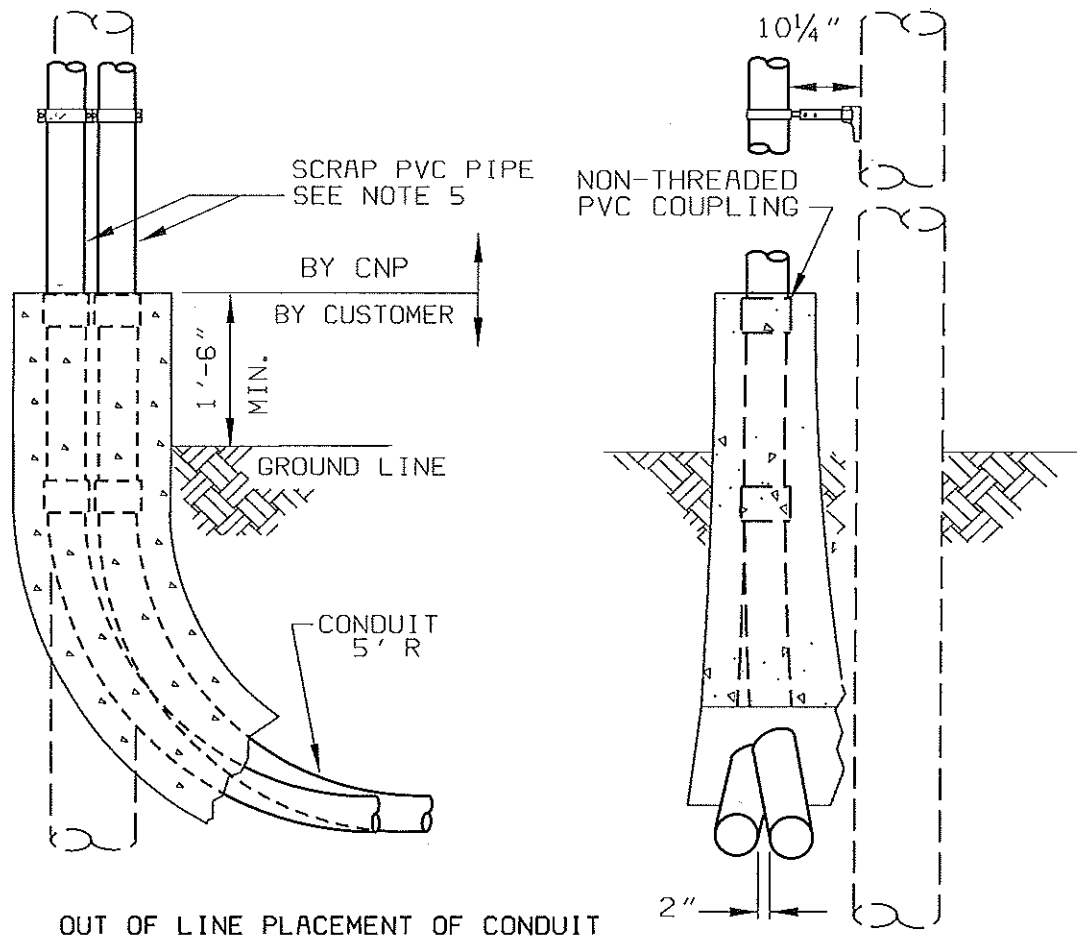


NOTES:

1. CONDUIT TO BE PVC, MINIMUM GRADE TYPE EB.
2. SPACERS SHOULD BE INSTALLED NOT MORE THAN 10'-0" APART.
3. CONDUITS TERMINATING AT MANHOLES SHOULD BE SLOPED 0.5% DOWN TOWARD MANHOLE.
4. ALL EXTERIOR CONCRETE COVER DIMENSIONS ARE MINIMUM.
5. CONCRETE SHALL BE IN ACCORDANCE WITH CNP SPECIFICATION 007-221-01, LATEST REVISION.
6. PLACE REINFORCING BARS IN 4 CORNERS OF THE CONCRETE WHERE SPACERS ARE USED.
7. ON COLD JOINT CONCRETE POUR USE #5 REBAR (3'-0" IN LENGTH, EXPOSED 1'-6").
8. LENGTH OF REBAR FOR SPACER ANCHOR WILL VARY PER DUCT BANK HEIGHT.
9. CONDUITS ENDS SHALL BE PLUGGED WITH A DUCT CAP OR OTHER TYPE OF CAPPING DEVICE.
10. A ONE FOOT (1') VERTICAL CLEARANCE MUST BE MAINTAINED BETWEEN CNP'S DUCTBANK AND ALL NON-CNP FACILITIES CROSSING THE DUCTBANK.
11. A FIVE FOOT (5') HORIZONTAL CLEARANCE MUST BE MAINTAINED BETWEEN CNP'S DUCTBANK AND ALL NON-CNP FACILITIES RUNNING PARALLEL TO THE DUCTBANK (JOINT TRENCHING NOT PERMITTED).
12. INSTALL JET LINE IN ALL CONDUITS AND A #14 AWG WIRE IN ONE CONDUIT.

THREE PHASE DUCTBANK
FEEDER

BASED ON DISTRIBUTION STANDARD DLFS2C



OUT OF LINE PLACEMENT OF CONDUIT

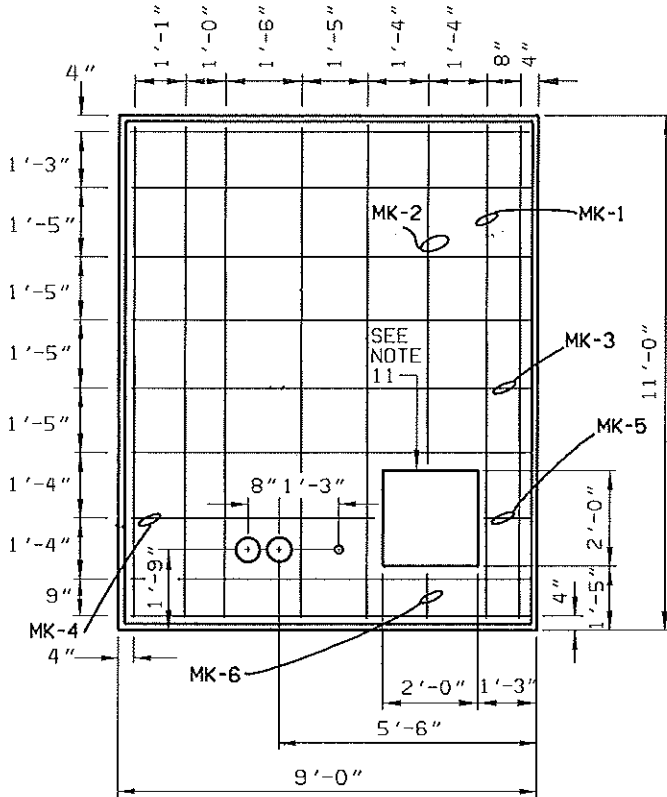
NOTES:

1. CONDUIT BENDS AT TERMINAL POLE SHALL BE PVC.
2. BRACE THE POLE SECURELY BEFORE TRENCHING.
3. INSTALL CONDUIT BENDS TO BASE OF POLE. ADD PORTIONS OF STRAIGHT CONDUIT AS NECESSARY TO OBTAIN THE PROPER HEIGHT ABOVE FINAL GRADE.
4. ATTACH COUPLING TO END OF CONDUIT.
5. INSERT, BUT DO NOT GLUE, A SHORT PIECE OF SCRAP PVC CONDUIT INTO THE TOP COUPLING. TIE CONDUIT TO BRACKET.
6. FORM AREA AROUND PEDESTAL TO THE TOP OF THE COUPLING. FORM PEDESTAL SO THAT NO CONCRETE WILL CONTACT POLE.
7. AFTER INSPECTION BY CNP, POUR CONCRETE TO TOP OF COUPLINGS.
8. ALL CONDUITS SHALL HAVE A MINIMUM 4" CONCRETE COVER.

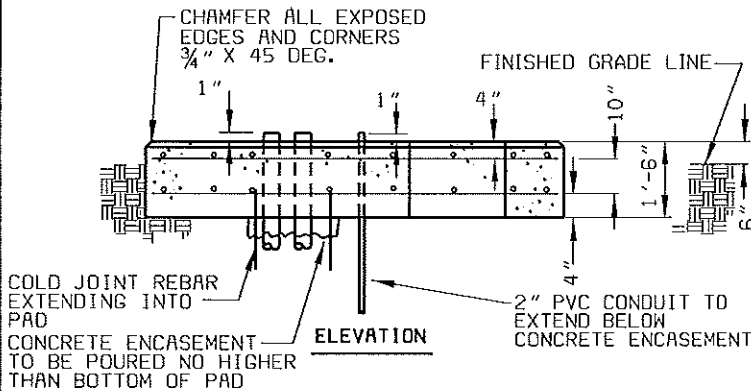
TERMINAL POLE CONDUIT
PLACEMENT 12KV & 35 KV

BASED ON DISTRIBUTION STANDARD 65-500

030488/090607



PLAN



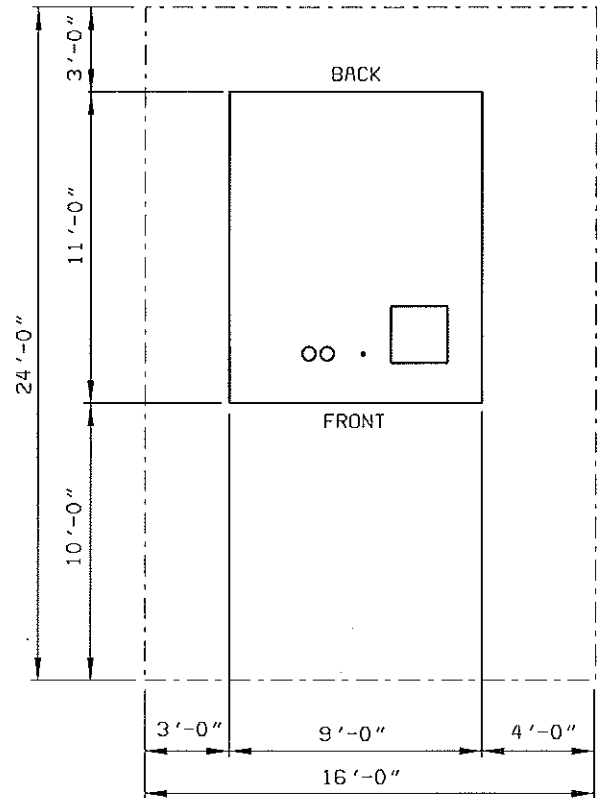
ELEVATION

NOTES:

1. CONCRETE SHALL BE IN ACCORDANCE WITH CNP SPECIFICATION 007-221-01, LATEST REVISION (MINIMUM COMPRESSION IN 28 DAYS, 3000 PSI).
2. REINFORCING STEEL SHALL BE INTERMEDIATE GRADE DEFORMED BARS IN ACCORDANCE WITH A.S.T.M. SPECIFICATION A-615, GRADE 60, OR BETTER.
3. ALL SPLICES IN REINFORCING SHALL LAP A LENGTH EQUAL TO 24 BAR DIAMETERS.
4. ALL DIMENSIONS ON REINFORCING ARE TO THE CENTER OF BARS.
5. CONCRETE SHALL BE THOROUGHLY WORKED AROUND REINFORCING, ANY EMBEDDED FIXTURES AND INTO ALL CORNERS OF FORMS.
6. IF REQUIRED, GROUT SHALL BE A MIXTURE OF 1 PART CEMENT TO 2 PARTS SAND WITH ENOUGH WATER TO PRODUCE A WORKABLE MIXTURE.
7. CONCRETE IS TO BE POURED ONLY WHEN THE ATMOSPHERIC TEMPERATURE IS A MINIMUM 40° F. (5° C.) AND RISING.
8. STRIP BACK ALL VEGETATION AND APPROXIMATELY 12" OF TOP SOIL. REMOVE ALL LOOSE CLODS AND STONES. BACKFILL AND THOROUGHLY COMPACT ALL CONDUIT TRENCHES AND HOLES BEFORE CONCRETE IS PLACED.
9. REINFORCING SHALL HAVE A MINIMUM OF 2½" CONCRETE COVER.
10. SLOPE PAD 1" FRONT TO BACK.
11. THE SQUARE OPENING IS FOR THE CUSTOMER'S SECONDARY CONDUITS.
12. CNP WILL NOT ALLOW OTHER FACILITIES TO PASS BENEATH ITS EQUIPMENT PADS. A ONE FOOT MINIMUM HORIZONTAL CLEARANCE SHALL BE MAINTAINED BETWEEN CNP PADS AND ALL OTHER FACILITIES.
13. THE SECONDARY OPENING IS TO BACKFILLED WITH SAND TO WITHIN 4" OF THE TOP OF THE PAD.

REINFORCING SCHEDULE PER FOUNDATION				
MARK	QTY.	SIZE	LENGTH	REMARKS
MK-1	14	#7	10'-6"	STRAIGHT
MK-2	2	#7	7'-0"	STRAIGHT
MK-3	16	#7	8'-6"	STRAIGHT
MK-4	2	#7	5'-3"	STRAIGHT
MK-5	2	#7	0'-9"	STRAIGHT
MK-6	2	#7	1'-0"	STRAIGHT

MATERIAL ESTIMATE PER FOUNDATION	
DESCRIPTION	QUANTITY
REINFORCING STEEL #7	636 LBS
CONCRETE (5 SACK)	5½ CU. YDS.
TYPE EB OR BETTER PVC CONDUIT, 90 DEG, 60" R	2
2" PVC CONDUIT	5 FT

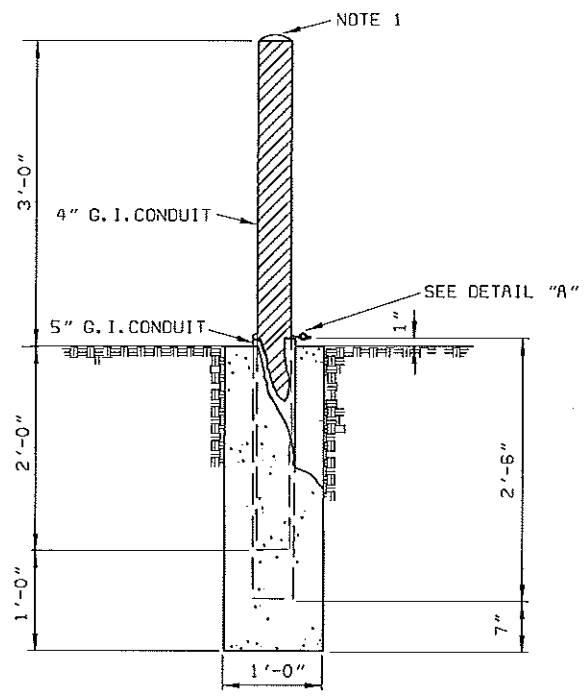


MINIMUM EASEMENT REQUIREMENTS

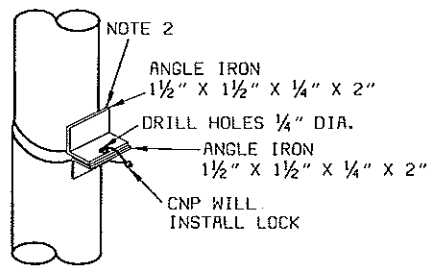
EQUIPMENT
WEIGHT 43,000 LBS
MAXIMUM

500-5000 KVA PMT
FOUNDATION, 12KV & 35KV

BASED ON DISTRIBUTION STANDARD 80-400

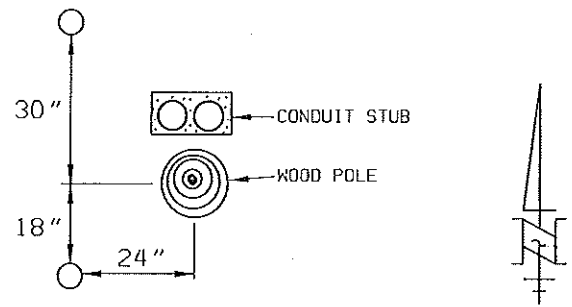


**PROTECTIVE BARRIER
(REMOVABLE)**



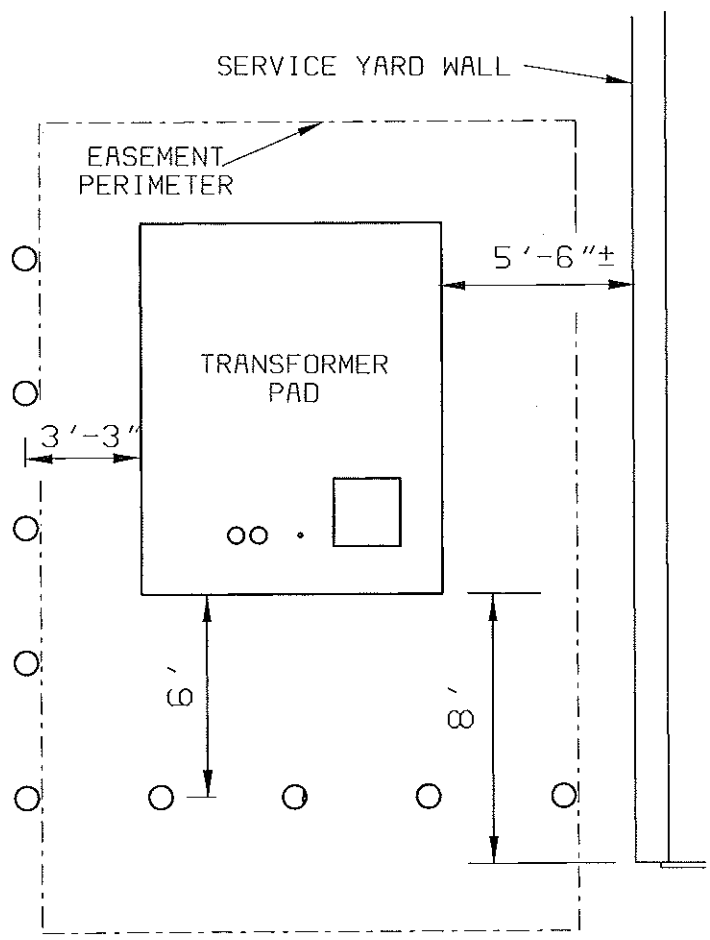
DETAIL "A"

APPROXIMATELY
4' CENTERS
AS SPECIFIED
ON SKETCH



**TERMINAL POLE PROTECTIVE
BARRIER PLACEMENT**

INSTALL TWO (2) REMOVABLE
POST BARRIERS AT THE
TERMINAL POLE LOCATION



INSTALL NINE (3) REMOVABLE
POST BARRIERS ON 4 FOOT
CENTERS AT THE
TRANSFORMER PAD LOCATION

**PROTECTIVE BARRIER
(REMOVABLE)**

BASED ON DISTRIBUTION STANDARD 80-950

NOTES:

1. 4" GALVANIZED IRON (G.I.) CONDUIT TO BE FILLED WITH CONCRETE.
2. ANGLE TO BE WELDED TO G.I. CONDUIT. ALL EXPOSED METAL TO BE PAINTED WITH GALVANOX PAINT.
3. SEAL GAP BETWEEN CONDUITS WITH DUCT SEAL FOR WATER TIGHT FIT.
4. USE 5" PLUG TO PREVENT CONCRETE FROM COMING UP 5" G.I. CONDUIT.

ADDENDUM TO "TERMS AND CONDITIONS TO UNDERGROUND ELECTRIC SERVICE"

This Addendum is dated as of the Effective Date (as defined below) and is between CENTERPOINT HOUSTON ELECTRIC, LLC (the "Company") and Lamar Consolidated Independent School District ("Customer"). The Company and Customer are referred to in this Addendum individually as a "Party" and collectively as the "Parties."

Customer is the owner and operator of Elementary School #24, 9910 FM 359, Richmond, Texas 77406 ("Property"). ("Facilities") shall mean any facilities, equipment, cable, or other material referred to in the Agreement installed and owned by the customer or his contractor at **9910 FM 359, Richmond, Texas 77406**.

Contemporaneously with the execution of this Addendum, Customer and the Company are entering into THE TERMS AND CONDITIONS TO UNDERGROUND ELECTRIC SERVICE (the "Agreement") under which underground electric service will be provided to the Facility. "Effective Date" means the date that the Agreement is signed, as indicated by the date next to the customer signature on the cover sheet of the Agreement.

Because of certain laws and regulations applicable to Customer, the Parties desire to set forth their understanding regarding those laws and regulations and the related allocation of certain risks and liabilities between them.

The Parties therefore agree as follows:

1. Applicability. This Addendum is being executed in connection with and will be deemed to be a part of the Agreement. No provision of the Agreement stating that the Agreement contains the entire understanding of the Parties with respect to its subject matter or other provision in the Agreement of the type typically referred to as a "merger clause" will apply to this Addendum. To the extent that the terms and provisions of this Addendum conflict with the terms and provisions of the Agreement, the terms and provisions of this Addendum control. Notwithstanding the execution of this Addendum, the Agreement remains in full force and effect, except as otherwise provided in this Addendum.
2. Customer as Governmental Entity. Customer represents and warrants that it is a governmental entity, and that as a governmental entity it is subject to constitutional and statutory limitations on its ability to be bound by certain terms and conditions of the Agreement, which may include terms and conditions relating to: liens on government property; disclaimers and limitations of warranties; disclaimers and limitations of liability for damages; waivers, disclaimers, and limitations on legal rights, remedies, requirements, commitment of future funding, and processes; limitations of time in which to bring legal action; control of litigation or dispute resolution; indemnities; and confidentiality of information, and to the extent that any provisions of the Agreement, including this Addendum, would violate any such restrictions, the Customer will not be bound by such provisions. Any terms or provisions of this Addendum that are less restrictive than those in the Agreement with respect to Customer's obligations will be

null and void and will have no force or effect if the representation and warranty that Customer is a governmental entity is not true or to the extent that the more restrictive term in the Agreement would be enforceable against Customer under Applicable Laws (as defined below). Terms and conditions in the Agreement relating to limitations of the type described in this section will only be binding on Customer to the extent they are valid and enforceable under all applicable laws, including all state and federal laws, rules and regulations, the constitutions of the United States and the State of Texas and the laws of the United States and the State of Texas ("Applicable Laws").

3. Maintenance. Except to the extent expressly set forth in a written agreement between the Parties, the Company will not be required to maintain equipment, cable, or other material that is owned by Customer. Customer acknowledges that it is Customer's sole responsibility to follow the proper administrative or internal procedures to cause its Facilities and any related equipment to be properly maintained. Customer also acknowledges that Company reserves the right, in accordance with Company Tariff, to discontinue service if Customer has failed, or the Company has determined, in its sole discretion, that Customer has failed, to maintain the Property and facilities or any related equipment, cable or other material in a manner that causes or could cause a safety hazard to person or property.

4. Installation. Customer understands that all facilities, equipment, cable and other material referred to in the Agreement must comply with all specifications set forth in said Agreement and the Permanent Easement and/or Right to Pull before the Company installs any equipment or provides electrical service. During the installation of any equipment to be installed by the Company under the Agreement, the Company will use every effort to preserve Customer's landscaping, parking areas, or other facilities. However, any cost that has been quoted to Customer does not include any special replacements or repairs to these items. The Company shall not be responsible for any expenses associated with replacements or repairs to Customer's property, and Customer hereby waives any claims for such expenses that it has or may have against the Company.

5. INDEMNIFICATION. This indemnity is pursuant to Company's Tariff located on our website at www.centerpointenergy.com.

CUSTOMER ASSUMES THE RISK OF AND SHALL INDEMNIFY COMPANY AGAINST DAMAGES FOR INJURIES OR DEATH TO PERSONS OR LOSS TO CUSTOMER'S PROPERTY, OR TO THE PROPERTY OF COMPANY, WHEN OCCASIONED BY ACTIVITIES OF CUSTOMER OR THIRD PARTIES ON CUSTOMER'S PREMISES, RESULTING FROM THE INSTALLATION, EXISTENCE, REPLACEMENT, OR REPAIR OF COMPANY'S UNDERGROUND FACILITIES, AND AS FURTHER PROVIDED IN THE TERMS OF "LIMITS ON LIABILITY," SECTION 5.2 OF COMPANY'S TARIFF. NOTWITHSTANDING ANY OF THE ABOVE, THE PROVISIONS REQUIRING A CUSTOMER TO INDEMNIFY, FULLY PROTECT, OR SAVE COMPANY HARMLESS APPLY TO A GOVERNMENTAL ENTITY AS THIS TERM IS DEFINED IN CHAPTER 2251 OF THE TEXAS GOVERNMENT CODE, TO THE EXTENT OTHERWISE CONSISTENT WITH LAW; PROVIDED, HOWEVER, THAT ANY GOVERNMENTAL ENTITY THAT IS RECEIVING SERVICES UNDER THE AGREEMENT MUST TAKE NECESSARY STEPS TO ENSURE THAT THE INDEMNIFICATION REQUIREMENTS OF

THIS SECTION DO NOT CREATE A "DEBT" IN VIOLATION OF ARTICLE XI, SECTION 7 OF THE TEXAS CONSTITUTION. SUCH STEPS MAY INCLUDE, BUT ARE NOT NECESSARILY LIMITED TO, A THIRD-PARTY INDEMNIFICATION IN WHICH THE CONTRACTOR PERFORMING THE WORK FOR THE GOVERNMENTAL ENTITY INDEMNIFIES THE COMPANY OR THE ESTABLISHMENT OF A SINKING FUND. *SEE BROWN V. JEFFERSON COUNTY, 406 S.W.2D 185 (TEX. 1966).*

6. Further Assurances. If at any time after the date of this Addendum any further action is necessary or appropriate to carry out the purposes of this Addendum, Customer shall use all commercially reasonable efforts to take, or cause to be taken, that action.

7. Assignment. Customer shall not assign any part of its rights or delegate any performance under this Addendum, voluntarily or involuntarily, whether by merger, consolidation, dissolution, operation of law, or any other manner, without the Company's prior written consent. Any purported assignment of rights or delegation of performance in violation of this Section 7 is void and of no effect.

8. Modification; Waiver. No amendment of this Addendum will be effective unless it is in writing and signed by the Parties. No waiver of satisfaction of a condition or nonperformance of an obligation under this Addendum will be effective unless it is in writing and signed by the Party granting the waiver, and no such waiver will constitute a waiver of satisfaction of any other condition or nonperformance of any other obligation. To be valid, any document signed by a Party in accordance with this Section 8 must be signed by an officer or other representative of that Party authorized to do so.

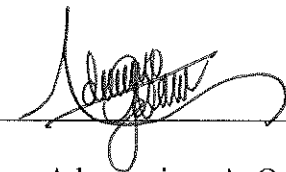
In addition, nothing in this Addendum or the Agreement shall be construed as a waiver or relinquishment by the Company of any right that it has or may have hereafter to discontinue service for or on account of default in the performance of Customer's obligations under this Addendum or the Agreement, including payment of any bill owing or to become owing thereafter, or for any other reason or cause stated in the Company's Tariff.

[The remainder of this page has been intentionally left blank.]

The Parties are signing this Addendum as of the Effective Date.

COMPANY:

CENTERPOINT ENERGY HOUSTON
ELECTRIC, LLC

By:  _____

Name: Adewemimo A. Oyekenu, P. E.

Title: Lead Engineer

CUSTOMER:

**LAMAR CONSOLIDATED INDEPENDENT
SCHOOL DISTRICT**

By signing this Addendum, the person purporting to sign this Addendum on behalf of Customer is representing and warranting to the Company that the person has the legal authority to bind Customer and has been duly authorized by Customer to sign and deliver this Addendum to the Company.

By: _____

Name: _____

Title: _____

**CONSIDER APPROVAL OF THIRD PARTY REVIEW CONSULTING SERVICES
FOR THE NEW ELEMENTARY #24**

RECOMMENDATION:

That the Board of Trustees approve Winning Way Services for the third party review consulting services for the new Elementary #24 in the amount of \$1,750.

IMPACT/RATIONALE:

On November 4, 2014 a Bond referendum was approved that included the construction of the new Elementary #24. The State of Texas requires that a third party review the design for compliance with the Texas Accessibility Standards. This plan review will ensure substantial compliance with the codes referenced. Funding for this review is included in the 2014 Bond referendum.

PROGRAM DESCRIPTION:

Upon approval, Winning Way will start the review process of the new Elementary #24 for compliance.

Submitted by: Kevin McKeever, Administrator for Operations
Gloria Barrera, VANIR/Rice & Gardner
Jim Rice, VANIR/Rice & Gardner

Recommended for approval:



Dr. Thomas Randle
Superintendent



P.O. BOX 750953
HOUSTON, TEXAS 77275

OFFICE 281-922-0700
PAGER 281-278-1833
TOLL FREE 1-866-922-7260
E-MAIL bill@winningway.net

PLAN REVIEWS – INSPECTIONS
BUILDING CODE – ACCESSIBILITY – ENERGY – FIRE

August 13, 2015

Lamar Consolidated Independent School District
3911 Ave I
Rosenberg, Texas 77471

Attention: Mr. Kevin McKeever
Lamar Consolidated ISD

Project: Lamar Consolidated Independent School District
Elementary School # 24
Near FM 359 and Katy-Gaston Rd
Richmond, Fort Bend County, Texas

Regarding: Proposal – Elementary School
TAS Plan Review and Inspection

Dear Mr. Kevin McKeever,

I am pleased to submit this proposal for a code compliance review and report of the above referenced project. *Winning Way Services, Inc.* (hereinafter “Consultant”) shall provide to *Lamar Consolidated School District* – and their representative, *PBK Architects* (hereinafter “Client”) the services described below, under the terms and qualifications described below, for the compensation described below. This proposal is based on information provided during telephone conversations, with Mr. Lorin Pargoud, of PBK Architects.

SCOPE OF SERVICES:

The Consultant shall perform the following services:

The plan review shall examine compliance conditions for the Texas Accessibility Standards. The review will be completed to ensure substantial compliance with the codes referenced.

The Consultant will prepare a written report identifying conditions observed to not be in substantial compliance with the codes mentioned above, listing discrepancies, missing information, partial information, and non-compliance to the code referenced.

The Texas Accessibility Standards Plan Review will follow the prescribed standards as set forth for, Registered Accessibility Specialists, licensed by the Texas Department of Licensing and Regulations, and conducted by a Registered Accessibility Specialist, using the 2012 Texas Accessibility Standards.

The completion of the code reviews will be as mutually agreed by all parties and will be dependent on submission of 100% plan sets with specifications, and addenda as issued by the design professionals.

COMPENSATION:

The scope of work described above will be performed for the following fee, subject to the terms and qualifications of this proposal:

Elementary School # 24
Lamar Consolidated ISD

TAS – Plan Review	\$800.00
TAS – Site Inspection	\$775.00
TDLR Fee	\$175.00
Total	\$1,750.00

TERMS AND QUALIFICATIONS:

Receipt of a fully executed copy of this proposal will be sufficient for initiating the work, provided all required plans and related documents are submitted. A signature block has been provided for the purpose of accepting this proposal in its entirety. This proposal becomes the agreement between us.

Invoicing will be submitted on or about the 1st of each month corresponding to the portion of work completed. All invoices will be due upon receipt. Timely payment of invoices is critical for the successful completion of the work. The Consultant reserves the right to stop all work should invoices not be paid timely. Invoices, which are unpaid after 15 days from the invoice date, are subject to an interest charge on professional services not to exceed the maximum non-usurious interest rate plus attorney's fees and collection expenses.

Any and all information, reports, drawings, specifications and other documents, including those in electronic form, that have been developed by the Consultant and the Consultant's consultants are Instruments of Service for use solely with this project. Unless final payment has been received for all work performed, use of any portion of the work for any purpose is expressly prohibited unless written permission has been received from the Consultant.

The Client acknowledges that the requirements of the various codes used in the review of this project will be subject to various and possibly contradictory interpretations. The Consultant, therefore, will use his reasonable professional efforts and judgment to interpret the applicable requirements of such codes as they apply to the project. The Client acknowledges that the Consultant's scope of work does not include any services related to the presence of hazardous or toxic materials.

Elementary School # 24
Lamar Consolidated ISD
August 13, 2015
Page 3 of 4

The Consultant in connection with the services requested or performed herein is that the Consultant will use that degree of care and skill ordinarily exercised under similar conditions by average members of our profession practicing in the same or similar locality.

The Client shall be solely responsible for the accuracy and sufficiency of all documents submitted to the Consultant for use on this project including but not limited to the construction documents, specifications, as-built drawings, surveys, soils reports, cut sheets, etc.

The Client shall keep the Consultant apprised of all project information.

In the event of disputes, both parties agree to mediation, which shall take place in Houston.

The Client acknowledges that he has had the opportunity to consult an attorney regarding the contents of this proposal.

The provisions of this agreement are not to be construed more strictly against the Consultant that drafted this proposal than the Client.

Either party may terminate this agreement for any reason upon five (5) days written notice. The Consultant shall be paid for any and all work to date of termination

In executing and entering into this agreement, neither the Client nor his attorney has relied on any statement or representation pertaining to this agreement (outside this written agreement) made by the Consultant or anyone representing the Consultant.

This proposal contains the entire agreement between the Consultant and the Client and both the Consultant and the Client acknowledge that they have carefully read the contents and understand their meaning and effect.

This agreement is made in Harris County, Texas and construed and interpreted in Texas law.

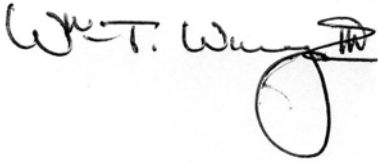
This proposal does not include the securing of any approvals and permits or any fees associated with City / County approvals and permits.

This proposal is valid for fourteen (14) days. If not accepted within fourteen days, the Consultant reserves the right to modify this proposal.

I have assembled this proposal based on my understanding of your specific needs related to this project. I am extremely interested in working with you on this project and look forward to hearing back from you.

Elementary School # 24
Lamar Consolidated ISD
August 13, 2015
Page 4 of 4

Respectfully,



William T. Winning III – CBO
WINNING WAY SERVICES, INC.
Cc: File

ACCEPTANCE:

This proposal is accepted and agreed to by Lamar Consolidated ISD subject to the terms and qualifications contained herein.

Signature

Date

Name

Witness

Title

CC:

**CONSIDER APPROVAL OF MEMORANDUM OF UNDERSTANDING
WITH NEIGHBORHOOD CENTERS INC.**

RECOMMENDATION:

That the Board of Trustees Approve the Memorandum of Understanding between Lamar Consolidated Independent School District Neighborhood Centers, Inc.

IMPACT/RATIONALE:

The collaboration between Lamar CISD and Neighborhood Centers, Inc. will provide the opportunity for a full day of Pre-Kindergarten instruction for identified three and four year olds at Powell Point.

PROGRAM DESCRIPTION:

For the past 17 years Neighborhood Centers, Inc. has provided high quality comprehensive services to children and families from west and southwest Harris County. Their mission is to strengthen families and communities, promote and ensure optimal development of social competence and school readiness in younger children. They work collaboratively with local schools, community service providers, and families to meet the needs of children and ensure they have a bright future.

Submitted by: Laura Lyons, Executive Director of Elementary Education

Recommended for approval:



Dr. Thomas Randle
Superintendent

CONSIDER CONTRACT WITH ENERGY FOR SCHOOLS

RECOMMENDATION:

That the Board of Trustees authorize the Superintendent to seek and execute a contract for electricity beginning June 1, 2018.

IMPACT/RATIONALE:

After the deregulation of electricity on January 1, 2002, the District entered into a contract with Energy for Schools to provide electricity to the District. The contract has been extended several times due to the competitive rates and incentives offered to the District. The current contract will expire on May 31, 2018. The base rate per kWh is \$0.05502 with transmission and distribution charges added to determine net cost per kWh. The most recent incentive under the contract was paid in cash on June 12, 2013 in the amount of \$74,523.

Current market rates for electricity in Texas have continued to remain low. Based upon current market rates, LCISD projects a considerable savings over our current rate. Administration is requesting permission to secure a contract for electricity from a cooperative, interlocal agency, or political subdivision corporation under Texas Education Code Section 44.031. The contract will be for 24 months or other appropriate term. The negotiated contract will be presented to the Board for ratification at a subsequent meeting.

Based on the current rate environment and yearly kWh load pricing for a two year term, the District should be able to secure savings of over \$1 million dollars.

Submitted by: Dr. Thomas Randle, Superintendent
Jill Ludwig, Chief Financial Officer
Kevin McKeever, Administrator for Operations

Recommended for approval:



Dr. Thomas Randle
Superintendent

**CONSIDER APPROVAL OF NEW APPRAISERS FOR
TEACHING STAFF, 2015-2016 SCHOOL YEAR**

RECOMMENDATION:

That the Board of Trustees approve the 2015-2016 appraiser(s) who have recently become certified or are new to Lamar Consolidated Independent School District (LCISD).

IMPACT/RATIONALE:

Rules adopted by the State Board of Education indicate that the local District Board of Trustees must approve appraisers other than the teacher's supervisor.

PROGRAM DESCRIPTION:

Listed below are staff members who are new to LCISD or have recently become certified as appraisers for the 2015-2016 school year.

Brian Forshee
Sierra Garivey
Nicole Nelson
David Squires

Submitted by: Dr. Kathleen M. Bowen, Chief Human Resources Officer
Courtney Beard, Personnel Specialist

Recommended for approval:



Dr. Thomas Randle
Superintendent

INFORMATION ITEM: COLLEGE-READINESS TESTING REPORT, 2014-2015

**Advanced Placement (AP) Testing
Spring 2015**

Overview

The College Board’s Advanced Placement (AP) program offers high school students the opportunity to participate in challenging college-level course work while still in high school. Students that elect to do so may receive credit hours in collegiate level course work recognized by thousands of colleges and universities across the nation. The Advanced Placement tests are given upon completion of their coursework in May.

With the exception of Studio Art, each Advanced Placement test consists of multiple choice and free response sections, designed to match the depth, complexity, and rigor of two semesters worth of collegiate level course work. Tests are scored on a scale from 1 to 5, where a student earning a 5 is considered to be ‘extremely well qualified’. Conversely, a student who earns a 1 will earn a rating of ‘no recommendation’ by the College Board. Generally, many colleges and universities will give course credit to students that earn a score of 3 or higher.

Participation Data

The table below gives an overview of the number of LCISD students tested and how many tests were administered in the AP program from 2011 to the present. Please note the number of students taking AP tests and the total number of tests administered, has increased significantly in the last five years.

Advanced Placement Program Participation: 2011-2015										
	2015		2014		2013		2012		2011	
	No. of Exams Admin	Total Stus Tested	No. of Exams Admin	Total Stus Tested	No. of Exams Admin	Total Stus Tested	No. of Exams Admin	Total Stus Tested	No. of Exams Admin	Total Stus Tested
LCHS	347	193	337	192	279	172	334	197	438	231
THS	113	74	120	87	77	51	141	102	203	111
FHS	713	423	541	323	544	317	462	280	472	246
GRHS	1398	703	1177	653	951	547	465	320	196	193
District	2571	1393	2175	1255	1851	1087	1402	899	1309	781

Performance Data

The table below represents an overview of the percent of AP exams taken in LCISD earning a 3 or higher from 2011 to the present. Many colleges and universities will accept AP exams with scores of 3 or higher towards granting college credit. Please note that district performance has remained well ahead of the state and is trending toward closing the gap with the national average.

Percent of Exams Scoring 3 or Higher: 2011-2015					
	2015	2014	2013	2012	2011
LCHS	43%	41%	41%	51%	41%
THS	22%	34%	33%	43%	37%
FHS	53%	64%	58%	68%	64%
GRHS	60%	58%	53%	61%	44%
District	54%	56%	53%	60%	49%
State	46%	49%	48%	48%	45%
National	58%	59%	59%	59%	58%

The data table below outlines participation and performance in the AP testing program, by the number and percent of students earning a 3 or above within the subject specific exams offered in Lamar CISD.

AP Exams by Number Taken and Scores Above 3: 2011-2015															
Exam	2015			2014			2013			2012			2011		
	Total Number	3 or Above	Pct 3 or Above	Total Number	3 or Above	Pct 3 or Above	Total Number	3 or Above	Pct 3 or Above	Total Number	3 or Above	Pct 3 or Above	Total Number	3 or Above	Pct 3 or Above
Biology	48	36	75%	50	40	80%	34	21	62%	36	20	56%	35	18	51%
Calculus AB	65	11	17%	98	54	55%	101	46	46%	78	42	54%	49	20	41%
Calculus BC	43	17	40%	17	14	82%	26	19	73%	7	7	100%	7	2	29%
Chemistry	65	28	43%	36	22	61%	65	29	45%	25	14	56%	13	5	38%
Chinese Lang and Culture	3	3	100%	2	2	100%				1	1	100%	2	2	100%
Computer Science A	8	1	13%	6	4	67%	5	3	60%	5	3	60%	11	9	82%
Economics: Macro	198	96	48%	92	38	41%	71	32	45%	47	33	70%	90	25	28%
Economics: Micro	1	1	100%	1	0	0%	3	2	67%	1	0	0%	6	1	17%
Eng. Lang. & Comp.	303	168	55%	299	178	60%	249	137	55%	151	109	72%	145	110	76%
Eng. Lit. & Comp.	173	108	62%	153	88	58%	101	73	72%	68	58	85%	90	66	73%
Environmental Science	76	51	67%	92	57	62%	62	29	47%	38	29	76%	57	18	32%
European History	29	22	76%	31	19	61%	36	22	61%				32	16	50%
French Language	6	5	83%	6	6	100%	5	3	60%	1	1	100%	1	0	0%
U.S. Gov & Politics	197	89	45%	180	90	50%	109	57	52%	94	50	53%	118	41	35%
Human Geography	185	89	48%	256	143	56%	191	114	60%	198	117	59%	227	85	37%
Music Theory	17	12	71%	9	5	56%	23	5	22%	22	7	32%	14	5	36%
Physics	18	0	0%	40	16	40%	15	10	67%	7	4	57%	16	5	31%
Physics C: Electro Mech	2	2	100%												
Physics C: Mechanics	38	25	66%	1	1	100%							1	1	100%
Psychology	174	126	72%	99	41	41%	115	52	45%	132	68	52%	48	30	63%
Spanish Language	63	59	94%	48	47	98%	57	42	74%	58	39	67%	27	15	56%
Spanish Literature	9	9	100%	5	5	100%									
Statistics	97	34	35%	47	30	64%	44	18	41%	27	16	59%	36	33	92%
Studio Art: Drawing	7	4	57%	2	2	100%	1	1	100%	1	1	100%	2	2	100%
U.S. History	300	165	55%	282	133	47%	243	127	52%	156	90	58%	131	44	34%
World History	446	224	50%	323	156	48%	293	127	43%	246	123	50%	149	90	60%

Demographic Data

The below table shows a disaggregation of students by race/ethnicity. Please note the significant growth in the number of African American and Hispanic students participating in the Advanced Placement testing program since 2011.

AP Participation by Ethnicity as Reported by Each Student: 2011-2015					
Race / Ethnicity	2015	2014	2013	2012	2011
African American	196	189	149	99	105
Hispanic	314	260	306	221	167
Asian	220	193	176	126	103
White	611	553	406	393	360
Other or Unidentified	52	60	50	60	46

The table below illustrates AP exam participation by grade level:

AP Participation by Grade Level: 2011-2015					
Grade Levels	2015	2014	2013	2012	2011
9 and 10	626	563	502	476	379
11	402	393	345	251	194
12	327	266	223	159	190
Unstated	38	33	17	13	18

American College Testing (ACT) Participation and Performance Senior Class of 2015

Overview

The American College Testing (ACT) program is one of the two comprehensive assessment programs LCISD students can use for college admissions purposes. The ACT is comprised of four subtests to measure student abilities in the following areas: English, mathematics, reading and science. The English test measures a student's ability to make decisions relating to writing strategy, composition organization, and prose. The mathematics test is designed to assess the depth of mathematics reasoning skills a student should have attained by the start of twelfth grade. The reading portion of the assessment measures reading comprehension, the ability to draw conclusions, and make comparisons and generalizations. Finally, the science test measures a student's ability to interpret, analyze, evaluate, and reason in course work in the natural sciences.

All of the ACT tests are measured on a scale of 1 to 36 points in increments of tenths of a point. Additionally, student scores are averaged to form a composite score.

Participation Data

The table below summarizes student participation in the ACT program from 2011 to 2015:

Number of Students Taking ACT: 2011-2015					
	2015	2014	2013	2012	2011
LCHS	81	94	67	174	145
THS	85	160	121	145	111
FHS	176	158	160	185	221
GRHS	230	209	197	2	
Dist	572	621	545	506	477
State	124,764	116,547	109,841	110,180	101,569
Nation	1,924,436	1,845,787	1,799,243	1,666,017	1,623,112

Demographic Data

The table below summarizes the demographic disaggregation of students that took the ACT from 2011 through 2015

ACT Participation and Average Scores by Student Identified Race / Ethnicity: 2011-2015																
	2015			2014			2013			2012			2011			
	Stus	%	Avg	Stus	%	Avg	Stus	%	Avg	Stus	%	Avg	Stus	%	Avg	
African American	138	24%	18.3	124	20%	18.7	125	23%	19.0	117	23%	17.6	116	24%	17.8	
Hispanic	149	26%	20.5	212	34%	19.7	177	32%	19.3	133	26%	19.2	117	25%	19.1	
Asian	46	8%	24.1	35	6%	24.7	33	6%	23.8	27	6%	21.7	20	4%	24.4	
White	199	35%	23.9	208	33%	22.9	176	32%	23.3	204	40%	22.8	191	40%	22.8	
No Info or Other	40	7%	20.5	42	7%	22.6	34	7%	21.3	25	5%	20.3	33	7%	22.6	
Total Number	572			621			545			506			477			

Performance Data

The below table summarizes LCISD student performance by each high school, district, state and national averages. Please note that although LCISD student participation declined by 8% from 2014 to 2015, performance was above both state and national averages.

Average ACT Scores for Students by High School, District, State and Nation: 2011-2015																									
	English					Math					Reading					Science					Composite				
	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011
LCHS	19.3	19.8	18.4	18.6	19.5	20.2	20.9	20.5	20.6	20.4	20.9	21.0	20.1	20.2	20.4	20.0	20.3	19.9	20.2	20.7	20.2	20.6	19.9	20.0	20.4
THS	16.8	16.7	15.7	16.5	17.3	19.4	19.2	18.1	18.8	19.8	19.0	18.4	17.9	17.9	18.5	18.7	18.8	18.1	19.0	19.6	18.6	18.4	17.5	18.2	18.9
FHS	21.0	21.2	21.5	21.8	21.2	22.6	22.6	23.4	23.1	22.6	22.4	22.9	22.9	23.0	21.7	21.8	22.7	22.6	22.7	21.5	22.1	22.5	22.7	22.8	21.9
GRHS	21.8	21.0	21.5	17.5		22.8	22.3	22.1	19.5		22.9	22.7	22.4	22.5		22.9	22.1	21.9	19.5		22.7	22.1	22.1	20.5	
DIST	20.5	19.7	19.8	19.2	19.8	21.9	21.4	21.4	21.0	21.3	21.9	21.4	21.2	20.6	20.5	21.5	21.1	21.0	20.7	20.8	21.6	21.0	21.0	20.5	20.7
STATE	19.8	19.8	19.9	19.6	19.6	21.1	21.4	21.5	21.4	21.5	21.1	21.1	21.0	20.8	20.7	21.0	21.0	20.9	20.8	20.8	20.9	20.9	20.9	20.8	20.8
NATION	20.4	20.3	20.2	20.5	20.6	20.8	20.9	20.9	21.1	21.1	21.4	21.3	21.1	21.3	21.3	20.9	20.8	20.7	20.9	20.9	21.0	21.0	20.9	21.1	21.1

Historical Performance

The table below summarizes the historical performance of students on the ACT from perspective of the district, state, and national levels, including any gains or losses in performance at each level since 2011. Please note that over the five year time period, LCISD students (identified in **BLUE**) have made sustainable gains in all areas.

Comparison of ACT Performance by District, State, and National Scores 2011 to 2015															
	ENGLISH			MATH			READING			SCIENCE			COMPOSITE		
	DIST	ST	NAT	DIST	ST	NAT	DIST	ST	NAT	DIST	ST	NAT	DIST	ST	NAT
2011	19.8	19.6	20.6	21.3	21.5	21.1	20.5	20.7	21.3	20.8	20.8	20.9	20.7	20.8	21.1
2012	19.2	19.6	20.5	21.0	21.4	21.1	20.6	20.8	21.3	20.7	20.8	20.9	20.5	20.8	21.1
2013	19.8	19.9	20.2	21.4	21.5	20.9	21.2	21.0	21.1	21.0	20.9	20.7	21.0	20.9	20.9
2014	19.7	19.8	20.3	21.4	21.4	20.9	21.4	21.1	21.3	21.1	21.0	20.8	21.0	20.9	21.0
2015	20.5	19.8	20.4	21.9	21.1	20.8	21.9	21.1	21.4	21.5	21.0	20.9	21.6	20.9	21.0
Gains/Losses 2014 to Present	0.8	0.0	0.1	0.5	-0.3	-0.1	0.5	0.0	0.1	0.4	0.0	0.1	0.6	0.0	0.0
Gains/Losses 2011 to Present	0.7	0.2	-0.2	0.6	-0.4	-0.3	1.4	0.4	0.1	0.7	0.2	0.0	0.9	0.1	-0.1

College Preference

Below are the top ten colleges and universities LCISD students chose to send their ACT scores to in 2015:

1. Texas A&M University - College Station
2. University of Texas at Austin
3. University of Houston - Main Campus
4. Texas State University
5. Texas Tech University
6. Baylor University
7. Sam Houston State University
8. University of Texas at San Antonio
9. Rice University
10. Stephen F. Austin State University

Scholastic Aptitude Test (SAT) Participation and Performance Senior Class of 2015

Overview

The Scholastic Aptitude Test (SAT) is the second of the two comprehensive assessment programs that LCISD students can utilize for college admissions purposes. The SAT consists of three components: a critical reading test, a mathematics test, and a writing test. The critical reading portion – formerly known as the verbal section – includes short and long reading passages that require analysis. The math portion includes topics such as exponential growth, absolute value, functional notation, linear functions, and manipulations with exponents. Finally, the writing portion includes both multiple choice and essay components to assess grammatical and syntactical abilities. All SAT portions are scored on a scale of 200 to 800.

Participation Data

Shown in the table below, participation totals for the SAT have increased significantly from 2011 to 2015:

Number of Students Taking SAT: 2011-2015					
Campus	2015	2014	2013	2012	2011
LCHS	192	166	122	258	262
THS	148	135	83	95	136
FHS	301	269	258	323	369
GRHS	372	344	266		
District	1,013	914	729	676	767
State	193,768	179,036	172,870	172,802	166,012
Nation	1,698,521	1,672,395	1,660,047	1,664,479	1,647,123

Demographic Data

The table below summarizes the demographic disaggregation of students that took the SAT between 2011 and 2015.

SAT Participation by Student Identified Ethnicity: 2011 to 2015					
	2015	2014	2013	2012	2011
African American	258	219	164	144	183
Hispanic	275	247	194	141	189
Asian	82	86	73	49	42
White	358	321	265	307	321
Other or N/A	40	41	33	35	32

Performance Data

The table below summarizes LCISD student performance by each high school, the district, and compares them to the state and national averages. Please notice that LCISD students continue to maintain scores above the state average.

Average SAT Scores for Students by High School: 2011-2015															
Campus	Critical Reading					Math					Writing				
	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011
LCHS	470	476	469	481	477	486	490	485	503	492	446	464	452	474	474
THS	444	443	449	486	478	453	472	461	506	486	428	432	437	458	458
FHS	505	504	505	492	486	521	514	525	520	517	482	485	484	475	475
GRHS	502	498	497			513	516	519			487	483	495		
District	488	488	490	482	482	502	504	509	511	503	469	473	477	472	472
State	470	476	477	474	479	486	496	499	499	502	454	461	461	465	465
Nation	495	497	496	496	497	511	513	514	514	514	484	487	488	489	489

The table below summarizes student performance by ethnic group from 2011 to 2015.

SAT Scores by Student Identified Ethnicity: 2011 to 2015															
Student Group	Critical Reading					Math					Writing				
	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011
African American	442	444	457	449	430	448	456	463	467	442	432	434	442	437	428
Hispanic	467	463	469	467	465	481	490	499	496	489	446	454	461	457	450
Asian	524	537	521	470	501	559	565	556	522	540	507	522	501	471	506
White	529	522	513	516	517	543	532	536	539	540	505	500	502	500	504

Historical Performance

The table below summarizes the historical performance of students on the SAT from perspective of the district, state, and national levels, including any gains or losses in performance at each level since 2011. Please note that as the number of students taking the SAT has increased, LCISD students have maintained performance levels ahead of the state as a whole over the five year period.

Comparison of SAT Performance by District, State, and National Scores: 2011 to 2015									
	CRITICAL READING			MATH			WRITING		
	DIST	ST	NAT	DIST	ST	NAT	DIST	ST	NAT
2011	482	479	497	503	502	514	472	465	489
2012	487	474	496	511	499	514	474	461	488
2013	490	477	496	509	499	514	477	461	488
2014	488	476	497	504	495	513	473	461	487
2015	488	470	495	502	486	511	469	454	484
Gains/Losses 2014 to Present	0.0	-6.0	-2.0	-2.0	-9.0	-2.0	-4.0	-7.0	-3.0
Gains/Losses 2011 to Present	6.0	-9.0	-2.0	-1.0	-16.0	-3.0	-3.0	-11.0	-5.0

College Preference

Below are the top ten colleges and universities LCISD students chose to send their SAT scores to in 2015:

1. Texas A&M University - College Station
2. University of Houston - Main Campus
3. University of Texas at Austin
4. Texas State University
5. Baylor University
6. Texas Tech University
7. Sam Houston State University
8. University of Texas at San Antonio
9. Stephen F. Austin State University
10. Houston Baptist University

Resource Persons: Ms. Valerie Vogt, Academic Administrator
 Ms. Leslie Haack, Executive Director for Secondary Education
 Mr. Brian Moore, Director of Research and Accountability
 Ms. Valerie Anderson, Director of Advanced Studies

INFORMATION ITEM: PARENT INVOLVEMENT UPDATE

Parent Involvement

Parent Involvement Week (November 16 – 20) activities are planned for each campus to invite parents to visit and volunteer at their child's campus. Parent Involvement Month campus and District activities during November are posted on each individual school and PTO/PTA website, as well as on Facebook and Twitter.

There are several District-wide activities that have been implemented. These include:

- District-wide parent programs such as Veterans' Day; additional programs are planned on each campus during the month of November based on parent interest.
- District web page—posted information on Parent Involvement activities.

Volunteers in Public Schools

The Volunteers in Public Schools (VIPS) program currently has 4,327 volunteers assisting Lamar CISD campuses. Each campus may have a volunteer coordinator who implements volunteer training and oversees parental involvement activities.

Common Threads

Common Threads has assisted 3,242 students with clothing, backpacks, shoes and school supplies since September 10, 2015.

The winter clothing distribution began on November 5th. Students received long-sleeved shirts, 2 uniform jackets and/or regular coat and pants. Underwear and socks are given out based upon availability.

Parent Liaisons

There are four parent liaisons working to increase parent involvement at three Title I campuses. The campuses are Ray, Travis and Lamar Consolidated High School. Terry and Lamar Consolidated High Schools also have parent educators on site.

The parent liaison's role is to:

- involve and encourage parent participation in their child's education;
- provide valuable learning opportunities for parents to implement at home;
- encourage communication between parents and school personnel; and
- create parental awareness of school policies, procedures, and programs.

In addition, parent liaisons help implement the following campus activities:

- facilitate parent workshops and information sessions;
- help plan and implement activity nights such as math/reading/science nights and weekend projects (fun/educational craft projects for parents/child to work on at home);
- provide campus and community resources to parents via newsletters or email lists;
- translate information and assist with translating during school meetings as needed; and
- promote participation in PAC and SBMT.

Resource Persons: Valerie Vogt, Academic Administrator
Jennifer Roberts, Student Support Services Director
Jill Duban, Parent Involvement Facilitator

**INFORMATION ITEM: TAX COLLECTION REPORT
(AS OF OCTOBER 31, 2015)**

- Exhibit "A" gives the LCISD collections made during the month of October 31, 2015.
- Exhibit "B" gives the total LCISD collections made this school year from September 1, 2015 through August 31, 2016.
- Exhibit "C" shows the LCISD collections made month-by-month of the 2015-16 roll as compared to prior years. Through October 31, 2015, LCISD had collected 0.1% of the 2015-16 roll.
- Exhibit "D" shows the total collections made as compared to the amount that was budgeted for 2015-2016.
- Exhibit "E" shows the LCISD tax collection analysis for the last six years.

Resource Person: Jill Ludwig, CPA, RTSBA, Chief Financial Officer

**Lamar Consolidated ISD
Tax Collections
October 2015**

Exhibit A

Year	Taxes Paid	Penalty & Interest	Collection Fees	Total Payments	General Fund Taxes Paid	General Fund P & I & Collection Fees	Debt Service Taxes Paid	Debt Service P & I & Collection Fees
15	\$ 129,989.84	\$ -	\$ -	\$ 129,989.84	\$ 97,259.73	\$ -	\$ 32,730.11	\$ -
14	\$ 125,786.21	\$ 25,740.47	\$ 29,244.70	\$ 180,771.38	\$ 94,114.53	\$ 48,504.03	\$ 31,671.68	\$ 6,481.14
13	\$ 17,056.78	\$ 4,938.45	\$ 3,072.31	\$ 25,067.54	\$ 12,762.06	\$ 6,767.33	\$ 4,294.72	\$ 1,243.43
12	\$ 8,368.51	\$ 2,676.92	\$ 1,191.99	\$ 12,237.42	\$ 6,261.39	\$ 3,194.90	\$ 2,107.12	\$ 674.01
11	\$ 4,550.75	\$ 1,248.34	\$ 526.48	\$ 6,325.57	\$ 3,339.46	\$ 1,442.52	\$ 1,211.29	\$ 332.30
10	\$ 1,772.76	\$ 603.37	\$ 266.03	\$ 2,642.16	\$ 1,325.19	\$ 717.06	\$ 447.57	\$ 152.34
09	\$ 380.89	\$ 278.58	\$ 131.87	\$ 791.34	\$ 300.33	\$ 351.58	\$ 80.56	\$ 58.87
08	\$ 352.22	\$ 317.13	\$ 133.43	\$ 802.78	\$ 292.57	\$ 397.19	\$ 59.65	\$ 53.37
07	\$ 48.60	\$ 44.16	\$ 18.50	\$ 111.26	\$ 37.45	\$ 52.52	\$ 11.15	\$ 10.14
06	\$ 220.91	\$ 250.60	\$ 94.31	\$ 565.82	\$ 189.85	\$ 309.68	\$ 31.06	\$ 35.23
05	\$ 344.58	\$ 435.02	\$ 155.92	\$ 935.52	\$ 302.98	\$ 538.39	\$ 41.60	\$ 52.55
04	\$ 99.79	\$ 136.96	\$ 47.36	\$ 284.11	\$ 85.94	\$ 165.23	\$ 13.85	\$ 19.09
03	\$ 333.39	\$ 485.57	\$ 122.84	\$ 941.80	\$ 293.77	\$ 550.22	\$ 39.62	\$ 58.19
02	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
01	\$ 46.16	\$ 70.01	\$ 13.92	\$ 130.09	\$ 41.60	\$ 77.01	\$ 4.56	\$ 6.92
00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
99	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
98	\$ 77.63	\$ 164.60	\$ 36.33	\$ 278.56	\$ 71.77	\$ 188.51	\$ 5.86	\$ 12.42
97	\$ 88.85	\$ 199.02	\$ 43.18	\$ 331.05	\$ 82.14	\$ 227.18	\$ 6.71	\$ 15.02
96	\$ 5.62	\$ 1.34	\$ 1.04	\$ 8.00	\$ 5.62	\$ 2.38	\$ -	\$ -
95	\$ 22.49	\$ 56.00	\$ 11.77	\$ 90.26	\$ 21.29	\$ 64.77	\$ 1.20	\$ 3.00
94	\$ 61.55	\$ 160.65	\$ 33.33	\$ 255.53	\$ 58.36	\$ 185.65	\$ 3.19	\$ 8.33
93	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
92	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
91	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
90	\$ 309.53	\$ 956.42	\$ 189.89	\$ 1,455.84	\$ 287.89	\$ 1,079.44	\$ 21.64	\$ 66.87
89 & prior	\$ 22.44	\$ 25.58	\$ 7.20	\$ 55.22	\$ 22.44	\$ 32.78	\$ -	\$ -
Totals	\$ 289,939.50	\$ 38,789.19	\$ 35,342.40	\$ 364,071.09	\$ 217,156.36	\$ 64,848.37	\$ 72,783.14	\$ 9,283.22

**Lamar Consolidated ISD
Tax Collections
September 1, 2015-August 31, 2016
(Year-To-Date)**

Exhibit B

Year	Original Tax	Adjustments	Adjusted Tax	Taxes Paid	Penalty & Interest	Collection Fees	Total Payments	Total Taxes 10/31/2015
15	\$ 173,016,529.71	\$ 1,548,926.04	\$ 174,565,455.75	\$ 129,989.84	\$ -	\$ -	\$ 129,989.84	\$ 174,435,465.91
14	\$ 1,578,079.69	\$ (1,822.50)	\$ 1,576,257.19	\$ 250,673.93	\$ 48,794.02	\$ 55,544.78	\$ 355,012.73	\$ 1,325,583.26
13	\$ 759,119.83	\$ 8,055.97	\$ 767,175.80	\$ 36,550.59	\$ 10,713.41	\$ 7,306.08	\$ 54,570.08	\$ 730,625.21
12	\$ 693,023.94	\$ 7,356.54	\$ 700,380.48	\$ 12,504.12	\$ 4,530.71	\$ 2,214.47	\$ 19,249.30	\$ 687,876.36
11	\$ 631,556.26	\$ (2,940.51)	\$ 628,615.75	\$ (2,927.22)	\$ 2,736.68	\$ 1,098.23	\$ 907.69	\$ 631,542.97
10	\$ 605,391.03	\$ (92,108.30)	\$ 513,282.73	\$ (94,045.15)	\$ 1,653.38	\$ 644.32	\$ (91,747.45)	\$ 607,327.88
09	\$ 581,353.50	\$ 1,211.27	\$ 582,564.77	\$ 1,946.45	\$ 1,302.01	\$ 532.36	\$ 3,780.82	\$ 580,618.32
08	\$ 587,734.40	\$ -	\$ 587,734.40	\$ 1,441.81	\$ 1,161.42	\$ 137.82	\$ 2,741.05	\$ 586,292.59
07	\$ 191,892.59	\$ -	\$ 191,892.59	\$ 1,167.62	\$ 1,048.73	\$ 34.74	\$ 2,251.09	\$ 190,724.97
06	\$ 127,543.57	\$ -	\$ 127,543.57	\$ 303.90	\$ 346.88	\$ 130.16	\$ 780.94	\$ 127,239.67
05	\$ 142,756.89	\$ -	\$ 142,756.89	\$ 836.06	\$ 1,063.70	\$ 379.96	\$ 2,279.72	\$ 141,920.83
04	\$ 65,622.10	\$ -	\$ 65,622.10	\$ 370.49	\$ 515.18	\$ 177.12	\$ 1,062.79	\$ 65,251.61
03	\$ 48,382.85	\$ -	\$ 48,382.85	\$ 640.00	\$ 948.04	\$ 237.93	\$ 1,825.97	\$ 47,742.85
02	\$ 32,774.61	\$ -	\$ 32,774.61	\$ -	\$ -	\$ -	\$ -	\$ 32,774.61
01	\$ 30,373.59	\$ -	\$ 30,373.59	\$ 92.51	\$ 139.85	\$ 27.83	\$ 260.19	\$ 30,281.08
00	\$ 26,210.82	\$ -	\$ 26,210.82	\$ 44.00	\$ 82.28	\$ 18.94	\$ 145.22	\$ 26,166.82
99	\$ 27,765.44	\$ -	\$ 27,765.44	\$ -	\$ -	\$ -	\$ -	\$ 27,765.44
98	\$ 19,318.70	\$ -	\$ 19,318.70	\$ 77.63	\$ 164.60	\$ 36.33	\$ 278.56	\$ 19,241.07
97	\$ 17,316.46	\$ -	\$ 17,316.46	\$ 252.81	\$ 564.65	\$ 122.62	\$ 940.08	\$ 17,063.65
96	\$ 16,372.69	\$ -	\$ 16,372.69	\$ 5.62	\$ 1.34	\$ 1.04	\$ 8.00	\$ 16,367.07
95	\$ 8,069.69	\$ -	\$ 8,069.69	\$ 22.49	\$ 56.00	\$ 11.77	\$ 90.26	\$ 8,047.20
94	\$ 5,144.31	\$ -	\$ 5,144.31	\$ 134.92	\$ 350.65	\$ 72.83	\$ 558.40	\$ 5,009.39
93	\$ 2,639.02	\$ -	\$ 2,639.02	\$ -	\$ -	\$ -	\$ -	\$ 2,639.02
92	\$ 3,823.63	\$ -	\$ 3,823.63	\$ -	\$ -	\$ -	\$ -	\$ 3,823.63
91 & prior	\$ 11,266.58	\$ -	\$ 11,266.58	\$ 638.00	\$ 1,932.54	\$ 385.57	\$ 2,956.11	\$ 10,628.58
Totals	\$179,230,061.90	\$ 1,468,678.51	\$180,698,740.41	\$ 340,720.42	\$78,106.07	\$69,114.90	\$487,941.39	\$180,358,019.99

**LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
TAX COLLECTION ANALYSIS
PERCENT Y-T-D BY MONTH
FOR CURRENT LEVY ONLY**

MONTH	2015-2016	2014-2015	2013-2014	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
SEPT	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
OCT	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
NOV		2.2%	7.4%	1.9%	2.6%	3.9%	1.9%	1.7%	2.8%	2.1%	1.0%	3.3%
DEC		45.3%	45.3%	33.1%	30.2%	33.3%	25.9%	35.4%	31.9%	29.7%	32.7%	16.8%
JAN		82.0%	86.2%	82.9%	82.3%	84.1%	80.7%	80.4%	59.6%	76.4%	73.6%	74.9%
FEB		95.1%	95.5%	95.5%	94.8%	94.3%	93.3%	92.8%	93.5%	93.3%	92.5%	92.3%
MAR		96.8%	97.0%	96.8%	96.4%	96.1%	95.0%	94.8%	95.1%	94.7%	94.3%	93.8%
APR		97.9%	97.8%	97.6%	97.1%	96.9%	96.0%	95.6%	95.9%	95.8%	95.2%	94.8%
MAY		98.2%	98.2%	98.1%	97.9%	97.6%	96.5%	96.4%	96.7%	96.5%	96.1%	95.5%
JUNE		98.6%	98.7%	98.6%	98.3%	98.2%	97.4%	97.2%	97.4%	97.3%	96.8%	96.4%
JULY		98.9%	99.0%	99.0%	98.7%	98.6%	98.0%	97.9%	98.0%	97.8%	97.4%	97.1%
AUG		99.0%	99.2%	99.1%	98.9%	98.8%	98.2%	98.2%	98.2%	98.2%	97.8%	97.5%

**LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
2015-16 TAX COLLECTIONS
AS OF OCTOBER 31, 2015**

TAX YEAR LCISD TAXES	SCHOOL YEAR	BUDGET AMOUNT	COLLECTIONS 10/31/2015	% OF BUDGET COLLECTED
2015	2015-2016	\$175,920,949	\$129,990	0.07%
2014 & Prior	2014-15 & Prior	\$2,150,000	\$210,731	9.80%
TOTAL		\$178,070,949	\$340,720	0.19%

**LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
TAX COLLECTION REPORT
AS OF OCTOBER 31, 2015**

Exhibit E

SCHOOL YEAR TAX YEAR	2010-11 2010	2011-12 2011	2012-13 2012	2013-14 2013	2014-15 2014	2015-16 2015
COLLECTION YEAR						
1 Orig. Levy	\$ 129,215,668	\$ 132,226,943	\$ 136,145,655	\$ 142,546,726	\$ 153,118,133	\$ 173,016,530
1 Collections	\$ 132,086,020	\$ 136,117,707	\$ 140,561,034	\$ 148,220,912	\$ 160,220,428	\$ 129,990
Adj. To Roll	\$ 4,579,622	\$ 5,417,190	\$ 5,652,043	\$ 6,929,880	\$ 8,680,375	\$ 1,548,926
2 Collections	\$ 1,050,557	\$ 915,762	\$ 739,542	\$ 739,176	\$ 250,674	
Adj. To Roll	\$ 53,764	\$ (64,337)	\$ 65,612	\$ 242,601	\$ (1,823)	
3 Collections	\$ 329,317	\$ 286,833	\$ 315,459	\$ 36,551		
Adj. To Roll	\$ 13,438	\$ 162,075	\$ 445,748	\$ 8,056		
4 Collections	\$ 199,270	\$ 308,264	\$ 12,504			
Adj. To Roll	\$ 148,691	\$ 518,252	\$ 7,357			
5 Collections	\$ 268,598	\$ (2,927)				
Adj. To Roll	\$ 527,967	\$ (2,941)				
6 Collections	\$ (94,045)					
Adj. To Roll	\$ (92,108)					
TOTAL:						
COLLECTIONS	\$ 133,839,716	\$ 137,625,639	\$ 141,628,539	\$ 148,996,638	\$ 160,471,102	\$ 129,990
ADJUSTED TAX ROLL	\$ 134,447,042	\$ 138,257,182	\$ 142,316,415	\$ 149,727,264	\$ 161,796,685	\$ 174,565,456
BALANCE TO BE COLLECTED	\$ 607,326	\$ 631,542	\$ 687,876	\$ 730,625	\$ 1,325,583	\$ 174,435,466
ADJ. TAXABLE VALUE	\$ 9,852,848,351	\$ 9,946,202,048	\$ 10,238,222,730	\$ 10,771,358,125	\$ 11,639,630,595	\$ 12,558,214,147
TOTAL % COLLECTIONS AS OF OCTOBER 31, 2015	99.5%	99.5%	99.5%	99.5%	99.2%	0.1%
TAX RATE	1.36455	1.39005	1.39005	1.39005	1.39005	1.39005

**INFORMATION ITEM: QUARTERLY ENERGY MANAGEMENT REPORT
MAY – AUGUST 2013, 2014, 2015**

This report reflects an overall increase of 3,353,834.05 Kwh for May through August 2015 from the previous year, 2014. For the same time period compared to the year 2013 the report reflects an increase of 2,501,058.15 Kwh.

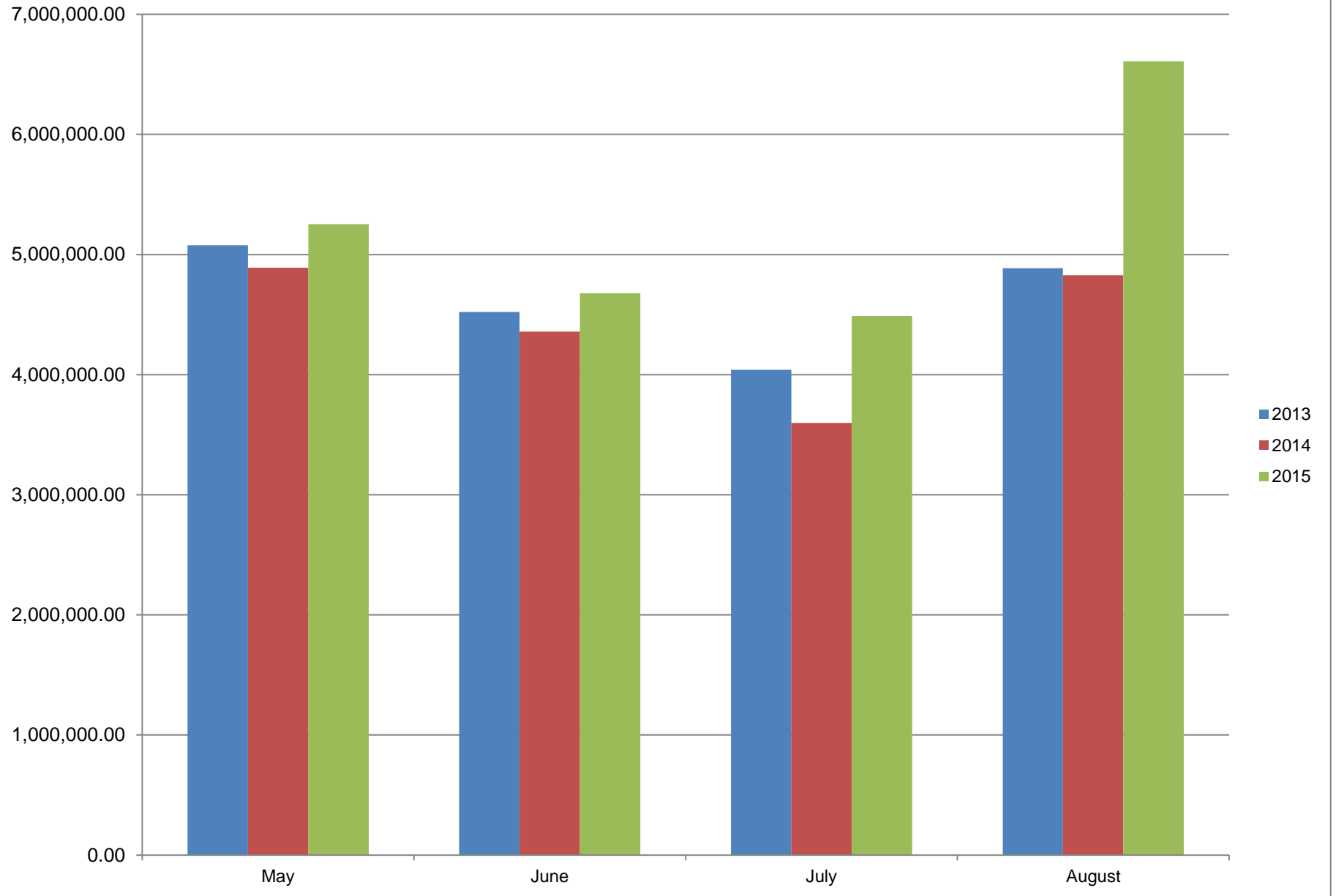
Using the baseline approach, the District reflects an increase of 1,715,114.05 Kwh from May through August 2015 from the previous year, 2014. For the same time period compared to the year 2013 the report reflects an increase of 833,538.15 Kwh. The baseline does not include Lamar Baseball/Softball Complex, Arredondo Elementary, LCISD Natatorium, and Fulshear High School Complex.

The locations with highest decreases in usage from the previous year for the same months are Frost Elementary, Pink Elementary, George Junior High, and Brazos Crossing. Decreases in the Kwh can be attributed to the amount of after-hour events. In addition, the Kwh decrease for Brazos Crossing can be attributed to the installation of HVAC controls. The overall increase in Kwh can be attributed to the operation of certain chillers to ensure they continue to run during the school day, after hour events, and weather related issues.

We continue to have presentations about energy usage and energy efficient habits available to staff and students. It is our goal to be informative as to where we are as a District but also provide information that can be used at home. We are monitoring and trending the temperatures and the operation times to ensure that we are running when scheduled. We continue to be diligent in our task to find ways to become more efficient without affecting the school day.

Resource Person: Kevin McKeever, Administrator for Operations

Lamar CISD Kwh Use - May - August 2013, 2014, 2105



**Lamar CISD
Kwh Usage Quarterly Snapshot
May - August 2013, 2014, 2015**

Sum of Use	Year		
Month	2013	2014	2015
May	5,076,544.00	4,889,101.35	5,253,399.07
June	4,522,554.00	4,358,668.25	4,677,511.55
July	4,040,910.75	3,599,104.50	4,488,796.26
August	4,887,018.00	4,827,376.75	6,608,378.02
	18,527,026.75	17,674,250.85	21,028,084.90
Arredondo Elementary			512,640.00
Lamar BB/SB Complex		28,800.00	26,304.00
Natatorium - LCISD			860,928.00
Fulshear Complex			267,648.00
		28,800.00	1,667,520.00
		17,674,250.85	21,028,084.90
		-28,800.00	-1,667,520.00
Base Line	18,527,026.75	17,645,450.85	19,360,564.90

Lamar CISD
Electrical Kwh Usage - May - August 2013, 2104, 2015

Building	2013	2014	2015
1621 Place	26,009.00	26,263.00	24,111.00
Alternative Learning Center	127,690.00	176,448.00	174,720.00
Austin Elementary	216,960.00	215,424.00	211,392.00
Beasley Elementary	195,648.00	205,632.00	206,400.00
Bowie Elementary	257,280.00	246,912.00	257,280.00
Briscoe Junior High	1,052,397.25	1,032,116.50	1,093,300.32
Campbell Elementary	437,972.00	429,917.50	1,512,606.60
Dickinson Elementary	276,192.00	285,696.00	280,224.00
Foster High School	948,078.25	839,945.75	893,754.24
Frost Elementary	392,418.25	398,842.25	342,710.92
Huggins Elementary	323,328.00	349,577.00	341,761.00
Jackson Elementary	386,537.00	306,879.00	318,425.00
Lamar High School	2,992,271.75	2,539,247.80	2,939,575.00
Meyer Elementary	274,521.00	275,878.00	269,650.00
Navarro Middle School	292,992.00	267,648.00	286,656.00
Pink Elementary	329,897.00	309,120.00	248,224.00
Seguin Elementary	265,140.00	240,484.00	227,818.00
Smith Elementary	185,472.00	186,048.00	166,848.00
Taylor Ray Elementary	334,080.00	319,104.00	330,336.00
Terry High School	1,114,415.00	1,165,637.25	1,177,507.00
Travis Elementary	401,109.50	378,235.25	400,592.25
Williams Elementary	313,728.00	311,040.00	326,172.00
Lamar Junior High	80.00	0.00	0.00
Natatorium	68,778.00	101,787.00	98,304.00
Brazos Crossing	290,112.00	298,368.00	234,048.00
Hutchinson Elementary	415,589.25	377,976.05	350,917.18
George Ranch High School	1,657,936.50	1,720,398.00	1,812,595.68
Hubenak Elementary	290,112.00	245,952.00	371,368.41
Thomas Elementary	331,392.00	350,784.00	345,408.00
Jane Long Elementary	537,702.00	522,760.75	522,158.66
George Junior High	691,009.25	807,627.00	701,677.08
Wessendorff Middle School	285,072.75	206,013.50	292,370.12
Band Road	84,471.00	94,768.00	83,082.00
Terry High School - Field House-	130,944.00	117,312.00	130,560.00
Velasquez Elementary	375,972.75	350,974.50	379,965.89
McNeil Elementary	385,104.50	364,712.75	376,253.09
Wertheimer Middle	278,976.00	272,832.00	302,592.00
Staff Development Center	41,480.00	39,280.00	35,880.00
Reading Junior High	393,389.75	382,579.00	372,944.46
Powell Point	98,145.00	95,727.00	140,089.00
Satellite Transportation	201,600.00	217,728.00	234,048.00
Ryon Middle School	439,680.00	305,664.00	294,720.00
Adolphus Elementary	385,344.00	266,112.00	251,520.00
Lamar Baseball/Softball		28,800.00	26,304.00
Arredondo Elementary			512,640.00
Natatorium-LCISD			860,928.00
Fulshear High School			267,648.00
Total Use	18,527,026.75	17,674,250.85	21,028,084.90

INFORMATION ITEM: PAYMENTS FOR CONSTRUCTION PROJECTS

Below is a list of invoices that have been approved for payment.

Bass Construction (Misc. Renovations 2015)	Application # 7	\$ 19,017.00
Drymalla Construction (Fulshear HS)	Application # 16	\$ 2,727,127.00
Drymalla Construction (Leaman JHS)	Application # 16	\$ 1,563,138.55
Drymalla Construction (Transportation Satellite)	Application # 16	\$ 667,601.10
Engineered Air Balance (Natatorium #2)	Application # 5	\$ 3,661.50
Gilbane (2011 Bond Program)	Application # 42	\$ 231,965.00
MCA Communications (Natatorium #2)	Application # 1	\$ 341.19
PBK Architects (Fulshear HS)	Application # 11	\$ 85,616.45
PBK Architects (Leaman JHS)	Application # 9	\$ 45,843.74
Terracon (Transportation Satellite)	Application # 3	\$ 4,060.00

Resource person: Kevin McKeever, Administrator for Operations

INFORMATION ITEM: REGION 4 MAINTENANCE AND OPERATIONS UPDATE

This agenda item will be on the Board Agenda each month to provide updates on Region 4's progress with Maintenance and Operations. The following indicates action that has taken place since the last regular board meeting.

Work Request Summary for October, 2015:

- The Department completed 1,573 requests
- The Department received 73 requests for the month

Maintenance:

The Maintenance Department assisted by:

- Providing four barricades painted orange for the Seguin Early Childhood Center
- Replacing the curtain wheels on the stage at Reading Junior High
- Installing a new fire extinguisher in a classroom at Reading Junior High
- Repairing the ceiling in the cafeteria area at Hubenak Elementary
- Installing a toilet paper dispenser and paper towel dispenser at Hubenak Elementary
- Hanging a banner in the gym area at Hubenak Elementary
- Caulking the holes on top of the canopy between the portables at Bowie Elementary
- Installing new rubber transition strips in a classroom at Pink Elementary
- Installing a flag holder in a classroom at Jane Long Elementary
- Changing an ice machine water filter in the lounge at Hubenak Elementary
- Replacing missing ceiling tiles in a classroom at Huggins Elementary
- Installing new door latches in a restroom at Huggins Elementary
- Installing door sweeps for a portable building at Huggins Elementary
- Changing the water filter on an ice machine in the lounge area at Huggins Elementary
- Re-hanging a divider in a boys restroom at Taylor Ray Elementary
- Installing four pencil sharpeners in the portables at Hubenak Elementary
- Installing a new toilet seat at the Administrative Annex
- Mounting three plastic wall folders in the office area at the Maintenance Center
- Re-gluing a rubber transition strip in a classroom at Pink Elementary
- Repairing the electric drinking fountains in the cafeteria area at Lamar High
- Adding electrical receptacles in a classroom at George Junior High
- Connecting six new stoves in the homemaking area at George Junior High
- Repairing the intercom system at Terry High
- Replacing broken locker door locks at Navarro Middle
- Replacing broken locker door locks at Ryon Middle
- Replacing a smoke detector at Williams Elementary
- Repairing a broken window glass at Bowie Elementary

- Installing a door sweep on a back door at Navarro Middle
- Hanging a banner in the cafeteria at Ryon Middle
- Replacing ceiling tiles in the front office area at Ryon Middle
- Repairing the cove base throughout the building at Wessendorff Middle
- Removing and cleaning the lint trap filter on a dryer at Briscoe Junior High
- Installing a wooden plaque over the hole behind the door in classroom R-4 Arredondo Elementary
- Repairing a hole in the wall at Lamar Junior High
- Re-installing a mirror in a classroom at Lamar Junior High
- Re-gluing a rubber transition strip at Lamar Junior High
- Installing pencil sharpeners in the new portables at Huggins Elementary
- Installing FRP board on the walls in a classroom Briscoe Junior High
- Installing a new mirror in a restroom at Terry High
- Repainting the back counter top and book shelves in the AP Office area upstairs at Terry High
- Installing a paper towel dispenser in a restroom at Terry High
- Repainting the crosswalks in the parking lot at Terry High
- Hanging a mirror and shelves at Lamar High
- Installing a toilet paper dispenser in a restroom at Lamar High
- Moving signs from the old home ticket booth fence and placing them on the home side at Traylor Stadium
- Hanging an eyeglass cabinet in a classroom at Lamar High
- Changing the water filter and cleaning out the ice machine in the locker room area at Lamar High
- Removing and cleaning lint trap filter on a dryer at Foster High
- Hanging a bulletin board in a classroom at George Ranch High
- Re-hanging a partition in bathroom at George Ranch High
- Re-hanging a backpack rack in a portable building at Campbell Elementary
- Changing a ballast in a light fixture at Campbell Elementary
- Painting paw prints and numbers in the parking lot front entrance drive and sidewalk at Arredondo Elementary
- Adjusting legs on a horseshoe table in a classroom at Jackson Elementary
- Assembling three easels on the stage area at Jackson Elementary
- Caulking all the joints on the canopy by the portables at Meyer Elementary
- Installing a new pencil sharpener in a classroom at Meyer Elementary
- Deep cleaning restrooms for the football games at Traylor Stadium
- Setting up 150 chairs and 50 tables for college night at Terry High
- Cleaning up for a swim meet event at the Lamar CISD Natatorium
- Deep cleaning restrooms at Huggins Elementary
- Setting up for SAT testing and cleaning afterwards at George Ranch High
- Extracting the carpets in the long hallways at Pink Elementary
- Setting up 50 tables and chairs for a craft show at Briscoe Junior High
- Deep scrubbing in the restrooms at Austin Elementary
- Setting up for the ACT testing and cleaning afterwards at Foster High
- Cleaning the ticket booths at Traylor Stadium

- Unstopping a sewer backup at Smith Elementary
- Replacing an electric drinking fountain at Williams Elementary
- Repairing the exhaust hood in the kitchen at George Junior High
- Adding electrical components for two new copiers at Brazos Crossing
- Repairing the intercom system at Terry High
- Repairing the PA system in the press box at Traylor Stadium
- Reprogramming the bell schedule at Briscoe Junior High
- Preparing the portables for new bond program management firm at Lamar Junior High
- Resetting the fire alarm system at Austin Elementary
- Resetting the security lighting timers at various campuses
- Assembling six metal tables at Ryon Middle
- Installing a new toilet paper dispenser in a restroom at the Development Center
- Replacing four broken ceramic tiles at Briscoe Junior High
- Installing new brackets on the urinal divider in a restroom at Wessendorff Middle
- Installing metal panels on cabinet doors in the arts area at Wessendorff Middle
- Installing new mini-blinds in six classrooms at Navarro Middle
- Cleaning the ice machine in the trainers' area at Briscoe Junior High
- Hanging white boards in three classrooms at Briscoe Junior High
- Re-gluing the cove base in a room at Briscoe Junior High
- Re-hanging a white board in a classroom at George Ranch High
- Installing rivets in the letter holders in the marquee at George Junior High
- Priming and painting three walls in a classroom George Junior High
- Assembling two benches and installing them in front of Lamar Junior High
- Re-stripping the parking area in front of the portables at Lamar Junior High
- Hanging a white board in the shop office area at Transportation Satellite

Energy Management

Energy Management assisted by:

- Meeting with the District HVAC contractor to review pending issues and to review personnel onsite
- Meeting with the HTC account manager as it relates to equipment and preventative maintenance issues with equipment at the LCISD Natatorium
- Meeting with Schooldude on the programming costs for various modules used in the maintenance system
- Working with Schooldude and informing them of the modules the District will be using
- Working with HTS to address and resolve issues with the Seresco unit and outside air unit at the Lamar CISD Natatorium
- Scanning controls of all locations to ensure temperature settings are good and units are running as scheduled
- Reviewing and inputting monthly utility bills into Schooldude
- Attending the preconstruction meeting of Elementary #24
- Discussing potential projects for the SCORE program next year

- Compiling the information for the state mandated energy report to be posted on the district website

Custodial, Integrated Pest Control and Lawn Works:

Custodial, Integrated Pest Control and Lawn Works assisted by:

- Setting up tables and chairs for an open house at Wessendorff Middle
- Setting up for a board meeting at Brazos Crossing
- Setting up for a principals meeting and cleaning up afterwards at Adolphus Elementary
- Cleaning up the gym area after volleyball practice at Briscoe Junior High
- Setting up for an open house event and cleaning up afterwards at Wertheimer Middle
- Setting up for college and career night and cleaning up afterwards at Terry High
- Cleaning up after a football coaches workday event at George Ranch High
- Setting up for an academic math night at Frost Elementary
- Cleaning up after a YMCA event held at Navarro Middle
- Deep cleaning restrooms for the football games at Traylor Stadium
- Setting up 150 chairs and 50 tables for college night at Terry High
- Cleaning up for a swim meet event at the Lamar CISD Natatorium
- Deep cleaning of restrooms at Huggins Elementary
- Setting up and cleaning afterwards for SAT testing at George Ranch High
- Extracting the carpets in the long hallways at Pink Elementary
- Setting up 50 tables and chairs for a craft show at Briscoe Junior High
- Deep scrubbing in the restrooms at Austin Elementary
- Setting up for the ACT testing and cleaning afterwards at Foster High
- Cleaning the ticket booths at Traylor Stadium
- Extracting carpets in the kinder area at Smith Elementary
- Moving desks, filing cabinets, and chairs in many classrooms at Lamar High
- Cleaning up after a theater event at Lamar High
- Setting up 350 chairs and cleaning up after a community meeting at Huggins Elementary
- Setting up of new classrooms by cleaning and moving desks at Foster High
- Extracting wet carpet in a classroom due to a water leak at Bowie Elementary
- Cleaning the carpet in an office at Brazos Crossing
- Cleaning up after a school carnival at Velasquez Elementary
- Preparing the portable and restroom by deep cleaning them in preparation for VANIR to occupy at Lamar Jr. High
- Cleaning the carpet in the kindergarten area due to heavy soiling at Velasquez Elementary
- Extracting the carpet in four classrooms due to water at Jackson Elementary
- Applying ant treatment at:
 - Arredondo Elementary
 - Beasley Elementary

- Hubenak Elementary
- George Jr. High
- Williams Elementary
- Dickinson Elementary
- Wertheimer Middle
- Brazos Crossing
- Removing wasps from the following locations:
 - Seguin Early Childhood Center
 - Huggins Elementary
 - Meyer Elementary
 - Jane Long Elementary
- Providing rodent control at the following locations:
 - Frost Elementary
 - Travis Elementary
 - McNeill Elementary
 - George Ranch High
- Applying weed control at the following locations:
 - George Junior High
 - Smith Elementary
 - Campbell Elementary
 - Hubenak Elementary
 - Pink Elementary
- Scheduling Bug Man Pest Control services district-wide
- Meeting with Bug Man Pest Control to review paperwork and compliance processes
- Sealing up cracks and holes at various locations
- Mowing at the following locations:
 - Austin Elementary
 - Adolphus Elementary
 - Administration Annex
 - Frost Elementary
 - Taylor Ray Elementary
 - Travis Elementary
 - Campbell Elementary
 - Dickinson Elementary
 - Seguin Early Childhood Center
 - Pink Elementary
 - McNeill Elementary
 - Meyer Elementary
 - Velasquez Elementary
 - Williams Elementary
 - Thomas Elementary
 - Hutchison Elementary

- Huggins Elementary
 - Smith Elementary
 - Special Needs Center
 - Powell Point
 - Alternative Learning Center
 - Jane Long Elementary
 - Bowie Elementary
 - Beasley Elementary
 - Brazos Crossing
 - Lamar High
 - Lamar Junior High
 - Wessendorff Middle
 - Terry High
 - George Junior High
 - Navarro Middle
 - Foster High
 - Briscoe Junior High
 - Wertheimer Middle
 - George Ranch High
 - Ryon Middle
- Painting the main football fields at all high schools
 - Setting up for football games at Traylor Stadium
 - Delivering the race car to the fair grounds
 - Picking up old picnic tables for disposal at Austin Elementary
 - Repairing the swings at Campbell Elementary
 - Delivering tables to Briscoe Junior High
 - Replacing the swing seats at Huggins Elementary
 - Sod cutting grass at the baseball/softball fields at Foster High
 - Sod cutting grass at the baseball field at George Ranch High

Resources: Kevin McKeever, Administrator for Operations
 Aaron Morgan, Director of Maintenance & Operations (Region 4)
 Hector Gomez, Assistant Director of Operations
 James Carrillo, Assistant Director of Maintenance & Operations (Region 4)



**12.B.#6. – PLANNING
BOARD REPORT
NOVEMBER 19, 2015**

**Monthly Report
2011 Bond Program**

EXECUTIVE SUMMARY

EXECUTIVE REPORT

	BUDGET	COMMITTED	UNCOMMITTED	PAID
NEW FACILITIES	195,237,324.00	38,940,097.95	17,410,063.82	138,887,162.23
EXISTING FACILITIES	23,727,447.10	581,568.25	4,633,481.60	18,512,397.27
LAND	2,918,653.00	1,600.00	294.19	2,916,758.81
TRANSPORTATION	6,100,779.00	-	836,905.00	5,263,874.00
TECHNOLOGY	21,168,000.00	26405.25	2,528,567.04	3,954,636.18
MISCELLANEOUS	-	-	-	-
TOTAL	249,159,203.00	39,549,671.45	25,409,311.65	169,534,828.49



Current 2011 Bond Program Projects:

Arredondo Elementary:

- ❖ Project Substantial Completion was August 10, 2015.
- ❖ Punch list work is ongoing.



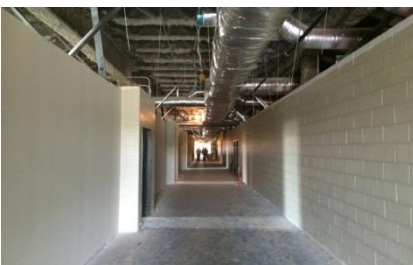
Arredondo ES is a new 12 acre campus consisting of a 90,700 sf building, parking and play areas located in Summer Park subdivision in Richmond, TX.



Churchill Fulshear (Jr.) HS, & sitework:

(Refer to Design Development booklet for floor plans)

Project meetings with PBK, Drymalla, Gilbane, and LCISD are continuing on a bi-weekly basis.



- ❖ The main canopy entrance framing is ongoing and near completion.
- ❖ Stone Veneer and Cast Stone Trim work at south elevation is ongoing.
- ❖ 2nd level exterior windows are installed.
- ❖ Interior CMU walls are ongoing in the main entrance corridors and in the 2nd level classrooms. Drywall framing and installation is ongoing.
- ❖ Drywall framing and drywall is ongoing down Main Street. Painting is ongoing as well.
- ❖ Gyp board walls are being installed throughout the east classrooms both levels. CMU and drywall is receiving finish paint.
- ❖ Approximately 95% of the site paving is complete.
- ❖ Above ground plumbing rough-in is ongoing in the athletics and second floor classroom areas. Block wall are progressing and ongoing in these areas.
- ❖ Ductwork is being installed and insulated in the athletics and gymnasium areas.
- ❖ Piping in the central plant is approximately 95% complete.
- ❖ Chillers have been set and piping is ongoing.
- ❖ The site transformers and switch gear have been energized. The building has permanent power.
- ❖ Ceiling grid and light fixtures are progressing throughout the building and ongoing.
- ❖ Interior CMU walls are ongoing in the east classroom areas.
- ❖ Exterior metal panels are ongoing in the library, east classroom, and administration areas.
- ❖ Exterior windows and glazing is near completion.
- ❖ Colored CMU block installation is ongoing in the auditorium, cafeteria, administration, and west classroom areas. Finish paint is ongoing.

Churchill Fulshear (Jr.) HS is part of a new 101 acre campus in Fulshear, TX. It includes a 350,000 sf main building, 32,400 sf field house, teacher and student parking, separate bus drop-off, dual gymnasiums, dedicated CTE spaces, competition and practice ball fields, tennis courts, and band practice areas.



Churchill Fulshear (Jr.) HS, & sitework (cont.):

- ❖ Finish painting is ongoing in the CTE, fine arts, and west classroom areas.
- ❖ Brick installation is ongoing in the CTE, fine arts, auditorium, west classroom, library, and administration areas and near completion.
- ❖ Service Yard CMU walls are complete.
- ❖ Damp proofing is ongoing areas P & Q.
- ❖ Electrical rough-in is ongoing for AHU's
- ❖ Floor tile has started and is ongoing in the kitchen and serving area.
- ❖ Furr downs for the main corridor and area Q is ongoing.
- ❖ Site sidewalks are formed and rebar has been placed throughout the site.
- ❖ The tennis courts have been poured out.
- ❖ Track has been filled and tested.
- ❖ Ceiling grid in and fixtures are installed in the commons area. Painting is ongoing.
- ❖ Drywall is ongoing in the library.
- ❖ The dormers have been set on the roof tops.
- ❖ Site light poles and fixtures are on site and are being installed.

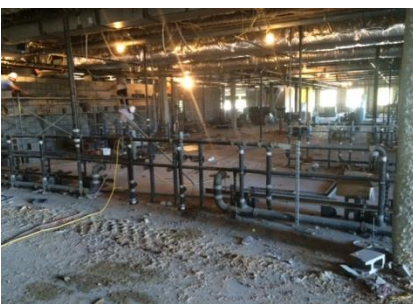
Fieldhouse

- ❖ Grading of the high school athletic fields is ongoing. Soil analysis complete. Waiting on direction from PBK for material selection and sod placement timing.
- ❖ Plumbing overhead is ongoing.
- ❖ Standing seam roof panels are complete.
- ❖ MEP rough in has started and is ongoing.

Dean Leaman JHS is part of a new 101 acre campus in Fulshear, TX. It includes a 203,000 sf building, teacher and visitor parking, separate bus drop-off, competition and practice ball fields, dual gymnasiums, and dedicated CTE spaces.

Dean Leaman JHS

(Refer to Design Development booklet for floor plans)



- ❖ Above ground plumbing rough in is ongoing in administration and classroom areas.
- ❖ Finish painting is ongoing in the athletic areas.
- ❖ Fireproofing is complete throughout.
- ❖ Interior CMU walls are ongoing in the administration, classroom, and fine arts areas.
- ❖ HVAC piping is ongoing in the library and classroom areas.
- ❖ HVAC piping insulation is ongoing in the administration and fine arts areas.
- ❖ Metal stud framing and drywall is ongoing throughout Main Street.
- ❖ Permanent power has been energized
- ❖ Ceiling grid and light fixtures are ongoing in the cafeteria.
- ❖ Gymnasium goalpost and goals are being installed.
- ❖ Ceiling grid, light fixtures, and painting are ongoing throughout areas D, E, and F.
- ❖ Service yard split faced CMU walls are complete.
- ❖ Exterior face brick is ongoing. Exterior sheathing is installed and being prepped on the north elevation.
- ❖ Fire sprinkler piping is ongoing.
- ❖ Ceiling grid is being installed throughout areas E and D.
- ❖ Interior CMU walls are ongoing areas B and C.
- ❖ Window frames and glass are installing areas A, B, and C.
- ❖ Low voltage cable is being installed areas E and F.
- ❖ Main canopy entrance is being erected and ongoing.
- ❖ Gyp board furr down framing is complete and rock is being taped and floated in the cafeteria.
- ❖ Site Transformer is set and in place.

Dean Leaman JHS is part of a new 101 acre campus in Fulshear, TX. It includes a 203,000 sf building, teacher and visitor parking, separate bus drop-off, competition and practice ball fields, dual gymnasiums, and dedicated CTE spaces.



Traylor Stadium Renovations

Building 1 and 2

- ❖ Punch list work has been completed.

Building 3

- ❖ Project Substantial Completion was August 27, 2015.
- ❖ Punch list work is ongoing.



Satellite Transportation Center Phase II:

- ❖ The metal building addition framing is currently being erected.
- ❖ Site paving is complete.
- ❖ Bus canopy piers are drilled and the columns are being placed.
- ❖ The foundation for the bus wash area is ready to be poured.



Miscellaneous Renovations (2015) to Campbell ES, Frost ES, Pink ES, Meyer ES, Dickinson ES, Williams ES, Smith ES, Navarro MS, Wessendorff MS, & Seguin Early Childhood Center:

- ❖ Project renovations have been completed and are in the closeout and warranty phases.



The Traylor Stadium project included demolition of existing concession and restroom facilities, as well as the construction of a new long jump area and 3 new restroom/concession and ticket booth buildings to serve the stadium. New fencing was installed and parking was reconfigured and striped.



Adolphus Elementary

2011 Bond Closed Projects:

Adolphus Elementary

New 90,700 sf elementary school located in Longmeadow Farms Subdivision in Richmond, TX. The campus includes 42 classrooms with Promethean boards, gymnasium with stage, music room, library, play areas, teacher and visitor parking, and separate bus drop off areas.

Uncommitted funds as of September 1, 2015: \$995,978.00



Ag Barn renovations

Agricultural Barn Renovations

The renovation included adding a new 10' canopy around $\frac{3}{4}$ of the building, added ventilation fans, new men and women restroom facilities, an interior storage room, grading and drainage work around the building perimeter, new electronic gate software, additional security cameras, and new tarps for all of the animal pens.

Uncommitted funds as of September 1, 2015: \$59,322.73



George Ranch HS Shell Build-Out

George Ranch High School Build-Out

The project included the build-out of 14 standard classrooms and 4 science labs inside the existing high school building.

Uncommitted funds as of September 1, 2015: \$1,005,671.00



Polly Ryon Middle School

Polly Ryon Middle School

The project included a new 80,000 sf middle school campus located on the existing George Ranch HS complex in Richmond, TX. The facility includes 22 classrooms with SMART board technology, a cafeteria with performance stage, library, 5 science labs, dedicated fine arts rooms, visitor and staff parking, and separate bus drop off areas.

Uncommitted funds as of September 1, 2015: \$1,091,456.03

Traylor Stadium Track & Turf

The project included the replacement of the turf and subgrade for the competition football field, as well as installation of a new track surface.

Uncommitted funds as of September 1, 2015: \$0.00



Traylor Stadium Track & Turf

District Competition Natatorium

The District Natatorium is a new 36,000 sf competition swimming facility with an eight lane heated pool, diving well, weight room, classrooms, offices, spectator seating and judges stands. The complex is located adjacent to Traylor Stadium in Rosenberg, TX.

Uncommitted funds as of September 1, 2015: \$513,558.02



BF Terry High School

Miscellaneous Renovations (2013) to Terry HS, Lamar HS, George JHS, Jackson ES, & Bowie ES

Terry High School (Rosenberg, TX): Renovations included a 6,200 sf addition for 2 art rooms and 1 standard classroom; remodel of the CTE areas to include to new PLTW classrooms and shop area; remodel of the existing wood shop to include new storage, exterior doors and an added classroom; remodel of the existing Ag shop and classroom to include new welding stations and integrated oxygen/acetylene manifold system and a new canopy and graphics at the campus main entry. All classrooms received new marker boards and homeland security locksets. Additional project upgrades included resurfacing the existing tennis courts.

Uncommitted funds as of September 1, 2015: \$600,961.10

George Junior High School



Lamar High School

George Junior High School (Rosenberg, TX): Renovations included new paint and graphics in both gyms and floor resurfacing in the competition gym; chilled water piping was replaced throughout the school; remodel of the existing Ag shop, storage and office areas; additional security cameras were added and homeland security locksets were added to all classrooms. Additional project upgrades included floor resurfacing and repair in the competition gymnasium.

Uncommitted funds as of September 1, 2015: \$423,547.02



Bowie Elementary School

Lamar High School (Rosenberg, TX): Renovations to the CTE areas of the school included relocation of exhaust systems in the existing Auto-tech shop; outfitting of lifts and exhaust for a future auto-tech shop expansion; repair and painting of the exterior yard vehicle canopy and fenced enclosure; new electronic gate for vehicle storage area; new exhaust hood system in the Ag shop and installation of an integrated oxygen/acetylene manifold system.

Uncommitted funds as of September 1, 2015: \$13,218.92



Jackson Elementary School

Bowie Elementary School (Rosenberg, TX): Renovations included replacement or modification of existing classroom casework; new classroom doors; a new sidewalk from the school to Ruby Street; ceiling tile replacement; grading and drainage work and all classrooms received homeland security locksets.

Uncommitted funds as of September 1, 2015: \$184,421.43

Jackson Elementary School (Rosenberg, TX): Renovations included a 470 sf kitchen addition with an office, laundry and restrooms; all flooring was replaced in the hallways with ceramic or vinyl tile; an additional canopy was installed outside the gymnasium; restrooms were renovated to remove trough urinals; various HVAC equipment was replaced; library doors were replaced and all classrooms received homeland security locksets. Additional project upgrades included new HVAC controls for the entire school.

Uncommitted funds as of September 1, 2015: \$658,559.93



Alternative Learning Center

Miscellaneous Renovations (2014) to Alternative Learning Center, Austin ES, Beasley ES, Foster HS, Lamar JHS, Lamar HS, Taylor Ray ES, & Travis ES, --Closeout of the project is expected in January, 2015.

Alternative Learning Center (Rosenberg, TX): The project included a 2,770 sf addition for administrative offices, inspection, security and a clinic, as well as renovations to existing student restrooms, conversion of old offices to computer lab and conference areas, and ventilation, exhaust and new wood storage for the Ag shop.

Uncommitted funds as of September 1, 2015: \$20,652.94



Austin Elementary School

Austin Elementary School (Richmond, TX): The project included replacement of all air handlers; remodel of life skills storage area into a restroom; enclosure of existing mop sinks in mechanical rooms and removal/replacement of sidewalks around the perimeter of the building to address drainage issues.

Uncommitted funds as of September 1, 2015: \$131,466.50



Foster High School

Foster High School (Richmond, TX): Renovations to the Ag shop included additional welding stations with exhaust hoods, a new exterior canopy, covered material storage areas and installation of an integrated oxygen/acetylene manifold system.

Uncommitted funds as of September 1, 2015: \$59,641.00

Lamar High School (Rosenberg, TX): This project included replacement of two existing cooling towers at the Central plant serving the high school and junior high, as well as replacement of the boiler in the Lamar HS Fieldhouse.

Uncommitted funds as of September 1, 2015: \$13,218.95



Lamar High School

Travis Elementary School (Rosenberg, TX): The project included a new parent drop-off drive and canopy along Avenue K; a new staff parking lot at the rear of the school; boiler replacement and tie in of a chilled water loop for the HVAC system.

Uncommitted funds as of September 1, 2015: \$29,923.47

Beasley Elementary School (Beasley, TX): The project included the replacement of all air handlers in the building that had reached the end of their life cycle. (no photo)

Uncommitted funds as of September 1, 2015: \$30,052.00



Travis Elementary School

Lamar Junior High School (Rosenberg, TX): The project included replacement of two boilers that had reached the end of their life cycle. (no photo)

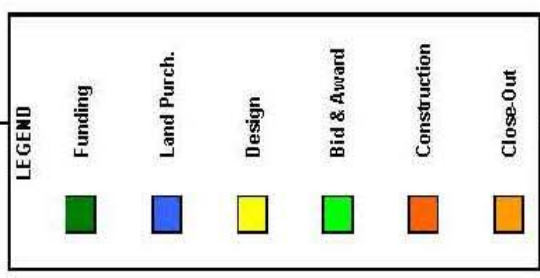
Uncommitted funds as of September 1, 2015: \$18,932.32

Taylor Ray Elementary School (Rosenberg, TX): Renovations consisted of the replacement of student restroom exhaust fans that had reached the end of their life cycle. (no photo)

Uncommitted funds as of September 1, 2015: \$16,764.57

2011 Bond Program Master Schedule

Bond Projects	Project Budget	Phase 1 Funding												Phase 2 Funding													
		2011	2012			2013			2014			2015			2016			2017									
		N	D	J	J	F	M	A	M	J	J	F	M	A	M	J	J	F	M	A	M	J	J	F	M	A	
New Elementary Schools																											
Adolphus Elementary	\$ 15,710,070																										
Arredondo Elementary	\$ 18,738,620																										
New Middle/ Jr High Schools																											
Polly Ryan Middle School	\$ 15,455,109																										
Leaman Junior High	\$ 41,386,418																										
New High School																											
Fulshear High School	\$ 82,201,089																										
New Support Facilities																											
Natorium	\$ 13,014,256																										
Satellite Transportation Phase 2	\$ 3,599,370																										
CTE - New Ag Barn	\$ 3,316,295																										
Lamar HS Baseball/Softball	(Funded from 06)																										
Existing Facilities																											
GRHS Shell Build-Out	\$ 2,509,191																										
Traylor Stadium Improvements	\$ 3,033,608																										
Traylor Stadium - Track & Turf	\$ 980,560																										
Austin Elementary	\$ 816,000																										
Dickinson Elementary	\$ 108,000																										
Huggins Elementary	\$ 480,000																										
Pink Elementary	\$ 48,000																										
Seguin Elementary	\$ 940,800																										
Williams Elementary	\$ 312,900																										
Bowie Elementary	\$ 366,000																										
Cambell Elementary	\$ 42,000																										
Frost Elementary	\$ 66,000																										
Jackson Elementary	\$ 1,440,000																										
Meyer Elementary	\$ 540,000																										
Travis Elementary	\$ 1,237,200																										
Beasley Elementary	\$ 150,000																										
Taylor Ray Elementary	\$ 402,000																										
Smith Elementary	\$ 18,000																										
Navarro Middle School	\$ 247,200																										
Wessendorff Middle School	\$ 64,800																										
George Junior High School	\$ 2,671,800																										
George Junior High School - CTE	\$ 95,000																										
Lamar Junior High School	\$ 192,000																										
Foster High School - CTE	\$ 255,000																										
Lamar Consolidated High School	\$ 576,000																										
Lamar Consolidated - CTE	\$ 225,000																										
Terry High School	\$ 2,117,040																										
Terry High School - CTE	\$ 1,900,000																										
Alternative Learning Center	\$ 1,124,400																										
ALC - CTE	\$ 275,000																										
Agriculture Barn	\$ 568,256																										
Total Construction	\$ 217,212,982																										
Other Programs																											
Land Purchase	\$ 2,700,000																										
Technology	\$ 21,168,000																										
Transportation	\$ 6,100,779																										
Miscellaneous	\$ 1,977,454																										
Total Bond Program	\$ 249,169,215																										



District Map and Directory

www.lcisd.org

HIGH SCHOOLS

- 1 Foster High School 832-223-3800
- 2 George Ranch High School 832-223-4200
- 3 Lamar Consolidated High School 832-223-3000
- 4 Terry High School 832-223-3400

JUNIOR HIGH SCHOOLS

- 5 Briscoe Junior High 832-223-4000
- 6 George Junior High 832-223-3600
- 7 Lamar Junior High 832-223-3200
- 8 Reading Junior High 832-223-4400

MIDDLE SCHOOLS

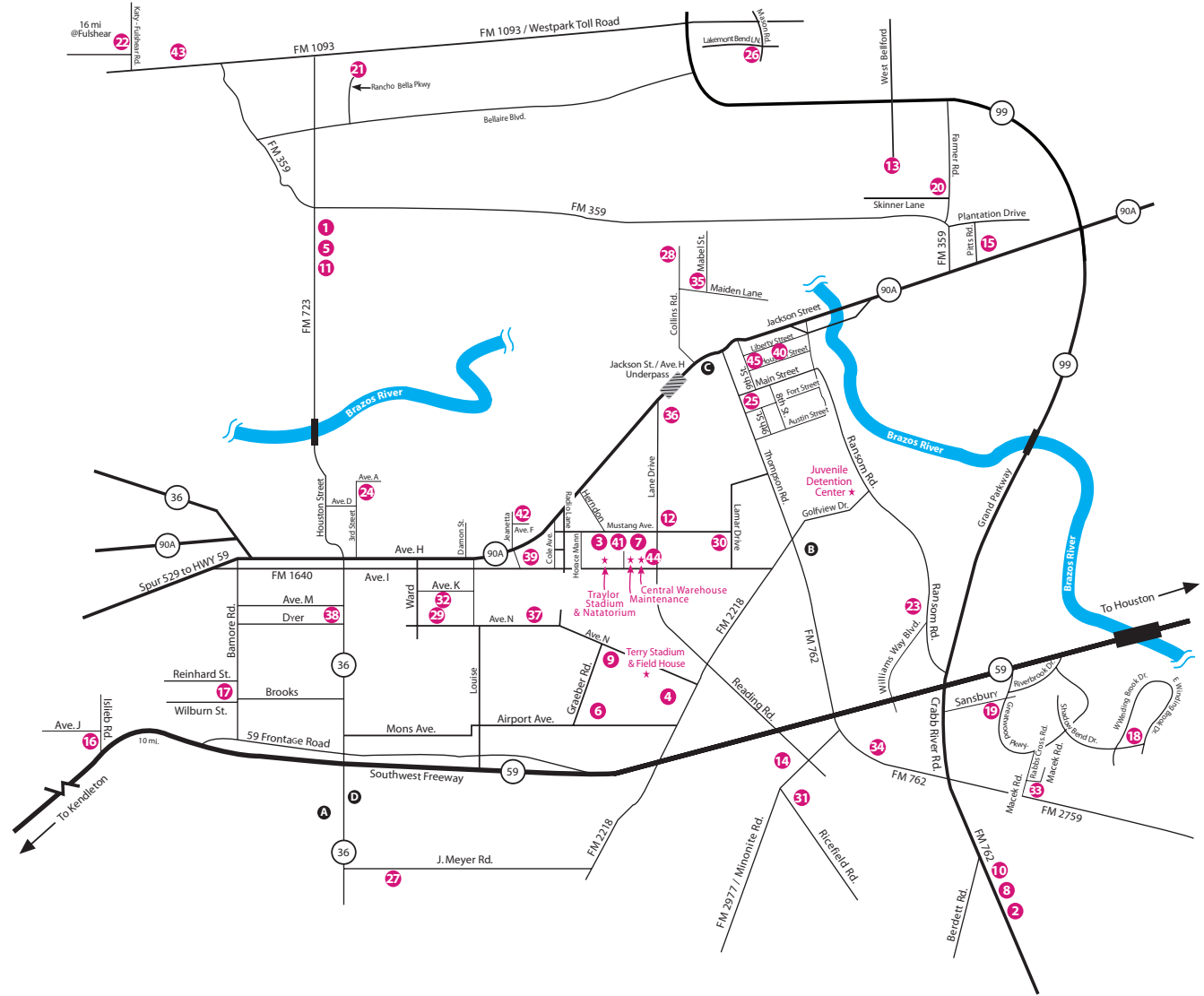
- 9 Navarro Middle 832-223-3700
- 10 Ryon Middle 832-223-4500
- 11 Wertheimer Middle 832-223-4100
- 12 Wessendorff Middle 832-223-3300

ELEMENTARY SCHOOLS

- 13 Adolphus Elementary 832-223-4700
- 14 Arredondo Elementary 832-223-4800
- 15 Austin Elementary 832-223-1000
- 16 Beasley Elementary 832-223-1100
- 17 Bowie Elementary 832-223-1200
- 18 Campbell Elementary 832-223-1300
- 19 Dickinson Elementary 832-223-1400
- 20 Frost Elementary 832-223-1500
- 21 Hubenak Elementary 832-223-2900
- 22 Huggins Elementary 832-223-1600
- 23 Hutchison Elementary 832-223-1700
- 24 Jackson Elementary 832-223-1800
- 25 Long Elementary 832-223-1900
- 26 McNeil Elementary 832-223-2800
- 27 Meyer Elementary 832-223-2000
- 28 Pink Elementary 832-223-2100
- 29 Ray Elementary 832-223-2400
- 30 Smith Elementary 832-223-2300
- 31 Thomas Elementary 832-223-4600
- 32 Travis Elementary 832-223-2500
- 33 Velasquez Elementary 832-223-2600
- 34 Williams Elementary 832-223-2700

DISTRICT FACILITIES/SPECIAL SITES

- 35 Seguin ECC 832-223-2200
- 36 1621 Place 832-223-0950
- 37 Administrative Annex 832-223-0000
- 38 Alternative Learning Center 832-223-0900
- 39 Brazos Crossing Admin Building 832-223-0000
- 40 Common Threads 832-223-0342
- 41 Development Center 832-223-0000
- 42 Fort Bend Alternative School 281-239-3431
- 43 Fulshear Transportation Center 832-223-0551
- 44 Rosenberg Transportation Center 832-223-0289
- 45 Special Needs Center 832-223-0960



INFORMATION ITEM: TRANSPORTATION UPDATE

The Lamar CISD Transportation Department continues to improve.

- Mike Jones has started as the new Transportation Director. His first day was November 9th and he has started working and is getting acquainted with everyone.
- The increased hourly rate for bus drivers has increased the number of applicants. Currently we have three drivers who are cleared to drive and are learning routes this week. Seven (7) more have completed their written exams and are waiting for the driving test. An additional seven (7) are studying to take the written exam.
- A new incentive has been created to help recruit drivers. If a current driver refers a new driver, both will receive a \$100.00 stipend. If both are still employed after six (6) months, they will both receive a second \$100.00 stipend. Since June 1, 2015 the department has hired forty (40) new drivers. Twelve (12) of these were referred by transportation employees.
- Twenty-four (24) drivers have left the department. These drivers left due to many reasons such as social security benefits being in jeopardy, medical reasons, seeking other employment opportunities.
- The Transportation Department is still running some double runs, four (4) out of Fulshear and eight (8) out of Rosenberg. Hubenak has Route 3127 that is doubled. Two (2) other routes that were doubled have been corrected by a new driver. Route 3102 is on stand-by until a new driver can take it. This will eliminate the double run of Route 3127 and relieve the overload issue of Route 3147, eliminating all double runs at Hubenak. McNeill has two (2) routes that are doubled (3142 and 3002). Route 3002 has a new driver in training for this route. Jackson has Route 3247 that is temporarily doubled when a sub-driver is not available. Route 1012 of the blue track is doubled. Seven (7) routes in the red track are doubled.
- Currently the Satellite Transportation Center has two (2) dispatcher positions and two (2) flex driver positions open. This is one of many areas the new director will be focused on.
- Communications is an area that needs more attention. The Transportation office in Rosenberg has been using the Skylert system to notify parents when issues come up that affect the bus routes. The Satellite Transportation office in Fulshear has not been using the system like they should. Now the employees have access to the system, and training has been set up to use the Skylert system. Some Skylert messages were sent out from the Satellite Transportation office the evening of November 9th.
- Consistency across the Transportation Department is a goal we are working hard on. Recently the department, with the help of all the campuses, has revised the discipline process on the school bus. This process not only makes the department consistent, but improves communications as well.
 - The driver will write a bus safety report for discipline. Reports for morning bus runs will be turned in by 12:00 noon, and afternoon run reports will be turned in by 9:00 am the next day.
 - The Bus Safety Reports will be scanned and emailed to the campus Assistant Principal by the designated Transportation Department staff member according to track (Blue, Red, Maroon or Gold).

- The Campus will enter the report into Skyward.
- At the end of the day, the Transportation Department designee will run the Bus Discipline Report and distribute to all Transportation employees needing information regarding discipline actions taken by the campus.
- Action taken will be shared with the drivers as appropriate.
- Videos will be obtained upon request and delivered to the campus (within 24 hrs. of the request).
- The Transportation Department is continuing to address the consistency and communication in the department and across the District.

Resources: Kevin McKeever, Administrator for Operations
Mike Jones, Director of Transportation

INFORMATION ITEM: ACCOUNTABILITY SIGNAGE

BACKGROUND INFORMATION:

Following the 2010-2011 school year, the Texas Education Agency transitioned away from the accountability system which labeled school districts and campuses as *Exemplary, Recognized, Acceptable* or *Unacceptable*. The current accountability system allows for either *Met Standard* or *Improvement Required*. After the 2016-2017 school year, the state will implement a new A-F system for all school districts and campuses.

The District plans to remove old *Exemplary* or *Recognized* signage from campuses to reduce confusion by parents and community members regarding the accountability system. This plan was shared with all principals and they overwhelmingly agreed to the removal.

We will not remove any National Blue Ribbon signage because it is a national honor that is not associated with the Texas accountability system.

Resource Person: Mike Rockwood, Executive Director of Community Relations

INFORMATION ITEM: SCHOOL SAFETY CERTIFICATE

The District recently received a school safety certificate from the Texas School Safety Center for sustaining a safe learning environment. This certificate is valid for two years.



School Safety Certificate

This certificate is presented to:

Lamar Consolidated Independent School District

who has successfully met all criteria determined by the Texas School Safety Center at Texas State University, in conjunction with the School Safety Task Force to be awarded a school safety certificate.

Valid until 11/2017

Submitted by: Dr. Kathleen Bowen, Chief Human Resources Officer
Trudy Harris, Assistant Director of Employee Svcs./Risk Mgmt.